



Substitute Task Force Update

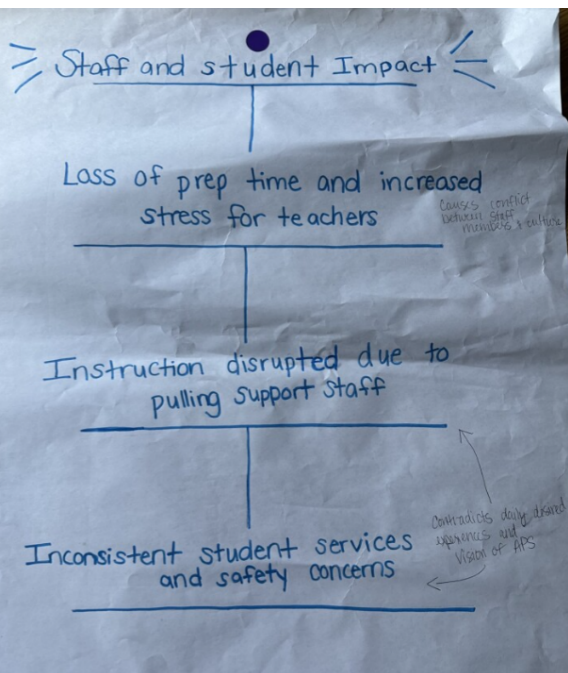
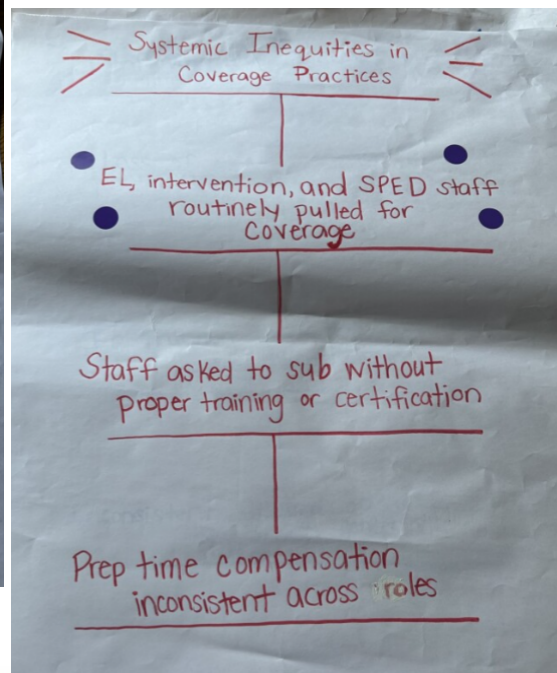
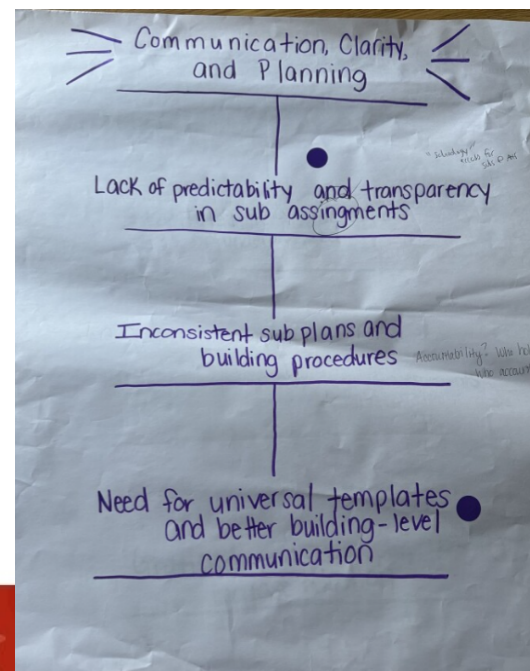
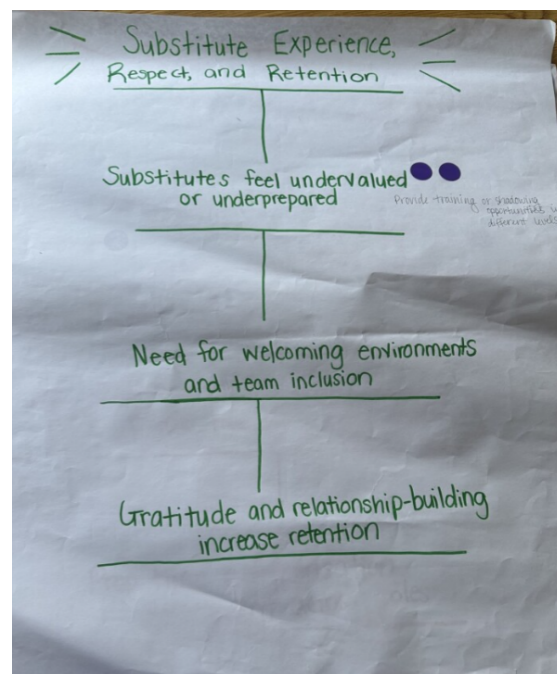
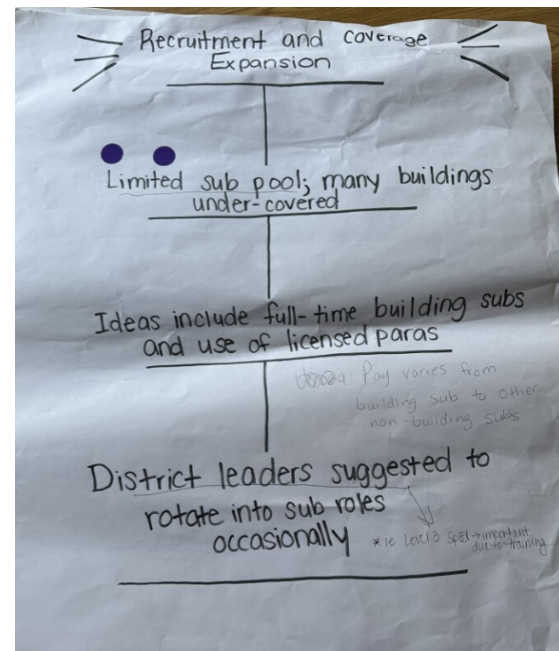
Addressing Substitute Teaching Challenges
Across the District
February 9th, 2026

Why This Matters

- Staff morale and student learning are directly impacted by sub shortages.
- Instructional time disrupted when coverage is inconsistent.
- Aligns with district vision: safe, supportive, consistent learning environments.

Top priorities from voting:

- EL and Intervention staff pulled for coverage (highest votes).
- Limited sub pool/buildings under-covered.
- Substitutes feel undervalued or underprepared.



Area of Concern #1: EL and Intervention staff pulled for coverage (highest votes).

Strategy: Reduce Colleague Coverage Occurrence

- Expand Internal Sub Pool
- Increase External Sub pool
- Colleague coverage rotation
- Building sub



Continued exploration...

How can Kelly Services improve this area of concern? Find more subs, increase sub pool, and offer training and incentives, especially for high need areas or hard to fill positions.

Who do we need to include to determine feasibility? District and Site Leadership

What additional questions or information do we need? What are the financial and staffing implications in partnering with Kelly Services? How might the use of an external agency impact our ability to honor personal relationships and placement preferences?

Area of Concern #2: Limited sub pool/buildings under-covered.

Strategy: Increase external sub pool

- Increase sub pay by seniority
- Increase external pay
- Increase for high need day or high need settings



Continued exploration...

How can Kelly Services improve this area of concern? This agency will address this area by using incentive pay, recognition programs, targeted advertising, and improved preparation and training for our sub staff.

Who do we need to include to determine feasibility? District Leadership

What additional questions or information do we need? How does the current Kelly Services model differ from our prior experience with Teachers On Call? What are the cost benefit considerations of using Kelly Services versus developing internal solutions? What has been the experience of other districts using Kelly Services?

Area of Concern # 3: Substitutes feel undervalued or underprepared.

Strategy: Provide District and Site Resources to prepare substitutes

- District Sub plan template
- Site Behavior/Discipline Plan
- Elementary/Secondary Tech Help Sheet
- Substitute Appreciation (lunch provided, neighbor teacher check in, etc.)
- training for programming (example: Elementary MyMath and Benchmark)



Continued exploration...

How can Kelly Services improve this area of concern? This agency will address this area by using incentive pay, recognition programs, targeted advertising, and improved preparation and training for our sub staff.

Who do we need to include to determine feasibility? District Leadership, Site Leadership Teams, Substitute Teachers

What additional questions or information do we need? Is there a need for a working group to create a district sub plan template? How do we ensure site level information is available in a concise one-page format? Who would provide training on district curriculum resources and when would that training be offered to substitutes? How will we measure whether substitutes feel prepared, supported and valued?

Next Steps

Our next steps involve collecting feedback from stakeholders, clarifying lingering questions, and working toward a recommendation for the June School Board meeting.



Closing Statement

In summary, addressing substitute staffing challenges (internally and externally) requires careful consideration of cost, staffing capacity, training and preparation, consistency across sites, and the overall experience of substitutes. As we explore potential partnerships and internal solutions, it is essential to balance efficiency with relationship-building, ensure substitutes feel prepared and valued, and develop sustainable systems that support both staff and students districtwide

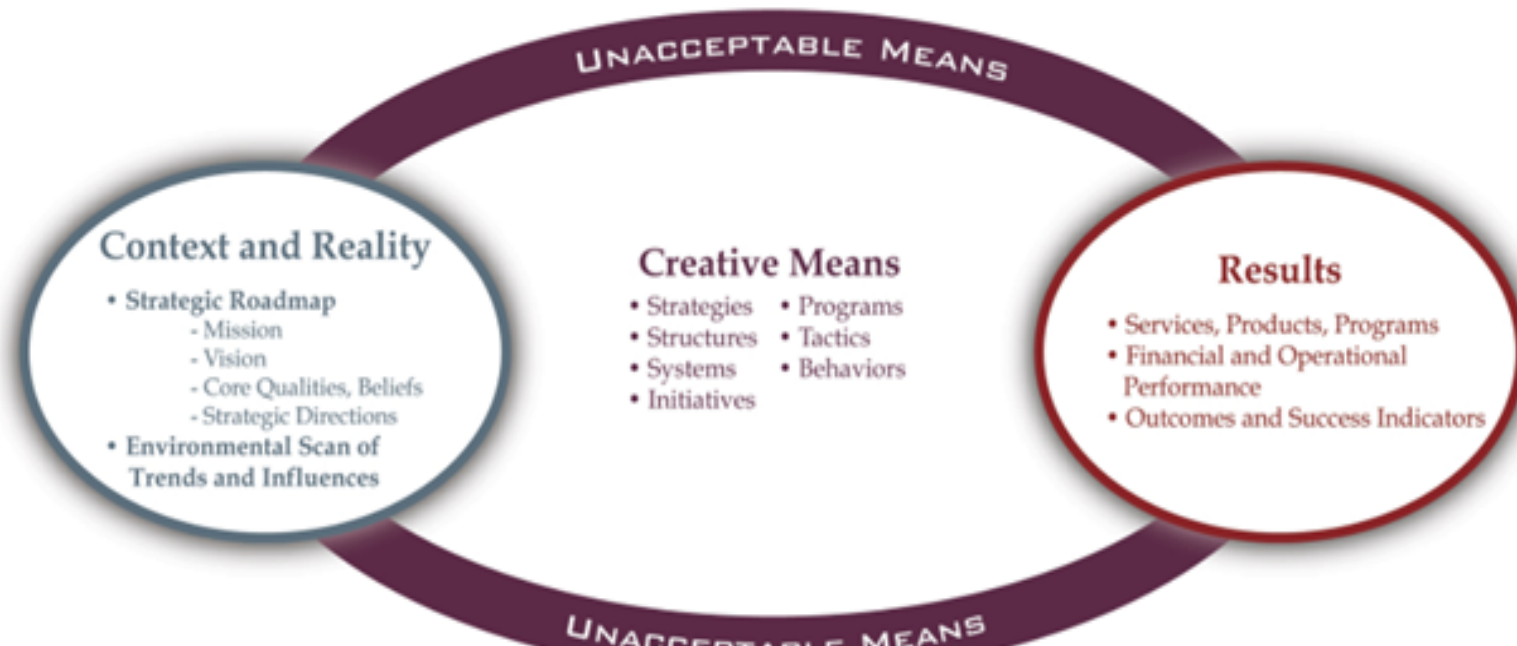
Attendance Task Force – Board Update

Feb. 9th, 2026

Where We've Been

Austin Public Schools Student Attendance Task Force Committee

"How can we, as a district, strengthen supports, systems, and partnerships to increase student attendance in ways that are equitable, sustainable, and student-centered?"



MnMTSS Attendance Guidebook: Summary of Key Actions

	KEY ACTIONS FOR DISTRICT LEADERS	KEY ACTIONS FOR SCHOOL LEADERS	KEY ACTIONS FOR TEACHERS
INFRASTRUCTURE THAT SUPPORTS CONTINUOUS IMPROVEMENT	Review the district's strategic plan to ensure it includes attendance	Designate a school team responsible for attendance	Review and analyze attendance data
	Review the district's attendance policy	Ensure the school team is organized and supported to carry out specific functions related to attendance improvement	Help identify common barriers to attendance
	Integrate attendance improvement functions into an existing cabinet-level, cross-departmental team	Utilize grade-level teams	Participate in training on how to make contact with and deliver classroom interventions
FAMILY AND COMMUNITY ENGAGEMENT	Expect and support all staff to partner with families	Build partnerships with families	Positive outreach to welcome families
	Provide positive attendance communications in all home languages for schools to use	Establish two-way communications with families	Contact families when students are absent
	Commit to continuous improvement	Amplify family voice	Discuss attendance during parent-teacher conferences
MULTI-LAYERED PRACTICES AND SUPPORT	Ensure school teams have access to disaggregated data	Establish a team meeting cadence	Take attendance daily with care
	Provide data analysis support	Examine data patterns and trends	Make your classroom engaging so students want to show up
	Curate evidence-based interventions	Conduct a root cause analysis	Create an inclusive classroom culture around attendance
		Ensure foundational support is in place	Help identify barriers to attendance
		Implement Tier 1 universal prevention strategies	Create plans for students who were absent to keep pace with the class
		Identify students in need of early intervention and Tier 2 support	Refer students to the school team for Tier 2 and 3 supports
		Identify students in need of intensive Tier 3 support	
ASSESSMENT	Evaluate district systems promoting attendance	Add chronic absence to universal screening	Help identify barriers to attendance
	Review attendance data next to summative outcome assessments	Monitor progress towards reducing chronic absenteeism	Assist in monitoring progress
		Consider attendance when reviewing diagnostic assessments	
DATA-BASED DECISION-MAKING	Provide accessible and integrated data	Examine data patterns and trends	Review and analyze attendance data
	Utilize attendance data to evaluate systems performance	Monitor impact of interventions	Assist in monitoring progress



Themes From The Group

System Alignment Across Grades

- Ensuring consistent attendance policies and messaging from Pre-K through 12th grade promotes clarity for families and schools.

Positive Learning Conditions

- Fostering strong relationships and supportive environments encourages regular student attendance and engagement.

Family and Community Engagement

- Reciprocal communication and shared responsibility between families, schools, and communities address attendance challenges together.

Cultural Awareness and Equity

- Attendance policies must be inclusive and sensitive to diverse student and family backgrounds for equitable outcomes.

Partnerships with Local Organizations

- Collaborating with nonprofits and leaders enhances outreach and support for families facing attendance challenges.

Developing Recommendations

Infrastructure

- 1.Create an attendance team
- 2.Embed attendance in school improvement plan
- 3.Provide professional development

Family and Community Engagement

- 1.Launch Positive Communication Campaign
- 2.Host Attendance Cafés or Listening Sessions
- 3.Build Partnerships with Community Organizations

Multi-Layered Practices and Support

- 1.Implement Tier 1 Universal Strategies
- 2.Develop Tier 2 Supports
- 3.Coordinate Tier 3 Intensive Interventions

Assessment

- 1.Add Chronic Absence to Universal Screening
- 2.Monitor Progress Regularly
- 3.Review Attendance in Diagnostic Assessments

Data-Based Decision Making

- 1.Create Accessible Dashboards
- 2.Analyze Patterns Biweekly
- 3.Use Data to Allocate Resources

Any questions for either team?