

Best Practices for Substitute Friendly Schools

What makes the office staff special for substitutes?

1. Substitutes are welcomed to a school and treated in a professional manner.
2. Office staff notify sub of day-specific activities (drills, assemblies, other events) *
3. Office staff have duplicate class lists, keys, and substitute folder ready when substitutes check in. *
4. Important phone numbers are prominently displayed in the sub folder. (speed dial on room phone)
5. Directions are provided to classrooms, custodian, restroom, faculty/staff rooms. *
6. Office staff is helpful; calls for support are dealt with promptly.
7. At the end of the day, office staff acknowledges subs and remind subs to return folder and keys.

How do teachers & paraprofessionals make substituting in their classrooms meaningful?

8. Staff have their current name and teaching assignment recorded on Subfinder.
9. Teachers and paraprofessionals leave clear, detailed, meaningful lesson plans, with room for modification and input. *
10. Teachers leave up-to-date seating charts with the student's full name *and* PowerSchool student picture printout.
11. Orientation of the classroom is clear in seating chart; *i.e.*, front row at bottom of chart. *
12. Classroom procedures are specified: daily schedule, supervisory duties, etc.
13. Subs are to be duty free before start of the instructional day, so they have time to read the lesson plans.
14. * Needed equipment (phone, AV, mikes etc.) is working, charged up and ready to be used. *
15. * Discipline procedures used in the classroom and throughout the school are specified. *
16. The teachers expect that substitutes will follow the lesson plan and do a great job.
17. Teachers set expectations for student behavior when subs are present and prepare their class for the sub whenever possible.
18. Substitute feedback is acknowledged and appreciated by the teacher.
19. Disrespectful and disruptive student behaviors reported by substitute are addressed by the Teacher, Parapro or SAEOP on his/her return.
20. Students with special needs, and their modifications, are identified. Helpful students are also identified. *

How do other teachers and support staff make substitutes feel welcome?

21. Staff are welcoming, friendly and helpful.
22. All visitors (including staff) who enter the classroom identify themselves **to the substitute**.
23. A staff member checks in with the substitute periodically throughout the day and provides assistance for students who have significant behavioral issues or special needs. *

In what ways are students engaged learners?

24. The students are friendly, respectful, flexible, helpful, and cooperative.
25. Students are in their seats at the start of class and follow the substitute's directions.
26. Students are engaged and take learning seriously.
27. Students apply themselves to the lesson plan work that the teacher prepared for the substitute.

How are substitutes supported by security?

28. Security staff are proactive. They introduce themselves to substitutes.
29. The security staff arrive amazingly fast should the need arise.

How are substitutes supported by administration?

30. Administrators acknowledge substitutes as professionals.
31. Administrators make their presence known to the substitute. An administrator/designee checks in periodically. This helps to motivate students and validate the substitute's presence. *
32. The principal expresses concern and care for the students and staff, including substitutes.

How is the school climate positive?

33. The entire school has uniform expectations about student behavior and academic achievement.
34. The staff and the students are friendly and respectful.
35. The building is clean and welcoming. The substitute's area is neat and orderly.
36. Students are required to have passes when out of the classroom.
37. Students, staff and substitutes are held accountable for their actions.

* Contract-Appendix N