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Adaptive Special Education  
Example High School  
General Substitute Plans and Teacher Schedule  
EVEN BLOCK SCHEDULE (Most Thursdays)

## **Good Morning, Esteemed Professional!**

On Even Block Schedule days, we are on a “late start” schedule. Many students will be in the building receiving assistance or making up tests, but actual classes do not begin for the day until 8:50AM. Please check in at the office to be assigned duties until classes begin for the day.

Today, you’ll be substituting in a variety of classrooms. The detailed schedule below will help guide you through your school day, letting you know the classes you’ll attend, the locations of those classes, the colleagues you’ll be supporting, and the students you’ll be assisting.

On my desk in room 100, you’ll see a stack of pocket folders. These folders contain handouts and documents for each of the classes I co-teach. If I have created modified versions of assignments for class, you’ll find them either on my desk in 100 or in the classrooms where I teach with my colleagues.

Seating charts/rosters are here in this binder.

Because you are serving as an adaptive special education teacher today, you will be working with many students who have Individualized Education Plans (IEPs) or 504 plans (a piece of documentation that lets teachers know about any special learning needs a student may have, even though he/she doesn’t have an IEP). As you consult the photo rosters for each class, students with a highlighted name have an IEP or 504. My co-teachers know students’ needs and can help communicate with you the best ways to help each student.

### **Academic Support (7:30-8:45)**

Please check in at the office to be assigned duties until classes begin for the day.

### **Hour 2 (8:50-10:15) —SPED Float**

At the start of the school day, please consult with Mr. John Doe (SPED DC) in room 140 to ask where you will be assigned for class and what your duties will be today.

### **Seminar (10:20-11:10) in room 333**

During Seminar time, you will work with a group of students to help them complete academic work with you or to help them. There may be information to share with students. Please see Mr. John Doe, the SPED department chair, about any lessons that need to be done with students if no lesson is left here in the sub folder.

Students may have passes from other teachers to go work with them in different rooms. If a student has a pass, they may use it to leave to go to see the other teacher at 10:30am. If a student does NOT have a pass from another teacher, he/she may not leave to go elsewhere; he/she will need to stay in 333 with you.

Students should use a quiet voice when talking/collaborating in order to provide a reasonably quiet environment for those trying to work. If people are getting too noisy, please tell them to use a whisper.

### **Hour 4 (11:15-1:10) —Testing Center in room 100**

Before reporting for this assignment, go to lunch.

During this time, you will support students with IEPs and 504s for academics, behavior, or both in the Special Education Support Room. When students come to the support room, please have them sign in on the sheet provided (it's in a 3-ring binder on the desk). Ask the student how you can help him/her. Common requests may be reading a test out loud, assisting them with an assignment for an academic class, or allow them a quiet and distraction-free setting for completing work or a test. If there are students who use the room for behavioral support, there will be copies of their behavior intervention plans available so you'll know the appropriate course of action should they come in dysregulated--that plan will include the names of other people who can help you.

Please remain in the support room. Should you need to leave briefly (for example, to use the restroom), please ask another teacher in the department office to keep an eye on the room until you get back. That way, we can ensure that students will be assisted promptly.

Lunch 1 (11:10-11:40)	Eat lunch.
Lunch 2 (12:00-12:30)	In class.
Lunch 3 (12:45-1:15)	In class.

### **Hour 6 (1:15-2:40) —English 9 with Mr. Dan Daniels in room 222**

During this class period you will assist and make sure all students in class are following teacher directives and are understanding the assigned work (i.e. completing assignments and staying off cell phones, appropriately using technology). When students are working independently, walk around the room. Observe which students are getting stuck or showing signs of frustration; help these students by approaching them and offering assistance.

Take a moment to confer with Mr. Daniels to make sure the appropriate materials for each student are ready to go for class.

If you aren't sure what you could do to be most helpful, please ask for direction! Mr. Daniels will be glad to let you know where the most assistance can be provided.

#### Class Rules to Know

1. Students receive two bathroom passes per semester. If they don't have a paper pass, they shouldn't leave the room to go to the bathroom.
2. Cell phone should be out of sight (bag or pocket) unless Mr. Daniels explicitly says it is a time when devices may be out.
3. Remain in your seat until the bell rings; no lining up at the door.
4. Sit in assigned seats.
5. Have supplies and be ready for class. If students do not have a needed supply, they may borrow from a classmate or purchase one from Mr. Daniels (most items cost \$0.25).

I hope you had a great day! Thank you!

Sara Simpson