

# Sub Plans for Room 112

Prepared for Twelve week leave, January 5 to March 27

ROOM

Room 112

TEACHER

Mrs. Okonkwo

GRADE

Grades 9-12 transition

DATES

Twelve week leave, Ja...

## READ THIS FIRST

the whole room in one minute

**Read this before the students arrive.** You are not covering a class for a day; you are stepping into a small business and a family for twelve weeks, and the good news is that both already know how to run. Spend your first week learning names, routes, and routines before you change anything, and lean on Ms. Reyes, who holds the room's memory. The students are young adults preparing for work and independence, and they will meet you exactly as respectfully as you meet them.

## ROUTINES THAT MUST NOT BREAK

- Preview tomorrow at the end of every day, out loud.
- Let students do every task they can do themselves, slower or not.
- Keep the cart route order exactly as posted.
- Log job-site data daily; Mrs. Adler collects it weekly.

## THE DAILY SCHEDULE

who leads each block and who supports it

| TIME  | ACTIVITY                            | WHERE                        | LED BY           | SUPPORT & NOTES                                                                                                      |
|-------|-------------------------------------|------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------|
| 7:45  | Arrival, coffee cart prep           | Room 112                     | Ms. Reyes (para) | The coffee cart is the morning's anchor job. Students prep it themselves; you supervise and stay out of the way.     |
| 8:15  | Coffee cart delivery route          | Main office hallway          | Ms. Reyes (para) | Same route, same order, every day. New faces on the route throw the crew; introduce yourself on day one.             |
| 9:00  | Vocational skills block             | Work stations                | You              | Station cards define each task start to finish. Data sheets hang on clipboards behind each station.                  |
| 10:00 | Break and social time               | Common corner                | You              | This is instruction too: ordering snacks, making change, small talk. Join it; do not supervise it from a desk.       |
| 10:30 | Functional academics                | Desks                        | You              | Money, time, and schedules, from the week's folder. Calculators always allowed.                                      |
| 11:30 | Lunch skills                        | Cafeteria                    | Both paras       | Students buy or pack; the skill is the transaction and the table manners, not the speed.                             |
| 12:15 | Community instruction or campus job | Varies by day                | You              | The week-at-a-glance page in this binder says which. Community days need the signed permission list from the office. |
| 1:45  | Wrap-up, journals, next-day preview | Desks                        | You              | Each student writes or dictates one line about the day. Preview tomorrow out loud; surprises are the enemy.          |
| 2:15  | Dismissal                           | Front loop and city bus stop | You              | Two students ride the city bus independently; that is a graduation-level skill, let them.                            |
|       |                                     |                              |                  |                                                                                                                      |

## ADULTS IN THE ROOM

they know the routines; follow their lead

| NAME       | ROLE                   | WHEN & WHAT THEY CARRY                                                                            |
|------------|------------------------|---------------------------------------------------------------------------------------------------|
| Ms. Reyes  | Paraprofessional       | All day. She runs the coffee cart enterprise and holds the relationships; she is your continuity. |
| Mr. Barone | Paraprofessional       | 10:30 to 2:30. Community instruction driver and lunch coverage.                                   |
| Mrs. Adler | Transition coordinator | In and out weekly; she owns job-site paperwork and will check on you in week one.                 |

## STUDENTS AT A GLANCE

initials only; this binder may leave the room

| INITIALS | COMMUNICATION    | WORKS WHEN                                                  | AVOID                                                      | HEALTH FLAGS                                                  |
|----------|------------------|-------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------|
| JW       | Verbal           | Treated like the young adult he is                          | Anything that reads as babying, including stickers         | Diabetic; glucose tabs in the nurse's office and his backpack |
| PF       | Verbal, quiet    | She has rehearsed the interaction once before doing it live | Cold calls in front of the group                           | None                                                          |
| OD       | AAC app on phone | Staff talk to him, not to his aide                          | Speaking about him in the third person while he is present | Phone is his voice; it is never confiscated under any policy  |
| BT       | Verbal           | The day matches the posted plan                             | Springing schedule changes without the preview ritual      | Anxiety plan on file; see the calm reset                      |
| NK       | Verbal           | Given real responsibility on the cart                       | Redoing her work in front of customers                     | Hearing aids; face her when you speak                         |
|          |                  |                                                             |                                                            |                                                               |
|          |                  |                                                             |                                                            |                                                               |

## BEHAVIOR QUICK REFERENCE

the same response from every adult

IF YOU SEE

DO THIS

|                                           |                                                                                                                                              |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| BT going quiet and gripping the desk edge | Walk the posted plan with him line by line and mark where you are. Certainty is the intervention; reassurance without the schedule is noise. |
| JW refusing a task as pointless           | Connect it to his job goal out loud, offer the order he does it in, and drop the argument. He comes around when nobody is watching.          |
| PF frozen at a work station               | Rehearse the next step with her quietly, once, away from the group, then step back and let her run it.                                       |
| The cart crew fraying mid-route           | Pause at the next doorway, run the route checklist aloud, and restart. Finish the route even if it runs short; completion is the skill.      |

## NEVER DO

- Never confiscate OD's phone; it is his communication device, not a phone.
- Never cancel the coffee cart as a consequence; it is the curriculum.
- Never talk about students' disabilities in front of customers on the route.

## IF A STUDENT LEAVES THE ROOM

This group does not elope, but community days have their own risk: if anyone separates from the group off campus, one adult stays with the group, one goes after the student, and you call the office at extension 400 immediately, then Mrs. Adler.

## IF EVERYTHING IS ESCALATING

When someone spirals, get concrete and get quiet: show the plan, name the next step, and give them a legitimate exit like a water walk or a supply errand. Never resolve a hard moment in front of the group when a hallway minute will do, and let the routine, not your authority, bring the room back.

## NOTES

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### WHO TO CALL

|                        |                       |
|------------------------|-----------------------|
| Office                 | Ext. 400              |
| School Nurse           | Ext. 410              |
| Transition Coordinator | Mrs. Adler, ext. 442  |
| Teacher Next Door      | Room 114, Coach Simms |

### CONTACTS, EMERGENCIES & DISMISSAL

dismissal is the highest-stakes moment of the day

#### EMERGENCY PROCEDURES

Fire: out the vocational wing exit, across the staff lot, assemble at the greenhouse.

Lockdown: lock both doors, lights off, students behind the work stations. On community days, follow the site's procedure and call the office when safe.

#### DISMISSAL & TRANSPORTATION

At 2:15, JW and PF board the city bus at the corner stop; they carry their own passes and go unaccompanied, which is their transition goal, so resist the urge to escort them. OD's van picks up at the front loop; hand him to the driver, who knows him. BT and NK are parent pickups at the front office; ID check against the binder list every time. On community days, everyone returns to campus before any dismissal happens, no matter how tight the timing gets.

### SERVICES & ROOM LOGISTICS

who leaves when, and where things live

| TIME         | STUDENT | SERVICE      | PROVIDER   | WHERE            |
|--------------|---------|--------------|------------|------------------|
| 9:15 Tue/Thu | OD      | Speech       | Ms. Grant  | Speech office    |
| 11:00 Wed    | BT      | Counseling   | Dr. Lem    | Counseling suite |
| 12:15 Fri    | All     | Job coaching | Mrs. Adler | Work sites       |

### AAC & DEVICE RULES

OD's phone is an AAC device first and it stays with him everywhere, including the cart route and community sites. School phone policy does not apply to it. NK's hearing aid case lives in the binder pocket if she hands them to you.

### WHERE TO FIND IT

| YOU NEED                                 | IT LIVES                                  |
|------------------------------------------|-------------------------------------------|
| Week-at-a-glance and community calendar  | First tab of this binder                  |
| Station cards and data clipboards        | Behind each work station                  |
| Coffee cart cash box and route checklist | Locked cabinet, key on the office lanyard |
| Signed community permission list         | Front office, ask for the transition file |
| Emergency binder and seating chart       | Wall pocket inside the main door          |

### END-OF-DAY REPORT BACK

five minutes before you leave; the teacher reads this first

#### WHAT WE COVERED

The blocks that ran as planned, and the ones that did not.

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#### BEHAVIOR NOTES

What you saw and what you did, matched to the quick reference.

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#### QUESTIONS FOR THE TEACHER

What you need answered before you sub here again.

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#### WINS

What went well. Initials only, please.

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#### DATA COLLECTED

Sheets filled in or attached; anything you could not get to.

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#### SUB'S NAME & DATE

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