Sub Plan: Tuesday, Oct 27, 2026

Gold Day · Regular bells · Room 113 · Mr. Driver

Time	What
7:40–9:00	5th: Prep (no class)
9:05–9:30	Eagle Time
9:35–10:55	6th: In-class support
11:00–12:20	**7th: Transitions**
12:20–12:50	Lunch (2nd lunch)
12:55–2:16	**8th: SEL**

7th Period: Transitions (11:00–12:20)

Today: Students get ready to help lead their own IEP meeting. They write what they're good at, one goal, and what helps them, then practice saying it. Click through the slides in order (`transitions-l2-student-led-iep-prep-deck.pdf`).

Have out: IEP Prep Pages and 30-Second Intro sheets (1 each per student) · pencils · page protectors · transition binders · timer

1. **Check in (10 min, 11:00).** Students show energy 1 to 5 on their fingers, then tell a partner one thing they're good at.
2. **Review (5 min, 11:10).** Read the 3 questions on slide 3 about boundaries. Partners talk, then a few share. Show the answers on slide 4.
3. **Learn (12 min, 11:15).** Read slides 5–8: what an IEP is, who is on the team, the 4 parts of the page, and 3 words (strength, goal, support).
4. **Video and sort game (13 min, 11:27).** Play the 2-minute video on slide 9 with captions on. Ask: "What 3 things does the team talk about?" Then read each card. Students hold up 1 (strength), 2 (goal), or 3 (support) fingers. Click to see the answer.
5. **Make the page (20 min, 11:40).** Show the sample on slide 24. Students fill in the IEP Prep Page using the word bank. Write for students who say their answers out loud.
6. **Practice and file (15 min, 12:00).** Students fill in the 30-Second Intro sheet and read it to a partner (or to an adult). Both pages go in a page protector in the binder. Pages are private; students don't read each other's.
7. **Exit (5 min, 12:15).** Each student says, "It helps me when ___." Binders away. Line up for lunch at 12:20.

Finished early? Write a second goal (home or job). **Tech not working?** Use the printed cards and tape the STRENGTH / GOAL / SUPPORT signs on the board. Skip the video.

8th Period: SEL (12:55–2:16)

Today: Students use their calm-down goal from Friday and practice when to switch to a backup plan. **Do not teach new calming tools.** Click through the slides in order (`sel-l2-goal-in-action-deck.pdf`).

Have out: Chromebooks · goal cards and pocket cards from Friday · spare goal cards · Toolkit Binders · students' comics · exit-line strips · pencils

1. **Check-in form (10 min, 12:55).** Students open the Level 2 check-in form in Canvas, type their 2-letter code, and answer 3 questions. Then they fill in the first row on their goal card. Then energy 1 to 5 on fingers. If the form won't open, read the 3 questions aloud and write answers by code.
2. **ORI Time (10 min, 1:05).** Students log in at app.orilearning.com and keep working. Help with logins.
3. **Review (5 min, 1:15).** Read the 3 questions on slide 6. Partners talk, then 2–3 share.
4. **Plan A or Plan B? (12 min, 1:20).** Read slide 7, then each card. Students hold up 1 finger (Plan A works) or 2 fingers (switch to Plan B). One student says why. Click to see the answer.
5. **Act it out and fix the card (18 min, 1:32).** Partners act out one card using their own calm-down tool and say their backup plan. Then they fix one thing on their goal card if needed.
6. **Comic share (15 min, 1:50).** Volunteers share one comic panel. Everyone claps. Students may pass. Comics go in the binder.
7. **Exit (10 min, 2:05).** Each student says or writes: "This week I'll use ___ when ___." Charge Chromebooks. Binders on the shelf. Dismiss at 2:16.

Finished early? Color the pocket card. **Tech not working?** Use the printed Plan A / Plan B cards. No screen is needed.

All day: Classroom staff know the routines; ask them if you need help. Fidgets, headphones, extra time, and a 3-minute reset pass are always okay. Students may pass on sharing.