

Substitute Handoff and Independent-Work Pack

T04 · v0.1.2 · Teacher guide: completed handoff, assignment notes, and local-use guidance

Prepare a class-day handoff that lets an authorized substitute start safely, follow established routines, guide a complete independent assignment, and return useful work notes without guessing local procedures or copying unnecessary student information.

Scope and safe use

Teacher-facing handoff and independent-work tool. Grade 6 ELA is provisional portfolio metadata; the fictional assignment is an example, not evidence of grade fit or local curriculum alignment.

Estimated preparation: 15 minutes. Estimate to verify local information, select and print the assignment, and complete one handoff; not measured.

Estimated substitute orientation/use: 5 minutes. Estimate for a substitute to scan the first steps, schedule, routines, and return route; not tested with substitutes.

Complete the handoff from current, authorized local information. Verify the actual schedule, room, attendance and dismissal steps, emergency plan, contacts, and applicable school procedures; this template does not supply or replace them.

State the first five minutes first. Give the substitute an actual bell schedule, materials and locations, and the exact student-facing directions. Keep the independent assignment complete on paper so it does not depend on an unavailable account, device, or teacher explanation.

Describe established classroom routines in observable steps. Use the school's existing help, behavior, accessibility, and escalation procedures; do not invent consequences, emergency actions, or accommodations.

Share student-specific support information only when the substitute is authorized to receive it, through the approved local system. Put the location of that secure information in the handoff rather than copying names, diagnoses, health details, or private notes into a reusable sheet.

Choose an early-finisher action connected to the assignment and name the materials or quiet independent alternative. It should be ready without a device, extra teacher explanation, or another learner serving as an aide.

Tell the substitute what to collect and where to leave it. Ask for brief factual notes about work completed, time or material changes, and unresolved questions through the approved return route.

Estimated preparation and orientation times are planning estimates, not substitute-tested durations. Grade 6 ELA is provisional; adapt the included fictional assignment only after checking the local learning target and materials.

Sample independent assignment — page 1 of 2

Learning target: Compare two short accounts by identifying one detail they both report and one detail each account adds.

Planned time: About 20 minutes (teacher estimate; not tested).

Materials: This two-page printed assignment (page 1 has the directions and accounts; page 2 has response and extension space) and a pencil. No device or outside source is needed.

Work independently. Read both accounts on page 1, then answer in 4–6 sentences in the response space on page 2: What detail about the cart appears in both accounts? What does each account add that the other does not? Use at least one accurate detail from each account and name which account gives it.

Before turning in your work, on page 1 underline the same shared detail in both accounts and circle one different detail each account adds. On page 2 check that your response names both accounts and explains one difference.

If a direction is unclear, reread it and ask the substitute to repeat the direction without suggesting an answer. Do not search online or use another student's response.

If you finish early, use the extension lines on page 2 to add a second difference and explain which account reports it. If that is complete, reread both accounts and check that each supporting detail is clearly attributed.

Use the class's usual name process on page 2 and turn in both pages in the labeled tray.

Two accounts of one cart

Account A

At 8:10, I took a cart with six sheets of chart paper from the supply room. Boxes blocked the assembly-room door, so I parked the cart in the library alcove. I left a note saying the paper was for the art group, then went to first period. I did not see what happened after that.

Account B

At 8:20, I found the cart with six sheets in the library alcove and read a note that it was for the art group. After the assembly-room doorway was clear, I rolled the cart into the art room and set the paper on the supply table before students arrived.

Student response — page 2 of 2

Name (follow the class's usual process):

Write your 4–6 sentence response in the lines below.

Optional early-finisher extension

Add a second difference and identify which account reports it.

Teacher answer guide — sample assignment

Target: compare two short accounts by naming one detail both report and one detail each account uniquely adds, with accurate support from both.

One defensible response: Both accounts say the cart held six sheets of chart paper and was in the library alcove. Account A adds that boxes blocked the assembly-room door and that the writer left the cart there with a note. Account B adds that the doorway later cleared and the writer moved the cart to the art room. Account A explicitly says its writer did not see what happened next.

Accept accurate paraphrases. A response may choose another shared detail or difference if it is supported by both accounts and clearly attributed. Look for a shared point, accurate evidence from each account, and an explanation of one difference. Do not require exact wording, infer who moved the boxes, or treat sentence style, handwriting, or spelling as part of this target.

Complete fictional handoff example

This complete example is invented. It contains no actual class, student, school contact, or student support record. Replace every operational detail with verified local information before use.

- 1 · Class, day, and verified contact locations: Fictional Grade 6 ELA, Period 2, Room 214, 24 learners. Verify the date and bell schedule on the school calendar. The authorized attendance roster and seating plan are in the approved substitute folder. Use the current building emergency guide and office contact shown there; these are not reproduced in this example.
- 2 · First five minutes and bell schedule: 8:05–8:10: greet the class, follow the local attendance steps, and have learners use the established entry routine at their assigned seats. 8:10–8:15: distribute one two-page assignment packet per learner from the blue tray. 8:15–8:35 (20 minutes): learners read both accounts and write the comparison response. 8:35–8:45: learners who finish use the optional extension space on page 2, then reread the accounts and check attribution; others finish the required response. 8:45–8:50: turn in both pages and reset materials. If time is short, preserve the written comparison and use the school's actual dismissal schedule.
- 3 · Established routines and transitions: Entry: use the posted classroom entry and assigned-seat procedure. While attendance is completed, direct learners to sit at assigned seats; after packet distribution, learners read the printed target and directions. Attention: use the class's established raised-hand signal and wait for quiet. Materials: blue tray at the front table; pencils are in the labeled cup. Work: this packet is completed independently. Help: learners reread the directions and raise a hand; repeat a direction without supplying an answer. Movement, restroom, and dismissal: follow the current posted classroom and building procedures.
- 4 · Independent assignment and materials: Goal: compare two accounts by finding one detail both report and a detail each adds. Print the included two-page assignment packet with directions and accounts on page 1 and response/extension space on page 2; provide one packet per learner plus two extras. Place packets in the blue tray with pencils. Learners work independently for about 20 minutes; collect both pages in the green tray. The packet contains all text, directions, response space, and evidence-marking steps and needs no device or outside source.
- 5 · If time, access, or technology changes: The sample assignment is already paper-based. If the schedule is shortened, follow the time-short priority in field 2. If a packet is missing, use the verified printed copy in the approved sub folder; do not require a login or substitute unrelated work. Follow the actual building route for material or safety questions.
- 6 · Help, authorized support, and private information: Before class, consult only the authorized student support notes in the secure school system. Do not copy student names, diagnoses, health information, or individualized details onto this reusable example. For an access or support question not covered there, contact the designated school staff member through the current office directory and follow the applicable plan/procedure.
- 7 · Early-finisher directions: After the required response is complete, use the extension lines on page 2 to add a second difference from the accounts and identify which account reports it. Learners who finish that reread both included accounts and check that the supporting details are clearly attributed. Both options use the printed packet and need no device, extra copies, or peer help.
- 8 · Return notes and materials: Place completed packets in the green tray and return pencils to the labeled cup. Tell the teacher how many packets were collected, whether a student left any part unfinished, and whether the schedule or materials changed. Send private or urgent matters through the school's approved route; return or secure the handoff and any authorized notes before leaving.

Assignment checklist — what each item checks

T04-C01 · check

Class, day, room, roster location, and contact/procedure sources are current and verified locally; private student information is not copied into a reusable sheet.

Example: The actual roster is named by secure folder/location, with no student names listed in this template.

Use the school's approved system and wording for the actual assignment.

T04-C02 · check

The first five minutes and remaining time blocks give actual times, actions, materials, transitions, and the local dismissal point.

Example: The substitute can tell what learners do at the start and when packets are collected.

Schedules vary by school and day; confirm the current one rather than reusing an old copy.

T04-C03 · check

Routine directions describe what to do and how to get help, using established school procedures.

Example: The handoff names the class's actual attention signal and a verified route for a question.

Do not add a new consequence system or invent emergency or support procedures.

T04-C04 · check

The independent task, its goal, all texts/materials, response space, evidence-marking location, completion steps, and collection location are supplied; it does not rely on teacher explanation.

Example: A two-page printed packet includes the exact prompt and accounts, a response area, directions to mark evidence on page 1, and a locally named collection location.

If a task needs teacher modeling or missing writing space/materials, replace it with an actually independent task.

T04-C05 · check

A workable no-device backup is stated, and the time-short priority is cross-referenced to field 2.

Example: The included assignment is available on paper and a shorter route preserves its comparison response.

Do not require student accounts or assume a projector, printer, or internet connection will work.

T04-C06 · check

Help, access, and student-specific support information use verified and authorized local routes.

Example: The substitute is directed to the secure support record and the designated staff contact.

The template does not replace individualized plans or authorize disclosure.

T04-C07 · check

Early-finisher directions are ready, independent, and connected to the assignment or an appropriate quiet alternative.

Example: After the comparison is complete, learners identify another difference and cite the account that reports it.

Do not assign learners to supervise, translate for, or teach peers.

T04-C08 · check

The substitute knows what work/materials to return, where to leave them, and what factual notes to provide.

Example: The handoff names the collection tray and asks for counts, unfinished work, and schedule/material changes.

Use approved channels for sensitive or urgent information and secure private material.

Support

Use the printed assignment and approved local access supports. If a learner cannot use the provided format, consult the authorized plan or designated support person; do not improvise a different target or disclose private details in return notes.

Extension

When the schedule permits, have learners identify a second account difference and support it with a detail. This extends the same comparison task without requiring extra materials or peer teaching.

Original substitute handoff example and independent assignment. The scenario is fictional; local procedures must be verified.