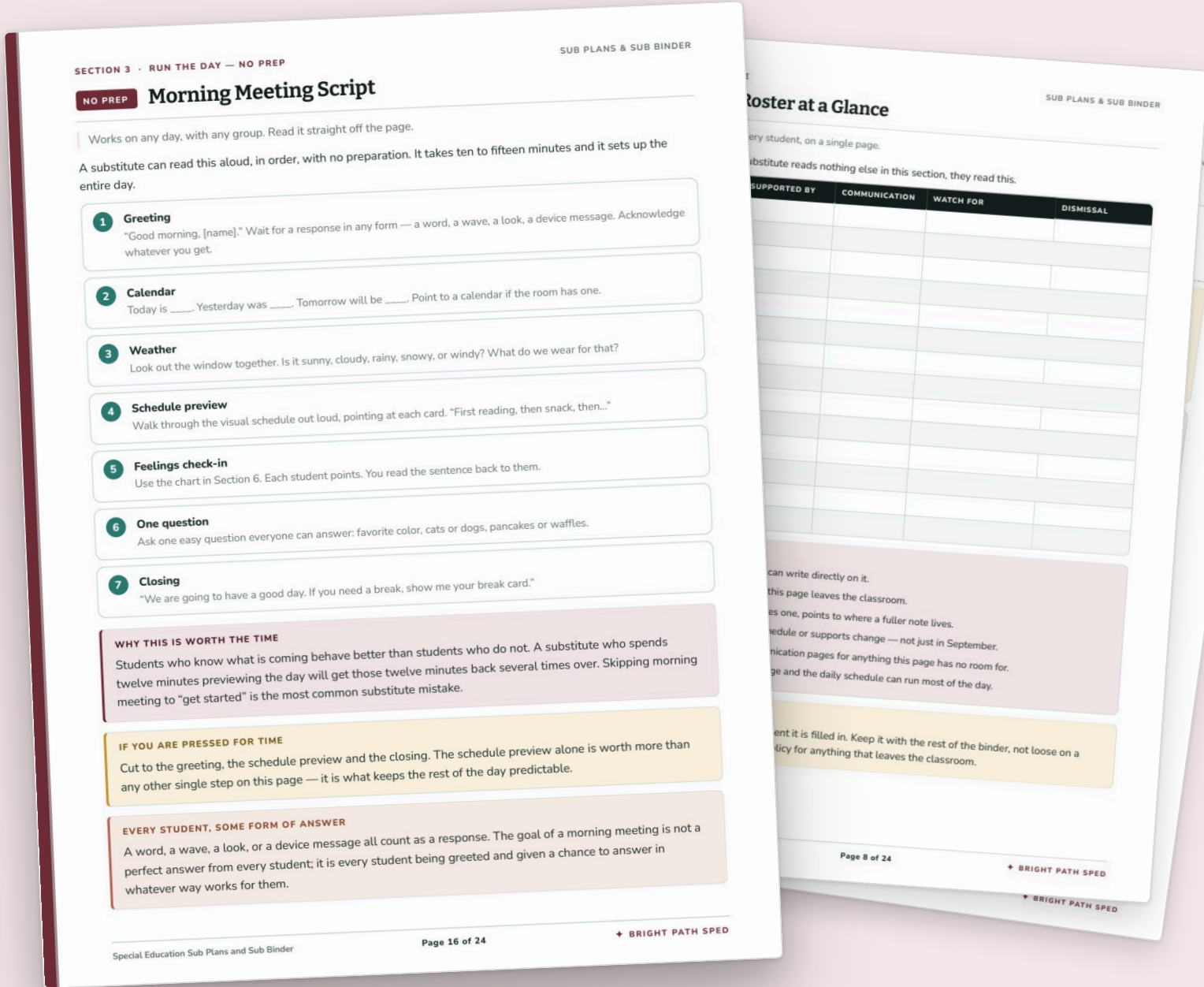


Sub Plans & Sub Binder





What Is Inside, and Where

24 pages: four sections and a worked example. Nothing here decides a district's own procedure for you; every safety and behavior page ends in a blank line for your building's rule.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE **4**

01 Set Up Once

PAGES 6–9



**Classroom at a
Glance**
SETUP **6**



**Our Daily
Schedule**
SETUP **7**



**Class Roster at a
Glance**
ROSTER **8**



Who to Call
REFERENCE **9**

02 Know Your Students, Stay Safe

PAGES 11–14



**Medical, Allergy &
Seizure Alert**
SAFETY **11**



**Elopement &
Safety Protocol**
SAFETY **12**



**Behavior Support:
Write In Your Plan**
REFERENCE **13**



**Safety Quick
Reference**
REFERENCE **14**

03 Run the Day — No Prep

PAGES 16–17



**Morning Meeting
Script**
NO PREP **16**



**Independent Work
Menu**
NO PREP **17**

04 Report Back

PAGES 19–22



**End-of-Day
Substitute Report**
REPORT **19**



**Student-by-
Student Notes**
NOTES **20**



**Handoff to the
Returning Teacher**
NOTES **21**



**Report-Writing
Phrase Bank**
REFERENCE **22**

Start Here — Three Steps

Ninety seconds of reading. Set the pages up once; the rest is ready for a substitute with zero notice.



1

Set up once

Fill in the classroom snapshot, schedule, roster and who-to-call page (pages 6–9) at the start of the year. Print single-sided so a substitute can write directly on the pages.

Fill in the medical alert and elopement pages (pages 11–12) with your building's own protocol; nothing here decides that for you.



2

Hand it to any sub, zero notice

The morning meeting script (page 16) and independent work menu (page 17) need no preparation and no materials beyond paper and a pencil.

The safety quick-reference page and elopement steps work without the substitute having met a single student.



3

Collect the report back

The end-of-day report and student notes (pages 19–20) are filled out before the substitute leaves.

The handoff note (page 21) is the one page the returning teacher reads first — a short summary built from what the substitute already wrote down.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it. Every page also prints blank for a pen.

WHAT THIS FILE IS NOT

Not a behavior plan, not an FBA, and not a statement of what your building may legally do in a crisis. Every safety and behavior page ends in a blank for your own district's protocol.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides who to call, what counts as an emergency, or how your building handles a crisis. You write those in, from your own school's procedure; the pages only make sure a substitute can find the answer in five seconds instead of guessing.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more rows than a table holds. Print a second copy of that page; every table is one student or one day per row on purpose.

Anything else — the Ask a Question tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY, AND WHERE THIS BINDER LIVES

A filled-in page is a student record. Keep the completed binder in a secure place, follow your district's FERPA and records policies, and use first names or initials on any page that leaves your classroom.

03

Run the Day — No Prep

A scripted morning meeting a substitute can read straight off the page, and a menu of twelve tasks that need nothing but paper and a pencil.

IN THIS SECTION

Morning Meeting Script	16
Independent Work Menu	17



NO PREP

Morning Meeting Script

Works on any day, with any group. Read it straight off the page.

A substitute can read this aloud, in order, with no preparation. It takes ten to fifteen minutes and it sets up the entire day.

1 Greeting

“Good morning, [name].” Wait for a response in any form — a word, a wave, a look, a device message. Acknowledge whatever you get.

2 Calendar

Today is _____. Yesterday was _____. Tomorrow will be _____. Point to a calendar if the room has one.

3 Weather

Look out the window together. Is it sunny, cloudy, rainy, snowy, or windy? What do we wear for that?

4 Schedule preview

Walk through the visual schedule out loud, pointing at each card. “First reading, then snack, then...”

5 Feelings check-in

Use the chart in Section 6. Each student points. You read the sentence back to them.

6 One question

Ask one easy question everyone can answer: favorite color, cats or dogs, pancakes or waffles.

7 Closing

“We are going to have a good day. If you need a break, show me your break card.”

WHY THIS IS WORTH THE TIME

Students who know what is coming behave better than students who do not. A substitute who spends twelve minutes previewing the day will get those twelve minutes back several times over. Skipping morning meeting to “get started” is the most common substitute mistake.

IF YOU ARE PRESSED FOR TIME

Cut to the greeting, the schedule preview and the closing. The schedule preview alone is worth more than any other single step on this page — it is what keeps the rest of the day predictable.

EVERY STUDENT, SOME FORM OF ANSWER

A word, a wave, a look, or a device message all count as a response. The goal of a morning meeting is not a perfect answer from every student; it is every student being greeted and given a chance to answer in whatever way works for them.

REPORT

End-of-Day Substitute Report

Please fill this out before you leave, even if the day was uneventful. Five minutes here saves the teacher an hour tomorrow.

SUBSTITUTE NAME

DATE

PHONE OR EMAIL (OPTIONAL)

HOW THE DAY WENT OVERALL

Great

Fine

Rough

Very hard

WHAT WE ACTUALLY GOT DONE

Which activities happened, which did not.

ANYTHING THAT WENT WRONG

Incidents, injuries, calls to the office, missing students. Include times.

ANYTHING THAT WENT RIGHT

Wins worth knowing about. Teachers rarely hear these, and they matter.

ADULTS WHO WERE IN THE ROOM

WHAT WOULD HAVE HELPED ME MOST TODAY

Be honest — this is how the binder gets better.

WE RAN OUT OF / WE NEED MORE

SOMETHING IS BROKEN OR NOT WORKING

MESSAGES — FROM STAFF, FAMILIES, OR ANYONE AT DISMISSAL

Notes sent in, phone messages, or anyone who stopped by with something for the teacher.

 **NOTES**

Handoff to the Returning Teacher

A short summary built from the End-of-Day Report and Student Notes two pages back — the one page a returning teacher actually reads first, before the detailed pages.

SUBSTITUTE	DATE	RETURNING TEACHER

WHAT THE CLASS COVERED TODAY

In plain words, from the end-of-day report on the previous pages.

.....

.....

.....

.....

ONE THING THAT WENT WELL

.....

.....

.....

ONE THING TO FOLLOW UP ON TOMORROW

.....

.....

.....

ANYONE I CALLED, OR ANYONE WHO SHOULD KNOW SOMETHING HAPPENED

.....

.....

.....

.....

SUPPLIES, REPAIRS OR MESSAGES THE TEACHER WILL LOOK FOR

From the supplies and messages page, if anything is there.

.....

.....

.....

SUBSTITUTE CONTACT, IF THE TEACHER HAS A QUESTION	TIME THIS WAS WRITTEN
.....	

EXAMPLE

A Substitute Day, Filled In

SAMPLE · INVENTED STUDENT

Ms. Rivera, Mr. Bennett and every student are invented, and so is every mark on this page. The handoff note is copied from the two pages above it, not written fresh.

END-OF-DAY REPORT (PAGE 19) — MS. RIVERA, INVENTED, OCTOBER 14 (INVENTED)

Substitute name: Ms. Rivera
(invented)

Date: Oct 14 (invented)

Phone or email: –

HOW THE DAY WENT OVERALL

Great

Fine

Rough

Very hard

Followed the posted schedule (page 7) with one change: specials moved to the afternoon.
Morning meeting script (page 16) and the independent work menu (page 17) both used.

WHAT WE ACTUALLY GOT DONE

Morning meeting, reading block, independent work menu during the specials swap, and the full afternoon schedule. Related services all ran as scheduled.

ANYTHING THAT WENT WRONG

10:40 a.m.: J.R. left the classroom during transition. Followed the elopement protocol (page 12); front office called immediately; J.R. was in the hallway near the water fountain within two minutes, no further incident.

ANYTHING THAT WENT RIGHT

A.M. completed the independent work menu entirely unprompted and asked to help pass out materials during the reading block.

STUDENT-BY-STUDENT NOTES (PAGE 20), THE SAME DAY

#	STUDENT	HOW THE DAY WENT	WORK COMPLETED	BEHAVIOR NOTES	NEEDS FOLLOW-UP
1	A.M.	Great	Independent work menu, all items	None	No
2	D.T.	Fine	Reading block, with a partner	Two verbal prompts to start	No
3	J.R.	Rough	Morning meeting only	Left the room at 10:40; see report	Yes — see handoff

HANDOFF TO THE RETURNING TEACHER (PAGE 21)

Substitute: Ms. Rivera **Date:** Oct 14 **Returning teacher:** Mr. Bennett

Covered: Full schedule, one change (specials moved to the afternoon).

Went well: A.M. finished the independent work menu unprompted.

Follow up: J.R. left the room at 10:40; see the full note on page 20.

WHY THIS IS ENOUGH

Every line on the handoff note came from something already written on the two pages before it — four sentences instead of two full pages.