

Sub Communication and Behavior Log

SECTION 2 · DURING THE DAY

SUB COMMUNICATION LOG

LOG

Daily Behavior Log — Whole Class

One row per student, one mark per block. Fast enough to keep up with the day; the incident report on the next page is for the one event that needs more than a mark.

MARKS USED ON THIS PAGE

+ met expectations for the block. R redirected once and settled. I an event serious enough for its own incident report (page 11) — write the report the same block, not at the end of the day.

#	STUDENT	BLOCK 1	BLOCK 2	BLOCK 3	LUNCH / RECESS	BLOCK 4	BLOCK 5	TOTAL R	TOTAL I
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

AT THE END OF THE DAY

Add each row's R and I marks across and write the totals in the last two columns. These totals are the numbers the end-of-day summary (page 16) asks for.

Substitute Teacher Classroom Management and Communication Log Editable

Page 10 of 21

+ BRIGHT PATH SPED

DAY BEGINS

SUB COMMUNICATION LOG

Student Roster and Key Strategies

Enter before the coverage day, not by the substitute. One line per student: what already exists, never invented here.

OWN TOOL WORKS	REWARD OR PREFERENCE	WARNING SIGN TO WATCH FOR	ONE MORE THING TO KNOW

What already exists — a behavior plan, an IEP, or what the regular student — not decided on this page. If a school's policy is that a child already exists, never invented here.

Substitution Log Editable

Page 6 of 21

+ BRIGHT PATH SPED

21 PAGES

WHOLE-CLASS DAILY LOG

INCIDENT REPORT

FILLABLE PDF

◆ BRIGHT PATH SPED

21 pages: three setup pages, five pages for the day itself, and a roll-up, hand-off note, checklist, phrase bank and filled example for the end of it.

About This File

PAGE 4



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

01 Before the Day Begins

PAGES 6–8



**Student Roster
and Key Strategies**
ROSTER **6**



**Daily Schedule
Reminder**
SETUP **7**



**Daily Reminders
and Quick
Reference**
SETUP **8**

02 During the Day

PAGES 10–14



**Daily Behavior
Log — Whole
Class**
LOG **10**



**Incident Report —
One Event, In
Detail**
LOG **11**



**Academic Task
Completion
Tracker**
LOG **12**



**Meals, Bathroom
and Supply Needs**
LOG **13**



**Student Voice —
Positive Notes**
LOG **14**

03 End of Day and Reporting

PAGES 16–20



**End-of-Day
Summary**
TRACKER **16**



**Notes for the
Returning Teacher**
NOTES **17**



**End-of-Day
Closing Checklist**
CHECKLIST **18**



**Phrase Bank for
Describing the
Day**
REFERENCE **19**



**One Coverage
Day, Filled In**
EXAMPLE **20**

READING THIS FILE'S TAGS

Setup — filled in once, before the day. **Roster** — the class list the rest of the file works from. **Log** — the pages filled in during the day. **Tracker** — where the day's marks turn into one summary. **Notes** — a page meant to be read by someone else. **Checklist** and **Reference** — pages to follow or borrow wording from, not to log data on. **Example** — a worked, invented day, so every other page in this file has something real to compare against.

 **ROSTER**

Student Roster and Key Strategies

Filled in by the regular teacher before the coverage day, not by the substitute. One line per student: what already works, copied from a plan that already exists, never invented here.

#	STUDENT	CALM-DOWN TOOL THAT WORKS	REWARD OR PREFERENCE	WARNING SIGN TO WATCH FOR	ONE MORE THING TO KNOW
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

WHERE THIS COMES FROM

Every line here is copied from a plan that already exists — a behavior plan, an IEP, or what the regular teacher has simply learned about the student — not decided on this page. If a school’s policy is that a substitute may not see certain plan details, leave that row blank and cover it verbally instead.

LOG

Daily Behavior Log — Whole Class

One row per student, one mark per block. Fast enough to keep up with the day; the incident report on the next page is for the one event that needs more than a mark.

MARKS USED ON THIS PAGE

+ met expectations for the block. **R** redirected once and settled. **I** an event serious enough for its own incident report (page 11) — write the report the same block, not at the end of the day.

#	STUDENT	BLOCK 1	BLOCK 2	BLOCK 3	LUNCH / RECESS	BLOCK 4	BLOCK 5	TOTAL R	TOTAL I
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

AT THE END OF THE DAY

Add each row's R and I marks across and write the totals in the last two columns. These totals are the numbers the end-of-day summary (page 16) asks for.

 LOG

Incident Report — One Event, In Detail

Photocopy this page blank before the day starts. Use one copy per event that gets an “I” on the class log.

STUDENT	TIME	LOCATION	BLOCK / ACTIVITY
.....			

ADULTS PRESENT

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.....

WHAT WAS HAPPENING RIGHT BEFORE IT STARTED

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WHAT THE STUDENT DID (SPECIFIC, OBSERVABLE — NOT A LABEL)

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.....

HOW IT WAS HANDLED, IN THE ORDER IT HAPPENED

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.....

HOW THE STUDENT WAS AFTERWARD, AND WHAT HELPED

.....

.....

.....

.....

.....

WHO WAS TOLD, AND WHEN

FOLLOW-UP NEEDED BY (OR N/A)

.....

ANYTHING ELSE THE RETURNING TEACHER OR CASE MANAGER SHOULD KNOW

.....

.....

.....

.....

.....

TRACKER

End-of-Day Summary

The day's own numbers, copied up from the pages above — nothing on this page is calculated for you.

DATE	CLASS / GRADE	COVERAGE STAFF NAME	TIME COVERAGE BEGAN / ENDED
TOTAL REDIRECTIONS (R) TODAY	TOTAL INCIDENTS (I) TODAY	TASKS COMPLETED FULLY (OF TOTAL PLANNED)	POSITIVE NOTES RECORDED

OVERALL, HOW DID TODAY GO?

☐ Smooth — close to a typical day

☐ Some bumps — handled without an incident report

☐ Difficult — one or more incident reports attached

☐ Needed additional support from another adult (name it below)

IN A FEW SENTENCES, WHAT THE RETURNING TEACHER MOST NEEDS TO KNOW

PREPARED BY / SIGNATURE

TIME THIS SUMMARY WAS COMPLETED

WHERE THESE NUMBERS COME FROM

Redirections and incidents: the two total columns on the class log (page 10). Tasks completed: the Y column on the task tracker (page 12), out of the total rows planned. Positive notes: the number of filled rows on the student voice page (page 14). Nothing here is a score or a rating of the class — only a count of what was already written down.

FOR YOUR OWN RECORDS, IF YOU COVER AGAIN

Anything about this class, this schedule, or this room worth remembering the next time you or another substitute covers it.

 **NOTES**

Notes for the Returning Teacher

Written from the end-of-day summary, ready to leave on the desk or send home in the sub folder. Short enough to read in the doorway.

DATE

CLASS / GRADE

COVERAGE STAFF NAME

CRITICAL ITEMS YOU NEED TO KNOW RIGHT AWAY

Anything a returning teacher would want before the first bell tomorrow.

WHAT WENT ESPECIALLY WELL

WHAT TO WATCH FOR TOMORROW

STUDENTS WHO NEEDED EXTRA SUPPORT TODAY, AND HOW

#	STUDENT	WHAT THEY NEEDED	WHAT HELPED
1			
2			
3			
4			

CONTACT ME IF NEEDED, AT

REVIEWED BY (RETURNING TEACHER, DATE)

EXAMPLE

One Coverage Day, Filled In

SAMPLE · INVENTED STUDENT

Ms. Alvarez and every student below are invented. Every count on this page traces back to the marks in the tables above it.

WHOLE-CLASS LOG (PAGE 10), MS. ALVAREZ COVERING, 4 STUDENTS (INVENTED) — BLOCK 3 IS MATH.

STUDENT	BLOCK 1	BLOCK 2	BLOCK 3	LUNCH / RECESS	BLOCK 4	BLOCK 5	TOTAL R	TOTAL I
Marcus	+	+	R	+	+	+	1	0
Zoe	+	+	+	+	+	+	0	0
Devon	+	R	I	R	+	+	2	1
Aaliyah	+	+	+	R	+	+	1	0

Totals: Marcus 1 R, 0 I · Zoe 0 R, 0 I · Devon 2 R, 1 I (the I is Block 3, Math) · Aaliyah 1 R, 0 I — class total 4 redirects, 1 incident.

INCIDENT REPORT (PAGE 11), DEVON, MATH (BLOCK 3), 10:40

Adults present: Ms. Alvarez (coverage), Mr. Diaz (paraprofessional).
Before: transitioning from reading to math; Devon was asked to put away reading materials.
What Devon did: raised his voice and pushed materials off the desk.
How it was handled: gave space, used a calm voice, then pointed to the beanbag corner listed as Devon’s calm-down tool on the roster.
After: Devon used the beanbag corner for about four minutes, then rejoined the group and completed the math task.
Who was told: a note was left for the classroom teacher; the case manager was told at pickup.

TASK TRACKER (PAGE 12), SAME DAY

BLOCK	COMPLETED
AM Meeting	Y
Reading	P
Math	Y
Specials	Y
PM Wrap-up	Y

4 of 5 blocks fully completed (Y), 1 partially (P) — Reading ran short because the fire drill took ten minutes out of the block.

STUDENT VOICE (PAGE 14)

Zoe: “I like doing the calendar job!” — said during the AM meeting, smiling, without being asked.

END-OF-DAY SUMMARY (PAGE 16), THE SAME NUMBERS, ROLLED UP

Total redirections today: **4**. Total incidents today: **1** (one incident report attached). Tasks completed fully: **4 of 5**, with 1 partial. Positive notes recorded: **1**. Overall: “Some bumps — handled without an incident report” does NOT apply here, since one incident report was in fact needed — so this day is marked “Difficult.” Every number here traces to a table above it; none is estimated.