

* BRIGHT PATH SPEED

 CONTENTS

What Is Inside, and Where

19 pages: three sections and a worked example. Nothing here decides which shortfalls must be made up or what a percentage means; every one of those is a blank you fill in from your team’s own policy.

Before you begin

PAGE 4



Start Here —
Three Steps

START HERE

4

01 Set Up the Caseload

PAGES 6–8



Code Key and
District Rules

SETUP

6



Caseload Minutes
Roster

ROSTER

7



Binder Cover and
Spine Labels

ORGANIZER

8

02 Log the Work

PAGES 10–12



Daily Para
Assignment Card

LOG

10



Session Log

LOG

11



Weekly Minutes
Tally by Student

TRACKER

12

03 Track, Report and Share

PAGES 14–18



Month-End
Minutes Summary

TRACKER

14



Compliance
Tracking —
Percent of Minutes
Delivered

REPORTING

15



Weekly
Supervisor Hand-
Off

NOTES

16



Session Note
Phrase Bank

REFERENCE

17



One Week and
One Month, Filled
In

EXAMPLE

18

WHERE THE CODES AND THE ARITHMETIC LIVE

Support-type and reason codes are defined once on the code key (page 6) and reused on every log and tracker after it — nothing is retyped.

Owed, delivered and the percent on the compliance page (page 15) are always additions and one division from the pages before it — never a number this file assumes.

THE THREE FORMS IN THIS FILE, SIDE BY SIDE

A quick daily card (page 10): which students, which skills, target minutes for today.

A detailed session-by-session log (page 11): start, end, activity, and observable notes.

A whole-caseload weekly tally (page 12): planned versus actual, every student, one page.



START HERE

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the daily minutes are faster with a pen on a clipboard.



1

Set up once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Type the code key (page 6) and the caseload roster (page 7) once at the start of the year. **Save As** per para or per month; the original stays blank.



2

Log the work every day

Fill out the daily assignment card (page 10) before the day starts, and the session log (page 11) as it runs.

Type the headers once per para; the actual minutes and notes are faster with a pen on a clipboard.



3

Roll up and share

Copy minutes onto the weekly tally (page 12) each Friday and the month-end summary (page 14) once a month.

The compliance page (page 15) and the supervisor hand-off (page 16) are ready as soon as the tally is filled — no separate write-up.

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.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not add the minutes or calculate a percent for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a certification record, not an evaluation, and not a statement of any rule about which shortfalls must be made up, by when, or what a percentage means. Every one of those is a blank line you fill in from your team's own policy; the sheets only make sure the number gets written down.

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 have more than the rows on one roster page. Use a second copy of page 7 and number the rows straight through.

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 FILE LIVES

A filled-in log is a student record. It stays in the classroom or a district-approved folder, never on a table in the hallway or in a group text. Use initials on any page that leaves the room; first names only on pages that stay in the student's own file.

 ROSTER

Caseload Minutes Roster

Every student this para supports, the skill or goal area, the assigned minutes, and the schedule. The numbers on this page are the “planned” and “owed” columns everywhere else in the file.

PARAPROFESSIONAL

SCHOOL / YEAR

UPDATED

#	STUDENT	SKILL / GOAL AREA	SUPPORT TYPE	MIN / WEEK	SESSIONS / WEEK	MIN / SESSION	SETTING	SCHEDULE DAYS	ASSIGNMENT DATES
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

COPY THE TEAM'S PLAN, NOT JUST THE DAILY SCHEDULE

Minutes and sessions per week come from what the team has assigned this para to deliver, even if the daily schedule delivers them differently. Support type is the code from page 6: one-to-one, small group, or check-in. "Assignment dates" are the dates this support runs, so a student added in November is not shown as owed in October. Use a second copy of this page and number the rows straight through if the caseload runs longer than one page.

LOG

Session Log

Filled out as the day runs: start and end time, the skill worked, the activity or strategy, and the actual minutes. Performance and behavior notes are observable, not a label — the phrase bank (page 17) has starters.

PARAPROFESSIONAL

DATE _____

BUILDING

#	START	END	STUDENT	SKILL WORKED	ACTIVITY / STRATEGY USED	PERFORMANCE & BEHAVIOR NOTES	ACTUAL MIN
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							

MINUTES, NOT CHECK MARKS

Write the minutes actually delivered. A session shortened by a fire drill is however many minutes it ran, not a check mark; note the reason code from page 6.

OBSERVABLE LANGUAGE, NOT A LABEL

Write what the student did or said, not a conclusion about the student. The phrase bank on page 17 has starters for this column.

 TRACKER

Weekly Minutes Tally by Student

One row per student per skill, the whole caseload, one week. Planned minutes from the roster, actual minutes copied from the session log (page 11), and the variance between them.

PARAPROFESSIONAL			WEEK OF					BUILDING		
#	STUDENT	SKILL	PLANNED MIN/WK	MON	TUE	WED	THU	FRI	ACTUAL TOTAL	VARIANCE
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										

VARIANCE IS THIS WEEK ONLY

Variance = planned minus the actual minutes delivered this week, from the session log (page 11). A make-up session is written on the session log the day it happens and folded into the month-end summary (page 14), not into this week's variance.

A STUDENT WITH TWO SKILL AREAS

Gets two rows, one per skill, since the planned minutes and the day cells are usually different for each. Add the two actual totals only if the compliance page tracks that student's minutes as one combined number.

REPORTING

Compliance Tracking – Percent of Minutes Delivered

The number a team looks at together, not a rule this file enforces. Whether a percentage means a conversation, a schedule change, or nothing at all is the team’s decision.

PARAPROFESSIONAL

REPORTING PERIOD

REVIEWED BY

#	STUDENT	OWED	DELIVERED + MADE UP	PERCENT DELIVERED	TEAM REVIEW NOTE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

WHAT THIS PERCENTAGE IS, AND IS NOT

Percent delivered = (delivered + made up) ÷ owed, from the month-end summary (page 14). It is not a pass/fail judgment this file makes: whether a given percentage means a conversation, a schedule change, or nothing at all is your team’s decision, made together, every time.

WRITE YOUR TEAM’S OWN RULE HERE, IF YOU HAVE ONE

OUR TEAM’S OWN THRESHOLD FOR A CONVERSATION, IF WE HAVE ONE

.....

WHO IS NOTIFIED WHEN A STUDENT IS BELOW THAT THRESHOLD

.....

EXAMPLE

One Week and One Month, Filled In

SAMPLE · INVENTED STUDENT

Ms. Delgado, Marcus and Ava are invented, and so is every number on this page. Every total can be re-added from the rows above it.

SESSION LOG, WEEK OF OCT 6 (PAGE 11) — MARCUS R., GRADE 3, MULTIPLICATION FACTS, PLANNED 4 × 20 MIN/WEEK, MON/TUE/THU/FRI (INVENTED)

Mon 9:00–9:20 flash cards, 0–5s facts, named products within 3 seconds on 8 of 10 cards, 20 min. Tue 9:00–9:20 skip-counting by 2s and 5s, completed to 50 without prompting, 20 min. Thu 9:00–9:15 flash cards, mixed facts, session ended early: fire drill (code S), 15 min. Fri 9:00–9:20 quiz review, independently completed 9 of 10 items, 20 min.

WEEK	MON	TUE	WED	THU	FRI	TOTAL	MISSED / MADE UP
Oct 6–10	20	20	–	15	20	75	Thu ran 15 of 20: S (fire drill); 5 not made up
Oct 13–17	20	20	–	20	20	80	–
Oct 20–24	0	20	–	20	20	60	Mon missed: P (para reassigned); made up Wed Oct 22, 20
Oct 27–31	20	20	–	20	20	80	–

October owed: $80 \times 4 = 320$. Delivered (weekly totals): $75 + 80 + 60 + 80 = 295$. Missed: $5 + 20 = 25$. Made up: 20 (Oct 22) = 20. Balance = $320 - 295 - 20 = 5$, the five minutes from the fire-drill session, never made up.

MONTH-END SUMMARY, BOTH STUDENTS (PAGE 14)

STUDENT	SKILL	OWED	DELIVERED	MISSED	MADE UP	BALANCE	MET?
Marcus R.	Multiplication facts	320	295	25	20	5	Partial
Ava T.	Reading fluency	360	300	60	30	30	Partial

Ava’s four weeks (reading fluency, planned 3 × 30 min/week):

WEEK	DELIVERED	MISSED	MADE UP	NOTE
Oct 6–10	60	30	–	Fri absent: A
Oct 13–17	90	0	–	–
Oct 20–24	90	0	–	Fri absence made up Tue Oct 14, 30
Oct 27–31	60	30	–	Wed missed: R (unavailable); not yet made up

Ava owed $90 \times 4 = 360$; delivered $60 + 90 + 90 + 60 = 300$; missed $30 + 30 = 60$; made up 30 (Oct 14) = 30; balance = $360 - 300 - 30 = 30$, the Week 4 absence never made up.

COMPLIANCE PAGE (PAGE 15)

STUDENT	OWED	DELIVERED + MADE UP	PERCENT
Marcus R.	320	315	98%
Ava T.	360	330	92%

Marcus: $(295 + 20) \div 320 = 98\%$. Ava: $(300 + 30) \div 360 = 92\%$, the row the team reviews next.

WHY THIS IS ENOUGH

Every number here came from a cell filled in the day it happened. The summary row is addition, the percent is one division.