

Team roster, student support matrix, a daily schedule per para, weekly zone plan, coverage plan for absences, sub para one-page, expectations, communication log, weekly check-in, training log, confidentiality agreement. Fillable PDF.

EXAMPLE A Support Matrix and One Para's Schedule, Filled In

Two invented para's, six invented students, one Tuesday. Read down any period column of the matrix: each para is in one place. Every block with R on the matrix is a row on R's schedule.

Support matrix (page 6) — Tuesday, para R and T, six students (all invented)

Codes from page 6: 1 one-to-one, G small group, C check-in, — name. Read down P3: R and D.S. both, G one table at R4: T has A.L. alone, a 1 read down P7: R has two C cells, one round in R4: T has E.T. 1. No column gives a para two places.

STUDENT	P1	P2	P3	P4	P5	P6	P7	P8	S/I	SUPPORTED
Time, subject	8:00 Arts/Art	8:30 Reading	9:30 Math	9:50 Special	11:10 Lunch, reading	12:00 Science	1:00 Science	2:00 Science		
A.L.	TC	R1	T1	—	TC	T1	—	—	3/5	
R.R.	TC	TG	RG	—	R1	—	—	—	1/4	
C.S.	—	TG	—	—	—	RG	—	TC	0/3	
D.M.	R1	—	RG	TC	—	—	RC	TC	1/5	
E.T.	—	—	—	RC	—	RG	T1	—	1/3	
F.W.	—	TG	—	—	—	—	RC	R1	1/4	
Block per para	R: 11 cells; T: 13 cells; 1 block on the page: 7									7/24

Daily schedule (page 7) — R, Tuesday, 7:45 to 2:45

TIME	LOCATION	STUDENT(S)	TASK	DATA TO TAKE	NOTES
7:45-8:00	Room 4	—	Set up; read the change board, pull data from data sheets		
8:00-8:30	Front door to Room 12	D.S.	Arrive middle 1:1 backpack, buffer, breakfast, set	Prompt level, arrival routine (5 steps)	Side door drop-off
8:30-9:30	Room 4	A.L.	1:1 reading; decoding lesson, then the right-word song	Trid grid, 10 sight words	—
9:30-10:30	Room 4, back table	B.R., D.S.	Math small group; teacher's lesson, then the practice set	Work completion, B.R.	—
10:30-11:00	—	—	Duty-free lunch		

One page per job, filled in the order below during the week before school. After that, a schedule change is a five-minute edit, not a new plan.

PAGE	SHEET	WHAT IT IS FOR	WHEN TO FILL IT IN
5	Para Team Roster	Who is on the team: hours, assignment, strengths, training, contact	Week before school; update the day a para changes
6	Student Support Matrix	Every student by period: which para, what kind of support	Week before school, after the roster; redo it the day a schedule changes
7, 8	Daily Schedule, one per para	The para's day: time, place, student, task, data sheet to carry	Right after the matrix; Save As once per para
9	Weekly Zone Plan	Arrival, hallway, cafeteria, recess, dismissal, bus, and the expectations in each	After the schedules, so zone duty is a block on the schedule, not a surprise
10	Coverage Plan for Absences	If this para is out: who covers which block, what is dropped first, who is told	Before the first absence; one per para
11	Sub Para One-Page	Everything a substitute para needs on one sheet	Once the coverage plan exists; a printed copy lives in the sub folder
12	Para Expectations and Task List	What we do in this room and how we know it is done	Before the first day with paras; reviewed at the first check-in
13	Communication Log	Decisions between teacher and para, dated and initialed	Ongoing; anything that changes a schedule or a routine
14	Weekly Check-In	Friday, ten minutes, both sides	Every week
15	Training and Onboarding Log	What was shown, when, by whom, when it is checked again	First two weeks, then as needed
16	Confidentiality and Boundaries	The agreement, in plain words, with your district's policy written in	Day one; signed once
17	Filled Example	An invented two-para, six-student team: the matrix and one schedule	Read it first

The week before school, in this order

- 1 Roster (page 5): who is here, what hours, what they already know.
- 2 Matrix (page 6): every student, every period, one para or none.
- 3 Schedules (pages 7 and 8): one per para, copied straight off the matrix, breaks included.
- 4 Zone plan (page 9) and coverage plan (page 10); then the sub para page (11) from those.
- 5 Expectations (12), the training checklist (15) and the confidentiality page (16) on day one.

When it changes mid-year

A new student, a changed IEP, a para who leaves or is out for weeks: redo the matrix and the affected schedules the same day, date the new version at the top, and keep the old one behind it. The sub para page is rewritten within the week. Anything that moved goes on the communication log (page 13) so both sides signed off on it, and the weekly check-in (page 14) is where the next change gets asked for.

What this file is not

Not the sheets the para writes on during the day (those are the Paraprofessional Daily Data Sheets; this file only says which one to carry). Not a handbook, a contract, or a statement of what a para may be asked to do; that is your district's rule, and page 12 has room to write it in your own words.

Student Support Matrix

Students down, periods across. In each cell, the para's initials and a code for the kind of support. This is the page every schedule is built from.

CASE MANAGER
DAY OR WEEK
EFFECTIVE DATE
ROOMS

STUDENT (INITIALS)	P1	P2	P3	P4	P5	P6	P7	P8	1:1 BLOCKS / SUPPORTED
Time and subject (type it)									
Blocks per para (initials: count)									

Code key: a cell is the para's initials, a dot, and one code (R-1, T-G, R-C)

- 1** One-to-one: the para is with this student for the block
- G** Small group: this student is at the para's table with others
- C** Check-in: the para looks in on a schedule, not beside the student
 - None: no para support this period (the teacher, or the specials teacher)

One para, one place per period

Read down a column. A para with a 1 in it has that one student and nothing else. A para with several G cells has one table in one room. A para with several C cells is on a round in one room or one zone. If a column breaks that rule, the schedule cannot be built from it; move a cell, do not fudge the schedule.

SCHEDULE Daily Schedule, One Para

One page per para, copied from the matrix. Time, place, student, task, the data sheet to carry. Breaks and zone duty are blocks too.

EFFECTIVE DATE

[illegible]

Breaks and zone duty are rows, not gaps

The break, the hallway post, the bus loop: each is a row with a time, or it will be scheduled over. The data column names the sheet to carry (trial grid, prompt level, tally, work completion); a dash means notes only. Every row matches a cell on the matrix (page 6).

Changes today (date them; the matrix gets fixed on Friday)

Zones across, days down, initials in every cell. Nobody should have to ask who has the cafeteria on Thursday.

WEEK OF

CASE MANAGER

PARAS ON THE PLAN (INITIALS)

DAY	ARRIVAL	HALLWAY	CAFETERIA	RECESS	DISMISSAL	BUS
Time window						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

ZONE EXPECTATIONS

ZONE	WHAT THE PARA DOES THERE (WHERE TO STAND, WHAT TO WATCH)	WHAT STUDENTS ARE EXPECTED TO DO	SIGNAL, AND WHO TO CALL
Arrival			
Hallway			
Cafeteria			
Recess			
Dismissal			
Bus			

Initials in every cell, even when the answer is the teacher

A blank cell reads as “someone else.” Write the initials, or write the teacher’s, or write **none** on purpose. A zone on this page is also a row on that para’s daily schedule (page 7) with the same time window. How a zone is staffed when a para is out is on the coverage plan (page 10).

Everything a substitute para needs on one sheet: today's schedule, the three students to know first, the signal, the person to call, and which data to skip.

DATE

YOU ARE COVERING FOR

REPORT TO (NAME, ROOM)

TIME	WHERE	STUDENT (INITIALS)	WHAT TO DO	DATA: TAKE IT (T) OR SKIP IT (S)

Student 1 (initials): what helps, what to avoid

.....

.....

.....

.....

Student 2 (initials): what helps, what to avoid

.....

.....

.....

.....

Student 3 (initials): what helps, what to avoid

.....

.....

.....

.....

The signal (how we get a student's attention, and how you ask for help)

.....

.....

Who to call, and how (room, extension, radio, the office)

.....

.....

Data to skip today, and the one thing to still write down

A substitute takes no trial data. Skip the sheets marked S; write only what happened and when, on the line below, and leave it in the teacher's tray.

.....

.....

EXAMPLE

A Support Matrix and One Para's Schedule, Filled In

Two invented paras, six invented students, one Tuesday. Read down any period column of the matrix: each para is in one place. Every block with R on the matrix is a row on R's schedule.

Support matrix (page 6) — Tuesday, paras R and T, six students (all invented)

Codes from page 6: **1** one-to-one, **G** small group, **C** check-in, – none. Read down P3: R has B.R. and D.S., both G, one table; T has A.L. alone. No column gives a para two places.

STUDENT	P1	P2	P3	P4	P5	P6	P7	P8	1:1 / SUPPORTED
Time, subject	8:00 Arrival	8:30 Reading	9:30 Math	10:30 Specials	11:15 Lunch, recess	12:00 Writing	1:00 Science	2:00 Dismissal	–
A.L.	T·C	R·1	T·1	–	T·C	T·1	–	–	3 / 5
B.R.	T·C	T·G	R·G	–	R·1	–	–	–	1 / 4
C.M.	–	T·G	–	–	–	R·G	–	T·C	0 / 3
D.S.	R·1	–	R·G	T·C	–	–	R·C	T·C	1 / 5
E.T.	–	–	–	R·C	–	R·G	T·1	–	1 / 3
F.W.	–	T·G	–	–	T·C	–	R·C	R·1	1 / 4
Blocks per para	R: 11 cells · T: 13 cells · 1:1 blocks on the page: 7								7 / 24

Daily schedule (page 7) — R, Tuesday, 7:45 to 2:45

TIME	LOCATION	STUDENT(S)	TASK	DATA TO TAKE	NOTES
7:45–8:00	Room 4	–	Set up: read the change board, pull today's data sheets	–	–
8:00–8:30	Front door to Room 12	D.S.	Arrival routine 1:1: backpack, folder, breakfast, seat	Prompt level, arrival routine (5 steps)	Side door drop-off
8:30–9:30	Room 4	A.L.	1:1 reading: decoding lesson, then the sight-word ring	Trial grid, 10 sight words	–
9:30–10:30	Room 4, back table	B.R., D.S.	Math small group: teacher's lesson, then the practice set	Work completion, B.R.	–
10:30–11:00	–	–	Duty-free lunch	–	–
11:00–11:15	Art room to cafeteria	E.T.	Check-in: end of art, walk to the lunch line	–	Hand-off from the art teacher
11:15–12:00	Cafeteria, then playground	B.R.	1:1 lunch and recess	Behavior tally: leaves the area without asking	Recess zone with T
12:00–1:00	Room 12, writing table	C.M., E.T.	Writing small group: sentence starters, word bank	Work completion, E.T.	–
1:00–2:00	Room 12	D.S., F.W.	Check-in round every 15 minutes: science partner task	Prompts to start, D.S.	–
2:00–2:40	Room 12 to bus loop	F.W.	1:1 pack-up, walk to bus 14	Prompt level, pack-up routine	Bus 14 leaves at 2:40
2:40–2:45	Room 4	–	Sheets to the teacher's tray; note tomorrow's changes	–	–

R's 4 one-to-one blocks on the matrix (A.L. in P2, B.R. in P5, D.S. in P1, F.W. in P8) are rows here, as are the two G and two C blocks. The break and bookend rows have no matrix cell but are written down so nothing is scheduled over them. A dash means notes only.