

New-para snapshot, first week onboarding checklist, task delegation page with your district's rule on a blank line, a routine template, a competency sign-off log, coverage plan, communication log, weekly check-in, confidentiality page. Fillable PDF.

EXAMPLE Onboarding a Para, Filled In

An inverted para and an inverted student, one routine, week one to week two. Every date and count on this page is checked against its own table.

First week checklist (page 6) — J.M., starting 9/2 (invented)

FIRST WEEK ITEM	SHOWN	TRIED IT
Room tour: where materials, data sheets and the change board live	9/2	9/2
The daily schedule and today's assignment, walked through together	9/2	9/3
The signal used to ask for help, and who to call.	9/2	9/4
One routine, modeled start to finish (page 8)	9/2	9/4
The confidentiality and professionalization page (14), read together	9/2	9/4
Where finished data sheets go, and who checks them	9/3	9/5
Who to go to if the supervising teacher is out.	9/3	--
The task delegation page (7), reviewed together	9/2	--

All 8 of 8 items were shown by 9/5. If 8 had been tried on their own by the end of the week, the other two (who covers when the teacher is out, and the delegation page) carried over to the check in.

Routine template (page 8) — Morning Arrival Hand-Off, student K.N. (invented)

STEP	WHAT TO DO — MORNING ARRIVAL HAND-OFF
1	Meet K.N. at the bus, greeting by name
2	Carry the folder in, hand it to K.N. at the cubby
3	Point to the visual schedule, wait for K.N. to touch the first card
4	Walk beside K.N. to the classroom door
5	Hand off to the teacher at the doorway, walk to the morning bin

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How This Checklist Set Works

One page per job, filled in the order below as a new para comes on board. After that, a new routine is a Save As, not a new plan.

PAGE	SHEET	WHAT IT IS FOR	WHEN TO FILL IT IN
5	New Para and Assignment Snapshot	Who this para is, hours, building, and what they will be doing	Before day one
6	First Week Onboarding Checklist	What the teacher shows and what the para then tries, day by day	The first week
7	Task Delegation Page	What is assigned to this para, what stays with the teacher, your district's rule on a blank line	Before day one; reviewed at the first check-in
8, 9	How to Run This Routine	One template per routine, so any adult runs it the same way	Before a routine is handed over; Save As per routine
10	Competency Sign-Off Log	Modeled, practiced with support, ran independently: dated and initialed, one row per routine	After each stage; the record that a para can run it alone
11	Coverage and Absence Plan	What happens to each routine when this para is out	Once a routine has a sign-off
12	Communication Log	Decisions about a task, a routine or the schedule, dated and initialed	Ongoing
13	Weekly Check-In and Feedback	What went well, what to change, what to model next week	Every week
14	Confidentiality and Professionalism	The agreement, in plain words, with your district's policy on a blank line	Day one; signed once
15	Filled Example	An invented para, an invented student, one routine walked through onboarding to sign-off	Read it first

Onboarding a new para, in order

- 1 Snapshot (page 5): who they are, hours, building, what they will be doing.
- 2 First week checklist (page 6): the teacher shows it, the para tries it, dated.
- 3 Delegation page (7): what is assigned, what stays with the teacher, your district's rule.
- 4 A routine template (8 or 9) per routine, filled in and handed over.
- 5 Sign-off log (10) once a routine has been modeled, practiced with support, and run alone.

When an assignment or a routine changes

A new student, a changed schedule, or a para who takes on a second routine: Save As a fresh copy of the affected page, date the new version at the top, and keep the old one behind it for the file. Anything that moved goes on the communication log (page 12), and the weekly check-in (page 13) is where the next change gets asked for.

What this file is not

Not a training-hour tracker, a certification record, or a statement of what a para may legally be asked to do without supervision. Not an employment contract and not a performance evaluation, and not the daily data sheets a para writes on once a routine is running — that is a separate file in this store. That is your district's rule, and page 7 has a blank line to write it in your own words.

First Week Onboarding Checklist

Written as what the teacher shows and what the para then does, not as a lecture list. Dated as it happens, not filled in from memory on Friday.

PARAPROFESSIONAL

START DATE

SUPERVISING TEACHER

DAY	THE TEACHER SHOWS	THE PARA THEN DOES	SHOWN (DATE)	TRIED IT (DATE)
	Room tour: where materials, data sheets and the change board live	Can find each one without asking		
	The daily schedule and today's assignment, walked through together	Can name today's schedule from memory		
	The signal used to ask for help, and who to call	Uses the signal once during the week		
	One routine, modeled start to finish (page 8)	Runs the same routine with the teacher beside them		
	The confidentiality and professionalism page (14), read together	Signs it		
	Where finished data sheets go, and who checks them	Hands in a completed sheet		
	Who to go to if the supervising teacher is out	Can name that person		
	The task delegation page (7), reviewed together	Asks a question about anything unclear		

What this checklist is not

Not a performance review and not a certification record. It is a record that each item was shown and tried, so nothing is assumed and nothing has to be remembered later. A blank row by the end of week one is a question for the check-in (page 13), not a problem to hide.

Anything shown but not yet tried on its own, and why

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What is assigned to this para, what stays with the supervising teacher, and your district's own rule on a blank line — write it in, in your own words.

PARAPROFESSIONAL

SUPERVISING TEACHER

EFFECTIVE DATE

AREA	WHAT IS ASSIGNED TO THIS PARA	WHAT STAYS WITH THE SUPERVISING TEACHER
Instructional support Beside or near a student during a lesson: what this para does		
Data collection Which sheets, from which system, and who checks them		
Supervision and zones Where to stand, what to watch for, when to call the teacher		
Prep and materials What gets copied, set up, laminated, put away, and when		
Communication How this para talks about a student, with whom, and what goes on the log (page 12)		
Other (write it)		

Your district's rule on supervision and what may be delegated (write it here, and where the policy lives)

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Reviewed together (date, initials), and what was changed

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How to Run This Routine (Second Copy)

Same layout. Save As per routine; most rooms need more than one before the first month is out.

ROUTINE OR TASK NAME

WRITTEN BY

DATE

WHO CAN RUN IT (NAMES)

Second copy. Use it for the next routine this para will be handed. Same columns as page 8 so they read side by side.

STEP	WHAT TO DO	WHAT TO WATCH FOR OR SAY
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

MATERIALS NEEDED

WHERE THIS HAPPENS

ABOUT HOW LONG IT TAKES

SIGNAL THAT STARTS IT

The one thing that must not change, and why

SIGN-OFF

Competency “Can Run It Alone” Log

The record a teacher wishes they had kept: modeled, practiced with support, ran independently, dated, initialed by both.

PARAPROFESSIONAL

SUPERVISING TEACHER

SCHOOL YEAR

ROUTINE OR TASK (FROM PAGE 8 OR 9)	MODELED BY TEACHER (DATE)	PRACTICED WITH SUPPORT (DATE)	RAN INDEPENDENTLY (DATE)	PARA INITIALS	TEACHER INITIALS

What “ran independently” means on this page

The teacher watched from a distance, did not prompt, and the routine finished the way it is written on page 8 or 9. Nothing about how long that takes is set by this file — your district’s rule on supervision is on page 7.

If a routine changes

Save As a new copy of the routine template (page 8 or 9), date it, and add a new row here. The old sign-off stays valid for the routine as it was written when it was signed.

PARA SIGNATURE, DATE

TEACHER / CASE MANAGER SIGNATURE, DATE

NEXT REVIEW DATE

EXAMPLE

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4	Walk beside K.N. to the classroom door
5	Hand off to the teacher at the doorway, folder to the morning bin

5 steps, modeled by the teacher on 9/2. Signal that starts it: K.N. steps off the bus.

Sign-off log (page 10) — one entry

Routine: Morning Arrival Hand-Off · Modeled by teacher: **9/2** · Practiced with support: **9/4** · Ran independently: **9/9** ·
Para initials: JM · Teacher initials: CT

Three dates, three stages, in order — the routine did not move to page 11's coverage plan until the third one was filled in.