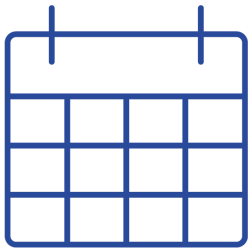


## Building Schedules for Special Education Paraprofessionals



Paraprofessional schedules should be created by a student's Individualized Education Program (IEP) manager, special education teacher, or coordinator. Once the paraprofessional begins supporting their student(s), editing their schedule to include details will be important. This schedule can be used in the event that a substitute is needed. Maintaining up-to-date schedules will significantly increase the efficiency of supporting students.

### When building paraprofessional schedules, consider the following:

#### → Student needs as outlined in their IEPs

- ◆ The supports outlined in students' IEPs should be the basis of schedules. The IEPs should inform *where* (what classes/ content areas) the paraprofessionals should be, *when* they should be there, for *how* long their support is needed, and *what* they should be doing.
- ◆ Be careful not to include more paraprofessional support than a student needs, as this can affect their least restrictive environment and lead to an overreliance on adult support.
- ◆ The schedules should include the conditions that warrant the type of support.



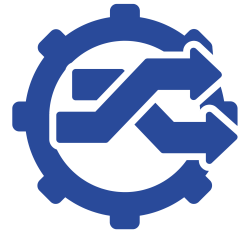
**Example:** Sammy struggles with executive functioning skills and following directions, especially in math since it appears he gets overwhelmed easily with his learning disability. It's helpful if an adult checks in with Sammy after the lesson is taught to ensure he has an understanding of expectations, and then checking on him again about 10 to 15 minutes later to see if he is on task.



**Non Example:** Sammy Student needs assistance in math due to failing grades and his learning disability.

- ◆ Keep in mind that if a paraprofessional is not a 1:1 paraprofessional, they are able to support more than one student in a class.





→ **How to handle changes**

- ◆ Plan to review and update the schedule on a monthly basis to keep information up-to-date.
- ◆ Include important student information in the event that alternative staffing is needed (computer log in, lunch number, usernames & passwords, allergies, services, accommodations, etc.).
- ◆ Consider what the paraprofessional will do if the student(s) they support is absent.
- ◆ Consider the process they will follow if they are absent and a substitute fills in for them.

→ **The needs of the paraprofessional**

- ◆ Include the paraprofessional's start, end, lunch, and break times.
- ◆ In the case of a 1:1 student/ paraprofessional, consider including the general education schedule for reference.
- ◆ Information about who they can contact if they have questions.

**Example:** (See full page template below for use)

Paraprofessional: Peter Para			Student(s) supported: Sammy Student
Time	Student (Teacher)	Location	Description of duty & helpful notes
7:45 - 8:00 a.m.	Sammy Student (Tilly Teacher)	Bottom of the main stairway by entry doors	Wait for SS at the bottom of the stairs. When they arrive, take them to put their belongings in their classroom cubby. Walk with SS to the cafeteria to get breakfast and take it to the resource room to eat and do morning routines.
8:00 - 8:45 a.m.	Sammy Student (Tilly Teacher)	Resource Room (205)	SS sits at the back table to eat breakfast. When they are done, prompt them to throw the wrappers in the trash and wipe down the table. Give SS their Daily Warm-up Worksheet and let them choose crayons or colored pencils. Once complete, they can use therapy putty for 6 minutes. Set their timer and verbally remind them when there is 1 minute left.



You may also want to include the following page or something similar to the paraprofessional along with the schedule to ensure they have guidance on what to do during unplanned downtimes and tips for working in a learning environment.

## Quick Tips for Paraprofessionals

### The student I'm supporting is absent or doesn't need me at the moment ... now what?

DO	DON'T
<ul style="list-style-type: none"><li>• Take data on the student's goals and objectives. If you aren't sure what data to collect or how to collect it, connect with the student's IEP manager.</li><li>• Ask the student's IEP manager if there are projects you can help complete (i.e., making copies, laminating, preparing materials)</li><li>• Tidy up the space!</li><li>• Make observations about your student. Take note of how they are engaging with their work and what they are able to complete independently.</li><li>• Work ahead: Look at what your student will be working on next. Can you become more familiar with the content or prepare materials to reduce potential obstacles to their learning?</li><li>• Review the IEPs and behavior plans of the students you are supporting to ensure you are familiar with the content and to be aware of any new changes to the paperwork.</li></ul>	<ul style="list-style-type: none"><li>• Support students who do not have paraprofessional support written into their IEP. If you are wondering who has paraprofessional support in their IEP, please connect with special education teaching staff.</li><li>• Use your cell phone or school technology for personal use unless directed to do so.</li><li>• Distract other students.</li><li>• Leave the classroom for an extended period of time.</li><li>• Interrupt other paraprofessionals assisting students.</li></ul>

### Professional Tips when Working in a Learning Environment:

- Lead by example. Being aware of your physical, mental, and emotional well-being is important.
- Arrive on time and be prepared to serve students.
- Be engaged with students at all times.
- Check your emails regularly and respond promptly.
- Be mindful when using your cell phone. Follow your school policy.
- Initiate helping classroom teachers and follow their lead.
- Be mindful of dialogue used around students. Professional verbiage is direct, calm, and courteous.
- Establishing strong relationships with students will be foundational to being a trusted adult.
- Each day is a new opportunity to start fresh and achieve goals.

Paraprofessional:			Student(s) supported:
Time	Student (Teacher)	Location	Description of duty & helpful notes