

SECTION 2 • TRACK THE PRACTICE

One row per day. A code, not a paragraph — the notes column is where the day's detail goes.

STUDENT

ACTIVITY (FROM THE WEEKLY LOG)

WEEK OF

COMPLETION CODES, USED ON THIS PAGE AND THE TRACKER

COMPLETION CODES, USED ON THIS PAGE AND THE TRACKER

Y Done, full activity P Partial (some, not all) N Not done A Adapted (different way, same goal)

#	DATE	COMPLETED (CODE)	WHO PRACTICED WITH THE STUDENT	ABOUT HOW LONG (MINUTES)	NOTE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

A CODE, AND A FACT, NOT AN IMPRESSION

The code says whether it happened; the note is one fact, not a feeling — "started after dinner, read three of five minutes" is a note. Blank rows at the end of a busy week are information too.

WHEN A SHEET FILLS UP

Print this page again for the next stretch of the school year and number the sheets in the corner; a full year of daily rows for one student is usually two or three printed copies, kept together at the front of the student's section.

Activity Assignment Log, Weekly

FAMILY ENGAGEMENT LOG

hat was sent home, how often it is asked for, and what "done" looks like.

GOAL AREA (IN PLAIN WORDS)

WEEK OF

[illegible]

a school night,
knows when it
tell one
not. One
vo competes

THIS WEEK'S FOCUS, IN ONE LINE (SEND THIS LINE HOME WITH THE ACTIVITY)

MADE IT IN, DO NOT JUST STOP)

daily tracker (page 11), the activity itself is usually the problem, not the way you do it. So, if you're having trouble with a particular activity, try to find a way to do it that's more enjoyable, or swap it for a different activity that reaches the same goal, and



CONTENTS

What Is Inside, and Where

23 pages: three sections, a worked example and a back page. Nothing here decides which goal to practice at home or how often; that is a blank you fill in from the IEP and your own judgment.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up and Assign

PAGES 6–9



**Binder Cover and
Divider Tabs**
SETUP

6



**Family and Home-
Goal Setup Sheet**
SETUP

7



**Home Activity
Assignment Log,
Weekly**
LOG

8



**Multi-Goal
Assignment Grid,
Whole Caseload**
LOG

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02 Track the Practice

PAGES 11–15



**Daily Home
Practice
Completion
Tracker**
LOG

11



**Weekly Family
Completion
Tracker**
TRACKER

12



**Student Response
at Home Log**
LOG

13



**Classroom
Carryover
Observation Log**
LOG

14



**Family Feedback
Collector**
NOTES

15

03 Roll Up and Communicate

PAGES 17–22



**Monthly Family
Engagement
Summary**
TRACKER

17



**Case Manager
Follow-Up Log**
LOG

18



**Home Practice
Family Update**
NOTES

19



**Family
Communication
Phrase Bank**
REFERENCE

20



**Paraprofessional
Send-Home Note**
NOTES

21



**A Month of Home
Practice, Filled In**
EXAMPLE

22

Reading the tags: **Setup** is typed once at the start of the year or the plan; **Log** is written in every day or week it is used; **Tracker** rolls several weeks or a caseload onto one page; **Notes** is ready to send or read back to a family; **Reference** is a bank of language to pull from; **Example** is the worked, invented sample.

☆ START HERE

Start Here — Three Steps

Ninety seconds of reading. Type the setup sheet once per student; the daily codes themselves are faster with a pen.



1

Set up once

Type the family and home-goal setup sheet (page 7) for each student whose IEP goal has a home-practice piece — not every student on a caseload needs one.

Print the binder cover and tabs (page 6) if this file lives in a binder rather than on a device.



2

Assign and track every week

Assign the week's activity on the weekly log or the caseload grid, then log each day's completion with a code — a letter, not a paragraph.

Check the weekly tracker (page 12) and the carryover log (page 14) once a week, not once a quarter.



3

Roll up and share

Copy the month's totals onto the summary (page 17) at month's end, and send the family update as printed or typed.

The phrase bank (page 20) and the paraprofessional page (page 21) are ready to use as soon as the tracker has a week of data.

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 calculate a completion percentage or a graph for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not the **Parent Communication Log and Home School Notes** — the year-round record of every call, email, text and note home — and it does not replace it; use that file for the phone call and the concern conversation. This file has one narrower job: whether the home-practice activity assigned for a specific IEP goal happened, how often, and whether it shows up back at school. Also not **IEP Goal Tracking Editable**, the classroom side of the same goal (trial data, tracker, graph). Use the two side by side for one goal: that file for school, this one for home.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a therapy program, not a set of home activities, and not a rule about how much practice a goal needs. Nothing here says which activity to assign or how many minutes are enough; you write that in, from the IEP and your own judgment.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a log holds. Print that page again and number the sheets.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

02

Track the Practice

Did the family do it, how did the student do at home, did it show up back at school, and what the family says about it — a daily log, a caseload-wide weekly tracker, and the two-way observation this file is built for.

IN THIS SECTION

Daily Home Practice Completion Tracker	11
Weekly Family Completion Tracker	12
Student Response at Home Log	13
Classroom Carryover Observation Log	14
Family Feedback Collector	15



 LOG

Daily Home Practice Completion Tracker

One row per day. A code, not a paragraph — the notes column is where the day’s detail goes.

STUDENT

ACTIVITY (FROM THE WEEKLY LOG)

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 TRACKER

Monthly Family Engagement Summary

The month rolled up: what was assigned, what came back completed, and whether it carried over — the page an IEP meeting actually uses.

CASE MANAGER / TEACHER

MONTH

UPDATED

#	STUDENT	ACTIVITIES ASSIGNED THIS MONTH	NIGHTS/TIMES WITH SOME PRACTICE	NIGHTS/TIMES FULLY COMPLETED	CARRYOVER OBSERVED AT SCHOOL (COUNT)	NOTE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

WHERE THESE NUMBERS COME FROM

“With some practice” and “fully completed” are counted straight off the daily tracker (page 11); “carryover observed” is the count of “Y” rows on that student’s carryover log (page 14) for the month. This page does not calculate a percentage for you; write the two counts and do the division by hand if the meeting wants one.

WHERE THIS PAGE GOES NEXT

This is the page to bring to an IEP meeting or a team check-in: one row per student, everything a family and a case manager did on a goal outside the school day, for the period being reported on.

 **NOTES**

Home Practice Family Update

Goes home with the assigned activity, ready to send as printed or typed. No jargon — the tracker already has the codes.

STUDENT

WEEK OF

FROM

THIS WEEK WE ARE PRACTICING AT HOME

In plain words, no codes.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

ONE THING TO NOTICE THIS WEEK

QUESTIONS, OR ANYTHING THAT IS NOT WORKING

WHAT WE WOULD LIKE TO HEAR BACK FROM HOME

Anything the family noticed that we would not see at school.

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

A Month of Home Practice, Filled In

SAMPLE · INVENTED STUDENT

Marcus is invented, and so is his family and every mark on this page. Every number in the summary card can be re-counted from the rows above it.

MARCUS T., THIRD GRADE (INVENTED) — HOME ACTIVITY ASSIGNMENT (PAGE 8)

Goal: read 5 minutes nightly and tell one detail (invented) · **Assigned:** book-bag books, nightly Monday–Friday · **Family:** Ms. and Mr. Diallo, invented · **Case manager:** R. Chen, invented

DAILY HOME PRACTICE COMPLETION TRACKER (PAGE 11)

#	DATE	COMPLETED (CODE)	WHO PRACTICED WITH	MINUTES	NOTE
1	9/8 Mon	Y	Mom	5	Read on his own after dinner.
2	9/9 Tue	P	Mom	3	Started late; read 3 of 5 minutes.
3	9/10 Wed	Y	Dad	5	–
4	9/11 Thu	N	–	0	Family game night; skipped.
5	9/12 Fri	Y	Mom	5	Asked to keep reading past 5 minutes.

STUDENT RESPONSE AT HOME (PAGE 13)

#	DATE	CUES	ONE THING SAID OR SHOWN
1	9/8	Independent	Told me the dog in the story ran away.
2	9/10	1 cue	Needed a reminder, then said the boy found his shoe.
3	9/12	Independent	Told two details without being asked.

CLASSROOM CARRYOVER OBSERVATION LOG (PAGE 14)

#	DATE	SETTING	WHAT WAS SEEN	OBS.
1	9/15	Reading group	Retold one detail about the class read-aloud, unprompted.	Y
2	9/16	Reading group	Again retold a detail unprompted.	Y

WHY THESE NUMBERS HOLD UP

Five nights assigned; the tracker shows 3 full completions (9/8, 9/10, 9/12), 1 partial (9/9), 1 not done (9/11) — $3+1+1=5$. The response log has an entry for exactly the 3 full nights: 2 independent, 1 with a cue. The carryover log checks the two school days right after and shows the same unprompted retelling both times, 2 of 2. Nothing here says why 9/11 was skipped.