

SECTION 2 • LOG EVERY SESSION

LOG

One student, several weeks, in date order: duration, subject or skill covered, location, and a few words on what happened. This is the copy that goes in the student's file.

MONTH

MINUTES AND CONTENT, NOT A CHECK MARK

Write the minutes actually delivered and what was covered in a few plain words — a page range, a skill, a chapter. A session that ran short gets its reason code from page 6 and a row on page 16 the same day.

THIS IS THE FILE COPY

One student, printed or saved with a new name each month. This is the page an auditor, a supervisor, or the student's own family asks to see.



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What Is Inside, and Where

22 pages: four sections and a worked example. Nothing here states why homebound or hospital instruction was arranged or when it will end — this file records what was taught, for how long, and what was sent home.

Before you begin

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THE THREE SESSION-LOG FORMS, SIDE BY SIDE

A detailed one-student log (page 10): date, duration, subject or skill, location, and a note.

A quick clipboard log (page 11) for a day with several students or sites.

A whole-caseload weekly overview (page 12), planned against actual, one page.



START HERE

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; each session after that is a few minutes with a pen or a keyboard.



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 service. **Save As** per student or per month; the original stays blank.



2

Log every session

Use the detailed log (page 10) for one student over several weeks, or the quick log (page 11) for a day covering several students.

Write the minutes actually delivered and the subject or skill covered; a session that ran short goes straight to the missed and reschedule log (page 16) the same day.



3

Roll up and share

Copy totals onto the weekly caseload overview (page 12) each week and the minutes summary (page 14) once a month.

Send the family and classroom teacher update (page 18) on whatever schedule your district asks for — it is ready as soon as the log is filled in.

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

Not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not add the minutes for you. Not a record of why homebound or hospital instruction was arranged, when it will end, or the student's status — none of that appears anywhere in this file.

THE ONE RULE EVERY PAGE IN THIS FILE FOLLOWS

This is a record of instructional time and content only: what was taught, for how long, where, and what was communicated. It never states why instruction was arranged, names a condition, or predicts when it will end — those are entirely outside this file and are your district's own process to handle.

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 sessions than one page holds. Print a second copy of page 10 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

A completed session log is a student record. Store, hand over and destroy it the way your school already handles any instructional or service record.

 ROSTER

Caseload Roster

Every student receiving homebound or hospital instruction, the subject or skill area, the assigned minutes, and where instruction runs. The numbers on this page are the “planned” column everywhere else in the file.

PROVIDER			SCHOOL / PROGRAM			UPDATED			
#	STUDENT	SUBJECT / SKILL AREA	PROVIDER	MIN / WEEK (ASSIGNED)	SESSIONS / WEEK	LOCATION(S)	RECEIVING TEACHER / SCHOOL	START DATE	REVIEW DATE
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

COPY THE ASSIGNED INSTRUCTIONAL PLAN

Minutes and sessions per week come from the plan as written, even if the actual schedule runs differently — page 14 is where the difference shows up. Location codes are on page 6. “Receiving teacher / school” is who the family and classroom teacher update (page 18) goes to. Use a second copy of this page and number the rows straight through if the caseload runs longer than one page.

LOG

Individual Student Session Log

One student, several weeks, in date order: duration, subject or skill covered, location, and a few words on what happened. This is the copy that goes in the student’s file.

STUDENT

SUBJECT / SKILL AREA (PAGE 7)

PROVIDER

MONTH

#	DATE	DURATION (MIN)	SUBJECT / SKILL COVERED	LOCATION	WHAT WAS COVERED, BRIEFLY	PROVIDER INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

MINUTES AND CONTENT, NOT A CHECK MARK

Write the minutes actually delivered and what was covered in a few plain words — a page range, a skill, a chapter. A session that ran short gets its reason code from page 6 and a row on page 16 the same day.

THIS IS THE FILE COPY

One student, printed or saved with a new name each month. This is the page an auditor, a supervisor, or the student’s own family asks to see.

REPORTING

Weekly and Monthly Minutes Summary

One row per student for the reporting period: planned, delivered, missed, made up, and the balance carried forward — the numbers a file review or a meeting asks for.

PROVIDER

REPORTING PERIOD

SCHOOL / PROGRAM

#	STUDENT	SUBJECT	PLANNED	DELIVERED	MISSED	MADE UP	BALANCE	REPORT NOTE
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

HOW THE BALANCE IS COMPUTED

Balance = planned minus delivered minus made up, from the logs on pages 10–12 and the missed and reschedule log (page 16). Whatever is not zero carries to the next reporting period. This page reports minutes and content covered only — not why instruction was arranged or when it will end.

STUDENTS WHOSE BALANCE NEEDS A CLOSER LOOK

 NOTES

Family and Classroom Teacher Update

A ready-to-send update naming what was covered, not why homebound or hospital instruction was arranged.

STUDENT

WEEK OR DATE RANGE

SENT TO (FAMILY / CLASSROOM
TEACHER)

SENT BY

SUBJECTS AND SKILLS COVERED THIS PERIOD

#	SUBJECT	SKILL OR TOPIC COVERED	APPROX. MINUTES
1			
2			
3			
4			

WORK SENT AND RETURNED

ASSIGNMENT / MATERIAL	STATUS

MATERIALS NEEDED FOR THE NEXT SESSION

A NOTE IN THE PROVIDER’S OWN WORDS, IF YOUR DISTRICT ASKS FOR ONE

WHAT THIS PAGE IS NOT

Not a status update and not a timeline. This page reports what was taught and what was sent, in the same words a case manager would use for any instructional update — it never states why homebound or hospital instruction was arranged or predicts when it will end. Your district’s own communication about the arrangement is separate from this file.

PREPARED BY

DATE

EXAMPLE

One Week, Filled In — Invented Student

SAMPLE · INVENTED STUDENT

Riley is invented, described only as a student receiving homebound instruction, and so is every number on this page. Every total can be re-added from the rows above it.

SESSION LOG (PAGE 10) — RILEY, A STUDENT RECEIVING HOMEBOUND INSTRUCTION (INVENTED), WEEK OF OCT 6 PLUS ONE MAKE-UP SESSION

From the roster: Math and ELA, 4 sessions of 60 minutes per week (Mon, Tue, Thu, Fri), home setting unless noted · Week of Oct 6: four sessions scheduled, owed = $60 \times 4 = 240$

#	DATE	DURATION	SUBJECT / SKILL COVERED	LOC	WHAT WAS COVERED	INIT.
1	Oct 6	60	Math: fractions review	H	Worksheet pages 12–14, independent	MA
2	Oct 7	60	ELA: Chapter 3 reading and discussion	H	Read aloud, answered 4 discussion questions	MA
3	Oct 9	45	Math: fractions practice (session ended early)	F	Completed 6 of 10 problems before session ended	MA
4	Oct 10	60	ELA: vocabulary and Chapter 4 preview	H	10 vocabulary words, previewed next chapter	MA
5	Oct 13	15	Math: fractions practice, make-up for Oct 9	H	Completed remaining 4 problems	MA

Delivered: $60 + 60 + 45 + 60 = 225$. Missed: $240 - 225 = 15$ (the 15 minutes lost when the Oct 9 session ended early, code S, hospital/facility location). Made up: 15 on Oct 13 = 15.

MISSED AND RESCHEDULE LOG (PAGE 16), AND WORK COVERED (PAGE 15)

#	DATE SCHEDULED	REASON CODE	MINUTES MISSED	RESCHEDULED DATE	MINUTES MADE UP	WHO WAS NOTIFIED
1	Oct 9	S	15	Oct 13	15	Family; classroom teacher

#	DATE	SUBJECT	ASSIGNMENT	DUE / RETURN	RETURNED?
1	Oct 6	Math	Worksheet pages 12–14	Oct 7	Y
2	Oct 7	ELA	Chapter 3 questions	Oct 9	Y
3	Oct 9	Math	Practice set (shortened session)	Oct 10	Y
4	Oct 10	ELA	Vocabulary list, Chapter 4 preview	Oct 13	Y

Every assignment row traces back to a date on the session log above, and every one came back on or before its due date.

MINUTES SUMMARY ROW (PAGE 14) — WHY THIS IS ENOUGH

#	STUDENT	SUBJECT	PLANNED	DELIVERED	MISSED	MADE UP	BALANCE
1	Riley	Math + ELA	240	225	15	15	0

Balance = $240 - 225 - 15 = 0$: fully caught up. Every number on this page came from a cell filled in the day it happened, the summary row is addition, and nowhere on this page, or any other, does the file say why Riley receives homebound instruction or when it will end.