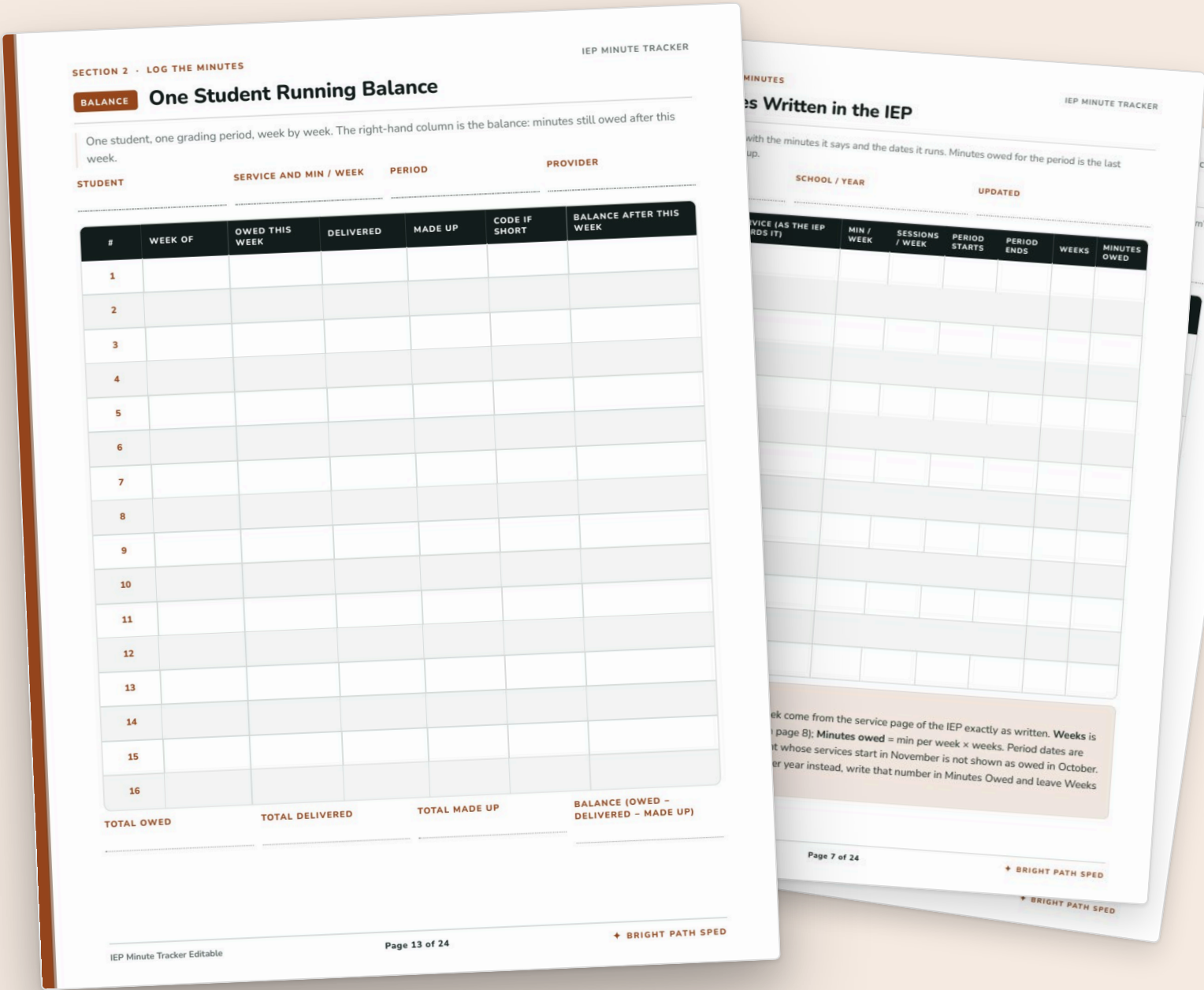


IEP Minute Tracker



What Is Inside, and Where

24 pages: three sections and a worked example. Nothing here decides which missed minutes must be made up or what a balance means; every one of those is a blank you fill in from your district's own policy.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE **4**

01 Set Up the Minutes

PAGES 6–9



**Code Key and
District Rules**
SETUP **6**



**Minutes Written in
the IEP**
ROSTER **7**



**Weeks of Service
Planner**
SETUP **8**



**Binder Cover and
Spine Labels**
ORGANIZER **9**

02 Log the Minutes

PAGES 11–15



**Daily Minutes
Quick Log**
LOG **11**



**Weekly Minutes:
Owed and
Delivered**
TRACKER **12**



**One Student
Running Balance**
BALANCE **13**



**Make-Up Minutes
Log**
MAKE-UP **14**



**Classroom
Teacher Minutes
Sheet**
LOG **15**

03 Balance and Report

PAGES 17–23



**Monthly Balance
by Student**
BALANCE **17**



**Period Balance
Summary**
REPORTING **18**



**Catch-Up Minutes
Planner**
PLAN **19**



**Owed vs
Delivered by
Month**
GRAPH **20**



**Family Minutes
Update**
NOTES **21**



**Balance
Conversation
Starters**
REFERENCE **22**



**One Student, One
Month, Filled In**
EXAMPLE **23**

☆ START HERE

Start Here — Three Steps

Ninety seconds of reading. Type the minutes from the IEP once; the rest is addition.



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 minutes from each IEP on page 7 and the weeks of service on page 8. **Save As** per provider or per grading period; the original stays blank.



2

Log the minutes

Daily quick log (page 11) or weekly page (page 12): minutes, not check marks.

A short or missed session goes on the make-up log (page 14) the same day, with a code.



3

Read the balance

The ledger (page 13) and monthly balance (page 17) are where you write the totals; each balance is one subtraction from your logs.

The catch-up planner (page 19) and family update (page 21) are ready as soon as the balance is written.

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 add the minutes for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE FOLLOWS

Not your district's compliance form, and not a statement of any rule about which missed minutes must be made up, by when, or what counts as a delivered minute. Each of those is a blank line you fill in from your district's own policy.

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.

More students than the rows? Use a second copy of page 7 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, AND WHERE THIS FILE LIVES

A filled-in tracker is a student record. It stays in the classroom or a district-approved folder, never on a table in the hallway or in a group text. Use initials on any page that leaves the room.

NOTES FOR THIS YEAR

 ROSTER

Minutes Written in the IEP

Every service the IEP lists, with the minutes it says and the dates it runs. Minutes owed for the period is the last number you work out in setup.

CASE MANAGER / PROVIDER			SCHOOL / YEAR		UPDATED			
#	STUDENT	SERVICE (AS THE IEP WORDS IT)	MIN / WEEK	SESSIONS / WEEK	PERIOD STARTS	PERIOD ENDS	WEEKS	MINUTES OWED
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								

COPY THE IEP, NOT THE SCHEDULE

Minutes per week and sessions per week come from the service page of the IEP exactly as written. **Weeks** is the weeks of service in the period (from page 8); **Minutes owed** = min per week × weeks. Period dates are the IEP’s own service dates, so a student whose services start in November is not shown as owed in October. If the IEP states minutes per month or per year instead, write that number in Minutes Owed and leave Weeks blank.

 TRACKER

Weekly Minutes: Owed and Delivered

The whole caseload, one week. Owed per week from the minutes page (page 7), delivered by day, and what is short.

PROVIDER

WEEK OF

BUILDING

#	STUDENT / SERVICE	OWED / WK	MON	TUE	WED	THU	FRI	DELIVERED	SHORT BY
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

SHORT IS FOR THIS WEEK ONLY

Short by = owed per week minus delivered this week. It carries to the make-up log (page 14) and the running balance (page 13), not to next week's owed.

MINUTES, NOT CHECK MARKS

A session that ran 18 minutes because of a fire drill is 18. Write the number in the day cell.

BALANCE

One Student Running Balance

One student, one grading period, week by week. The right-hand column is the balance: minutes still owed after this week.

STUDENT		SERVICE AND MIN / WEEK		PERIOD		PROVIDER
#	WEEK OF	OWED THIS WEEK	DELIVERED	MADE UP	CODE IF SHORT	BALANCE AFTER THIS WEEK
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
TOTAL OWED		TOTAL DELIVERED	TOTAL MADE UP		BALANCE (OWED – DELIVERED – MADE UP)	

PLAN

Catch-Up Minutes Planner

Balance divided by weeks left is minutes per week to close it. Arithmetic only; whether a plan is needed is your team’s call.

PROVIDER

DATE

PERIOD ENDS

#	STUDENT	SERVICE	BALANCE (MIN)	WEEKS LEFT	MIN / WEEK TO CLOSE	PLAN (WHEN AND WHERE)	DATE SET
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

THE ONE DIVISION

Minutes per week to close = balance ÷ weeks left.
Example: 30 minutes ÷ 3 weeks = 10 minutes a week on top of the regular schedule. Round up.

OUR TEAM’S OWN RULE, IF WE HAVE ONE

WHEN A BALANCE GETS A CONVERSATION WHO IS TOLD

EXAMPLE

One Student, One Month, Filled In

SAMPLE · INVENTED STUDENT

Ms. Okafor and Priya are invented, and so is every number on this page. Every total can be re-added from the rows above it.

LEDGER, READING RESOURCE (PAGE 13) — PRIYA N., GRADE 2, 3 × 30 = 90 MIN/WEEK, OCTOBER, FOUR WEEKS OF SERVICE (INVENTED)

WEEK OF	OWED	DELIVERED	MADE UP	NOTE	BALANCE AFTER
Oct 6	90	90	0	–	0
Oct 13	90	60	0	Tue absent: A	30
Oct 20	90	90	0	–	30
Oct 27	90	75	30	Wed ran 15 of 30: S; make-up Fri Oct 31, 30	15

Owed: $90 \times 4 = 360$. Delivered: $90 + 60 + 90 + 75 = 315$. Made up: **30** (Oct 31). Balance = $360 - 315 - 30 = 15$. The run of balances (0, 30, 30, 15) shows the Oct 14 absence of 30 minutes was open for two weeks and the Oct 29 short session of 15 is still open.

MONTHLY BALANCE (PAGE 17), BOTH SERVICES

SERVICE	OWED	DELIVERED	MADE UP	BALANCE	CARRIED
Reading resource	360	315	30	15	15
Related service	120	90	30	0	0
Total	480	405	60	15	15

Related service: owed $30 \times 4 = 120$; delivered $30 + 30 + 0 + 30 = 90$; the missed 30 (Oct 22, code P) made up Oct 30 = **30**; balance **0**. Totals: $360 + 120 = 480$; $315 + 90 = 405$; $30 + 30 = 60$; $480 - 405 - 60 = 15$.

CATCH-UP AND PERCENT (PAGES 19, 18)

Reading: $(315 + 30) \div 360 = 96\%$. Related: $(90 + 30) \div 120 = 100\%$. All: $(405 + 60) \div 480 = 97\%$.
Catch-up for the 15 open minutes with three weeks left:
 $15 \div 3 = 5$ minutes a week.

WHY THIS IS ENOUGH

Every number came from a cell filled in the day it happened. The balance is addition and subtraction, the percent is one division, and the catch-up is one more.

YOUR TURN: ONE STUDENT, ONE MONTH

OWED	DELIVERED	MADE UP	BALANCE
.....			
.....			
.....			
.....			
.....			