

Objective: Teach parents to navigate IEPs, school systems, and legal rights.

Voiceover Script:

Use this page to decide which framework fits your child, then capture notes for your ask.

IEP (Specialized Instruction)	504 Plan (Accommodations)
For kids needing specialized teaching	For access supports (e.g., extra time)
May include therapies (speech, OT, PT)	Covers access (sensory breaks, headphones)
Driven by measurable goals & services	Driven by accommodations & access

Which applies today? (You can select both)

IEP

504 Plan

Notes for what to request:

Prepare like a pro. Use this checklist and fields to lock in specifics.

Meeting Details

Date

Time

Team Members

Checklist

Bring a typed parent concerns letter (template provided).

Focus on measurable goals (e.g., 'Will use 10 words to request by 12/31').

Flag vague language like 'as needed' and ask for specifics.

Ask for frequency, duration, provider, and setting for each service.

Confirm progress monitoring method and data schedule.

Personal Notes

Customize this letter and send to the school before the IEP.

Student Name

DOB

School

Parent/Guardian Name(s)

Email

Phone

Date

To (Principal / Special Ed Director)

Craft goals that are Specific, Measurable, Achievable, Relevant, Time-bound.

Draft the full goal statement:

Select services and accommodations; specify who, where, how often.

Services (check all that apply)

Frequency / Duration / Provider / Setting

Speech (SLP)

Occupational Therapy (OT)

Physical Therapy (PT)

ABA/Behavior Support

Counseling/Social Skills

Reading/Math Intervention

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Accommodations

Extra time

Noise-canceling headphones

Sensory breaks

Visual schedule

Preferential seating

Reduced homework

Movement breaks

Alternative testing

Notes / Details

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Don't accept vague promises. Use this to rewrite asks with specifics.

Red Flags (check any that appear)

'As needed' services

No frequency/duration listed

No provider listed

Goals not measurable

Progress data not defined

Group-only services without rationale

Rewrite the ask with specifics (frequency, duration, provider, setting):

Track outreach and agreements. If refused, request Prior Written Notice (PWN).

Entries

#1 Date	Who	Summary
<input type="text"/>	<input type="text"/>	<input type="text"/>

Follow-ups

#2 Date	Who	Summary
<input type="text"/>	<input type="text"/>	<input type="text"/>

Follow-ups

#3 Date	Who	Summary
<input type="text"/>	<input type="text"/>	<input type="text"/>

Follow-ups

#4 Date	Who	Summary
<input type="text"/>	<input type="text"/>	<input type="text"/>

Follow-ups

#5 Date	Who	Summary
<input type="text"/>	<input type="text"/>	<input type="text"/>

Follow-ups

Know the frameworks; jot district/state specifics here.

IDEA — FAPE & IEP

Free appropriate public education; individualized goals/services; least restrictive environment.

ADA — Access & Non-Discrimination

Equal access to programs and activities, including extracurriculars.

FERPA — Records & Privacy

Right to inspect, review, and request amendments to education records.

District/state-specific notes & key phrases:

Log any district proposals/refusals and how you responded.

Entry #1

Date Proposal/Refusal (district)

Your response / Next steps

Entry #2

Date Proposal/Refusal (district)

Your response / Next steps

Entry #3

Date Proposal/Refusal (district)

Your response / Next steps

Entry #4

Date Proposal/Refusal (district)

Your response / Next steps

Plan early for life after K-12: goals, strengths, agencies, services.

Timeline checkpoints

Age 14: Transition goals in IEP

Age 16: Vocational rehab services can start

Student strengths & interests

Postsecondary vision (college, trades, employment, independent living)

Agencies to involve (VR, DDS, community programs)

Your short list. Make moves this week and track completion.

Request an IEP evaluation (in writing).

Join a local special education parent group.

Use the IEP phrasebook to sharpen your asks.

Next 7 days — priorities & deadlines

Task # Due

Task # Due

Task # Due

Task # Due

Keep your team at your fingertips.

Teacher	<input type="text"/>	Email	<input type="text"/>	Phone	<input type="text"/>
Case Manager	<input type="text"/>	Email	<input type="text"/>	Phone	<input type="text"/>
School Psychologist	<input type="text"/>	Email	<input type="text"/>	Phone	<input type="text"/>
SLP	<input type="text"/>	Email	<input type="text"/>	Phone	<input type="text"/>
OT	<input type="text"/>	Email	<input type="text"/>	Phone	<input type="text"/>
Principal	<input type="text"/>	Email	<input type="text"/>	Phone	<input type="text"/>
Counselor	<input type="text"/>	Email	<input type="text"/>	Phone	<input type="text"/>
Special Ed Director	<input type="text"/>	Email	<input type="text"/>	Phone	<input type="text"/>
Advocate	<input type="text"/>	Email	<input type="text"/>	Phone	<input type="text"/>

Important Dates & Deadlines

Module 4 • Navigating Schools & Rights

Track evaluations, IEP meetings, reevaluations, and state timelines.

Event #	<input type="text"/>	Date	<input type="text"/>	Note	<input type="text"/>
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Copy/paste language that gets results. Add your own below.

Starter phrases:

- * "Please add this to the IEP under Parent Concerns."
- * "What data will be used to measure this goal, and how often will we review it?"
- * "Please specify frequency, duration, provider, and setting."
- * "Let's pilot this for six weeks and review data."
- * "If the team is refusing this request, please provide Prior Written Notice."

Add your own: