



IEP & 504

MASTERY WORKBOOK

A Simple, Powerful Guide to Advocating for Your Child



UNDERSTANDING YOUR CHILD'S RIGHTS

An IEP (Individualized Education Program) is a legally binding plan under special education law. It includes specialized instruction, goals, and services designed to meet your child's unique needs.

A 504 Plan is a civil rights accommodation plan. It provides access to learning but does not include specialized instruction.

Schools may recommend a 504 because it is easier to implement—but easier does not always mean appropriate.



Power Tip (callout box): If your child needs instruction, not just accommodations, an IEP should be considered.

Reflection Prompt: What challenges is your child experiencing at school?

Step 1: Request an Evaluation (In Writing)

Written requests create documentation and start legal timelines. Verbal conversations do not.

Date: _____

Dear [Principal or Special Education Coordinator],

I am writing to formally request a comprehensive evaluation to determine my child's eligibility for special education services under the Individuals with Disabilities Education Act (IDEA).

I suspect my child has a disability that is impacting educational performance and am requesting assessments in all areas of suspected need.

Please provide written confirmation of this request and information regarding the next steps in the evaluation process.

Sincerely, [Parent/Guardian Name]



Power Tip: Always submit requests by email and keep a copy for your records.





Step 2: Prepare for Meetings That Matter

Checklist:

- | | |
|---|--|
| <input type="checkbox"/> Before the Meeting | <input type="checkbox"/> Ask how progress will be measured |
| <input type="checkbox"/> Review your child's current plan | <input type="checkbox"/> Request clarity before agreeing |
| <input type="checkbox"/> Identify your top concerns | <input type="checkbox"/> After the Meeting |
| <input type="checkbox"/> Choose 2-3 priority requests | <input type="checkbox"/> Request Prior Written Notice |
| <input type="checkbox"/> Bring documentation | <input type="checkbox"/> Follow up in writing |
| <input type="checkbox"/> During the Meeting | |

Common Accommodations by Need

ADHD

- | | | |
|--|--|---|
| <input type="checkbox"/> Extended time | <input type="checkbox"/> Movement breaks | <input type="checkbox"/> Reduced distractions |
|--|--|---|

Autism

- | | | |
|---|---|---|
| <input type="checkbox"/> Visual schedules | <input type="checkbox"/> Sensory supports | <input type="checkbox"/> Predictable routines |
|---|---|---|

Dyslexia

- | | | |
|-------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Audiobooks | <input type="checkbox"/> Oral testing | <input type="checkbox"/> Explicit reading instruction
nded time |
|-------------------------------------|---------------------------------------|--|



Power Tip: Accommodations should remove barriers—not lower expectations.





What Schools Won't Tell You

- Silence is often interpreted as agreement. "Progress" does not always mean meaningful growth
- You have the right to disagree—without being difficult
- Documentation is one of your strongest tools

Advocacy Script (boxed):

“

When the school says: "We don't usually do that."
You say: "Can you document that decision within the Prior Written Notice?"

”

Next Steps

You are not alone—and you do not have to navigate this without support.

Continue Your Advocacy Journey:

- IEP Mastery Course – \$297
- 1:1 Parent Advocacy Consulting – \$1,500

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FINAL AFFIRMATION

I am informed.

I am prepared.

I advocate with confidence.

I am a Powerful Parent.