LEARNACUITY

Empowering Parents. Strengthening Partnerships. Supporting Students.

504 PARENT PARTNERSHIP TOOLKIT

Prepare | Partner | Document | Follow Through

Practical, printable and fillable tools for clearer, more confident school conversations.

START HERE

Choose the pages you need. You do not have to complete every worksheet.

Preparing for a meeting

Use the Concern & Impact Tracker, Meeting Planner, and Question Bank.

Already met with the team

Use Meeting Notes, the Communication Log, and the 30-Day Follow-Up Tracker.

Concerned about implementation

Use the Implementation Tracker and the school communication templates.

Wondering what to say

Customize an email template; keep your message factual, specific, and collaborative.

How to use this PDF: Print pages as needed, or click the white fields and type. Save a copy under a new filename to preserve your notes. Check your PDF reader supports fillable forms.

Privacy tip: These pages may contain student information. Store completed copies securely and share only what is necessary.

YOUR 504 PARTNERSHIP ROADMAP

A simple path from a concern to meaningful follow-through.

01 **NOTICE**
Describe the barrier and its impact.

02 **GATHER**
Collect useful observations and records.

03 **PREPARE**
Choose priorities and productive questions.

04 **MEET & PARTNER**
Listen, share information, clarify decisions.

05 **DOCUMENT**
Record decisions, responsibilities and dates.

06 **MONITOR**
Notice whether supports are implemented and helping.

07 **FOLLOW UP**
Ask questions, review progress and agree on next steps.

Section 504 decisions are individualized. Your school may use different forms or steps; ask about its procedures and procedural safeguards.

1 CLARIFY YOUR CONCERNS

Describe what you observe and how it affects your child at school.

Specific observations help the team understand barriers without making assumptions.

CONCERN / NEED	WHAT I OBSERVE	WHEN / WHERE	IMPACT AT SCHOOL

2 GATHER WHAT HELPS

Bring information that helps the team understand the whole picture.

Examples include relevant schoolwork, communications, progress information, and outside documentation you choose to share.

DOCUMENT / INFORMATION	DATE	WHAT IT SHOWS / WHY IT MATTERS

Tip: Bring examples that show patterns. You do not need to bring every record you own.

3 PREPARE FOR THE MEETING

Know your priorities and what you want to understand.

MEETING DATE / TIME

SCHOOL / CAMPUS

PEOPLE EXPECTED TO ATTEND

MY TOP THREE CONCERNS

WHAT I MOST WANT THE TEAM TO UNDERSTAND

WHAT I WANT TO LEAVE THE MEETING KNOWING

Bring the free 504 Meeting Prep Checklist or use the next page to choose your most important questions.

4 ASK PRODUCTIVE QUESTIONS

Use these examples; add questions specific to your child.

UNDERSTANDING THE SITUATION

- What concerns has the school observed?
- What information is being considered?
- What additional information would help?
- Can you explain the process and next steps?

UNDERSTANDING SUPPORTS

- What supports or accommodations are being considered?
- How would each work in the classroom or school setting?
- Who is responsible for implementation?
- How will relevant staff receive the information?
- How will we monitor whether the support is helping?

FOLLOW-UP

- When will we review concerns or the plan?
- Who should I contact with questions?
- What if I have a concern about implementation?
- Where can I find procedural safeguards?

MY MOST IMPORTANT CHILD-SPECIFIC QUESTION

ANSWER / NOTES

5 CAPTURE THE MEETING

Record concerns, information, decisions and next steps.

TOPIC	NOTES / DECISIONS / QUESTIONS

Use rows in order: concerns discussed; information considered; supports discussed; questions answered; open questions; next steps; responsible person; follow-up date.

6 BEFORE YOU LEAVE

A quick check before the meeting ends.

- [ ] What was decided?
- [ ] What happens next?
- [ ] Who is responsible for each action?
- [ ] When does implementation begin?
- [ ] How will progress or effectiveness be monitored?
- [ ] When will we follow up?
- [ ] Who should I contact with questions?

ONE THING I NEED CLARIFIED BEFORE LEAVING

If the team cannot answer something during the meeting, agree on who will follow up and when.

7 KEEP A COMMUNICATION LOG

Keep a neutral, dated record of contacts and expected follow-up.

DATE	WHO / ROLE	METHOD	TOPIC	RESPONSE / NEXT STEP

8 TRACK IMPLEMENTATION

Record what you know, then note questions and patterns.

ACCOMMODATION / SUPPORT	DATE / CLASS	PROVIDED?	WHAT HAPPENED?	FOLLOW-UP?

PATTERNS I AM NOTICING

QUESTIONS I WANT TO ASK

9 ORGANIZE YOUR RECORDS

Keep useful documents together so you can find them quickly.

Consider: current plan, relevant notices, school communications, work samples, progress information, attendance records, evaluation information, outside documentation you choose to share, and prior meeting notes.

DOCUMENT	DATE	PROVIDED TO / RECEIVED FROM	WHERE SAVED

10 COMMUNICATE CLEARLY

Copy, personalize and send. Keep messages specific and collaborative.

REQUEST TO DISCUSS CONCERNS

Subject: Request to Discuss [Student Name] Needs

Hello [Name],

I am writing because I have concerns about [concern] and how it affects [Student Name] at school.

I would like to understand what the school has observed, what information is being considered, and the next steps. Could you share the appropriate process and a convenient time to connect?

Thank you, [Parent Name]

REQUEST FOR CLARIFICATION

Subject: Clarification Regarding [Student Name] 504 Plan

Hello [Name],

Thank you for meeting with me on [date]. My understanding of [item] is [brief summary].

Could you please clarify [specific question]? I appreciate your help confirming the plan and next steps.

Thank you, [Parent Name]

11 FOLLOW-UP EMAIL TEMPLATES

Use a calm, factual tone; edit placeholders before sending.

FOLLOW-UP AFTER A MEETING

Subject: Follow-Up From [Student Name] 504 Meeting

Hello [Name],

Thank you for meeting with me on [date]. My notes reflect these next steps: [Step 1], [Step 2], [Step 3].

Please let me know if I misunderstood anything or if there is anything I should add.

Thank you, [Parent Name]

QUESTION ABOUT IMPLEMENTATION

Subject: Question About [Student Name] Support

Hello [Name],

I am reaching out about [support/accommodation] in [Student Name] plan. On [date/setting], I observed or was informed that [specific event, without assumptions].

Could you help me understand what occurred and what the next step should be?

Thank you, [Parent Name]

12 REQUEST AN EVALUATION DISCUSSION

An additional parent email template, grounded in federal OCR guidance.

REQUEST FOR SECTION 504 EVALUATION

Subject: Request to Consider Section 504 Evaluation for [Student Name]

Hello [Name],

I am writing to request that the school consider evaluating [Student Name] under Section 504 because I believe [brief description of possible disability-related needs] may be affecting [school access or participation].

Examples I have observed include [specific examples]. Please let me know the school process for considering this request, what information would be helpful, and the next steps.

I would appreciate a written response and information about applicable procedural safeguards. Thank you for working with me to understand my child needs.

Sincerely, [Parent Name]

Important: A parent may request an evaluation, but a request does not automatically establish eligibility or require an evaluation in every case. Schools must evaluate when they have reason to believe a student needs special education or related aids and services because of disability. See OCR guidance in the final page.

MY REQUEST / FOLLOW-UP DATE

13 FOLLOW UP FOR 30 DAYS

Track what you notice after a meeting or plan change.

DATE	WHAT I OBSERVED	SUPPORT / SETTING	QUESTION / FOLLOW-UP

14 CREATE YOUR ACTION PLAN

Choose manageable next steps. You do not need to solve everything at once.

PRIORITY	ACTION	WHO	DATE	STATUS

WHAT I WILL DO NEXT

WHAT I NEED FROM THE SCHOOL

WHAT INFORMATION I STILL NEED

MY FOLLOW-UP DATE

YOUR PARTNERSHIP MINDSET

Prepared. Informed. Collaborative.

The goal is not to walk into school as an adversary. It is to bring what you know about your child, understand what the school is seeing, and work toward a shared understanding of the barrier, the support needed, and the next step.

You are an important member of your child school team. Ask questions, share specific information, keep useful records, and follow through with care.

FEDERAL INFORMATION & REFERENCES

U.S. Department of Education, Office for Civil Rights: Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools (2016).

OCR: Frequently Asked Questions - Disability Discrimination (Section 504 evaluations and related aids and services).

Educational resource only. Not legal advice or a substitute for advice from a qualified professional. Eligibility, evaluation, placement, and services are individualized; consult current federal guidance and school/district procedures and safeguards.

Privacy reminder: Keep completed forms secure. Do not send sensitive student information to people who do not need it.