

Walk in as the best-prepared person in the room.

A 504 meeting is not a test you can fail. It is a working meeting about your kid, and the parent who shows up with specifics usually gets specifics back. This sheet is everything to do before, say during, and send after.

Before the meeting - three moves (20 minutes)

- 1 Fill the bring list below.** Evidence beats adjectives: "homework took 2.5 hours, 40 minutes of it arguing" lands harder than "homework is a nightmare."
- 2 Write your 2-3 non-negotiables.** The accommodations you actually came for. Everything else is negotiable; these are not.
- 3 Read the scripts once out loud.** You will not need most of them. Having them changes how you sit in the chair.

The bring list

- ☐ **Recent report cards + progress reports** (grades are one data point, not the test)
- ☐ **3-5 teacher emails** that show the pattern (missing work, focus, meltdowns)
- ☐ **A one-week homework time log** (start time, end time, minutes of battle)
- ☐ **Any outside reports or diagnosis letters** - helpful, never required
- ☐ **Your accommodation asks, written out** - specific, with who does what, when
- ☐ **This sheet** - notes page on the back

MY 2-3 NON-NEGOTIABLES

SCRIPT • THE OPENER

"We're here to figure out what helps [name] access the classroom he's already capable of. I brought a week of data - can I walk you through what we see at home?"

The scripts for the hard parts.

Calm words, said once, written down after. That is the whole technique.

SCRIPT • MAKE EVERY ACCOMMODATION SPECIFIC

"Can we write that one down with the specifics - what exactly happens, who does it, and when? 'Teacher checks in' becomes 'Ms. Rivera confirms the assignment is written down before the bell, daily.'"

SCRIPT • IF GRADES COME UP ("WE DON'T DO 504S FOR B STUDENTS")

"My understanding is the standard is whether the disability substantially limits things like concentrating or learning compared to most kids his age - not failing grades. Can we look at the data together?"

SCRIPT • IF MEDICATION COMES UP

"Medication decisions stay between us and her doctor. Today I'd like to focus on classroom supports." (Schools cannot require medication as a condition of anything - that one is federal law.)

SCRIPT • IF THE ANSWER IS NO

"Okay - can I get that decision and the reasoning in writing?" Say it kindly. A written refusal is the beginning of the paper trail, and everyone in the room knows it.

SCRIPT • IF YOU'RE ASKED TO SIGN ON THE SPOT

"I'd rather read it fresh - I'll review tonight and have it back to you Thursday." You are allowed to take the document home.

After the meeting - the 15-minute close

- ☐ **Same day:** send a thank-you email that lists what was agreed, who owns each item, and when it starts. That email IS the record.
- ☐ **This week:** ask for the written 504 plan copy if it wasn't handed over.
- ☐ **Calendar it:** a 4-6 week check-in with the teacher - "is it actually happening?"
- ☐ **If denied:** written reasoning first, then the district 504 coordinator, then the district grievance process or an Office for Civil Rights complaint. A no in writing is a step, not the end.

The one rule: everything important happens in writing. Meetings are where things get said; email is where things get real.

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