Meraki

Exercise Freedom

A GUIDE FOR PARENTS

Before You Agree

Re-scripting the stories we're handed: a calm way to think when school, social media and the people around us all have an opinion.

A MERAKI PARENT SERIES GUIDE

Who this is for

This little book is for parents of school-age children, especially parents who are doing a lot of this on their own.

Maybe you're young, or busy, or both. Maybe you didn't spend years studying psychology or law, and you don't have a professional to call when something at school feels wrong. When you need advice, you probably turn to the people you trust: friends, your own parents, grandparents, a group online. That's normal, and those people often love you and your child very much. But they're working from their own experiences and their own stories, just as you are.

Our lives are shaped by the stories we tell about ourselves, and by the stories others tell about us and our children. This guide is about noticing those stories before we accept them.

This book won't tell you what to think about any school, person or issue. It offers three simple ideas, and a few small habits, that can help you think more clearly when emotions are high and everyone around you already seems sure.

1 · Look before you agree 3

2 · Notice the role you're handed 4

3 · Remember that people are more than one moment 5

4 · Putting it to work with your child's school 6

Notes and where to read more 7

This is educational material. It is not counseling, therapy, legal or medical advice, and reading it does not create a counseling relationship.

CHAPTER 1

Look before you agree

Here's a question worth asking yourself sometimes: *How many of my strong opinions did I form from things I actually read or saw myself?*

For most of us, the honest answer is "fewer than I'd like." A lot of what we believe arrives already explained. Someone tells us what happened, others repeat it, and by the time it reaches us, it feels like a fact.

The words come first

Look at these two sentences. Either one could describe the very same afternoon:

ONE WAY

A parent asked the school several questions about a decision.

ANOTHER WAY

A difficult parent kept going after school staff, even after being told to stop.

Neither sentence has a date, a document or a quote in it. But each one has already decided who to believe, before you've seen anything.

That's how a **characterization** works. It doesn't argue with you. It frames things for you. And once you hear the same frame from people you trust, it starts to feel like there's nothing left to check.

Why we go along

In the 1950s, a researcher named Solomon Asch showed that people will sometimes say something they can see is wrong, just because everyone else in the room said it first.[1] Most of us have felt that pull: in a group chat, at a meeting, at a family table.

But Asch found something hopeful too. When even **one other person** in the room gave the honest answer, people were much more likely to trust their own eyes. One ally made a big difference.

> **TRY THIS**
>
> The next time someone tells you a story about a teacher, a school, or another parent, ask quietly: *"Have I seen anything myself, or am I only hearing how someone else described it?"* You don't have to say it out loud. Just notice the answer.

"I don't know enough to agree with that yet."

That sentence isn't rude, and it isn't a refusal to decide. It's a promise to look first. You're allowed to say it to friends, to family, even to yourself.

CHAPTER 2

Notice the role you're handed

Many stories come with the cast already chosen. Someone has been wronged. Someone is to blame. And there's usually a part waiting for you: the one who rushes in to fix it.

In 1968, a psychiatrist named Stephen Karpman gave those parts names. He called it the **drama triangle**.[2]

ROLE	WHAT IT SOUNDS LIKE
Victim	"This is happening to me, and there's nothing I can do."
Persecutor	"It's all their fault."
Rescuer	"Let me fix this for you." (In Karpman's sense, help that keeps someone stuck, not every kind of help.)

Karpman noticed that people **switch roles**. The rescuer who isn't thanked starts to feel like a victim. The victim, pushed far enough, starts blaming. Round and round it goes, and the real problem often doesn't get solved.

Six seconds

Imagine a short video: a parent at a school meeting raises their voice, and someone at the front table says, "We're moving on." Captioned one way, it's a parent being silenced. Captioned another way, it's a school finally dealing with a disruption. The video is the same. Only the roles change. And you're invited to be the rescuer: share it, get angry, pick a side.

A way out of the triangle

An author named David Emerald suggested a different set of roles, which he called the Empowerment Dynamic.[3]

INSTEAD OF	TRY BEING
Victim	**Creator.** "What do I want to happen, and what's one step I can take?"
Persecutor	**Challenger.** Name the problem clearly, without attacking the person.
Rescuer	**Coach.** Help someone see their own choices instead of taking over.

> **TRY THIS**
>
> When a story or video makes your heart pound, pause and ask: *"What role am I being handed right now, and do I want it?"* You can still act. Just act as a creator, a challenger or a coach.

CHAPTER 3

Remember that people are more than one moment

Think of someone you know well. Picture them at work, at a family dinner, at a ballgame, at a tense school meeting. They probably don't look like quite the same person in all four places. Which one is real? All of them.

Psychologist Walter Mischel spent years showing that people are less consistent across situations than we assume, but consistent in patterns: *if* I'm in this kind of place, *then* I tend to act this way.[4] Later researchers described a "trait" as something closer to an average of many moments than a fixed setting.[5]

A moment versus a person

"She was angry at that meeting" describes a **moment**. "She's an angry person" claims something about who she **is**. A lot of stories quietly swap one for the other. One afternoon, one email, one video becomes the whole person.

When we feel threatened

When we sense danger, our bodies react fast: fight, flight, freeze, or what some counselors call "fawn," giving in to make the danger stop.[6] Psychiatrist Daniel Siegel talks about a "window of tolerance," the zone where we can still think clearly.[7] Outside it, our fastest reactions take over. That's true for us, for our children, and for the teachers and staff on the other side of the table.

YOUR TURN

Which places bring out the calmest version of you? Which ones narrow your window? You don't have to fix anything yet. Just noticing is a start, and it's something a counselor can help you explore.

TRY THIS

Before you judge someone by one moment, ask: *"Is this describing a moment, or claiming a character? How many moments would I need to see before I'd know?"* Then give yourself the same allowance.

CHAPTER 4

Putting it to work with your child's school

These ideas become most useful when something at school is actually going wrong. Here are a few habits that follow from them:

Write it down, calmly

A short email after a phone call ("To make sure I understood our conversation today...") turns a memory into a record. Write what was said, with the date. Leave out guesses about why.

Quote, don't describe

"The principal said, 'We'll revisit it in the spring'" is stronger than "the principal brushed me off." It's also kinder, and harder to argue with.

Ask one clear question at a time

Numbered questions get numbered answers. Add the date you'd like a reply by. (That's your request, not a legal deadline.)

Choose your role on purpose

Be the creator who asks and records, the challenger who names a problem without attacking a person, and the coach who helps other parents find their own way.

> **WHERE TO GET REAL HELP**
>
> If stress around school is affecting you or your child, a licensed counselor can help. For school and disability questions, every state has a **Parent Training and Information Center** that helps families with school and disability questions for free. Your state's **protection and advocacy organization** can also help. If you need legal advice, talk to an attorney.

Look before you agree. Notice your role. Remember the whole person.

Notes and where to read more

1. Solomon E. Asch, "Studies of Independence and Conformity: I. A Minority of One Against a Unanimous Majority," *Psychological Monographs* 70, no. 9 (1956).
2. Stephen B. Karpman, "Fairy Tales and Script Drama Analysis," *Transactional Analysis Bulletin* 7, no. 26 (1968): 39–43.
3. David Emerald, *The Power of TED* (*The Empowerment Dynamic)* (Polaris Publishing, 2009).
4. Walter Mischel, *Personality and Assessment* (Wiley, 1968); Walter Mischel and Yuichi Shoda, "A Cognitive-Affective System Theory of Personality," *Psychological Review* 102, no. 2 (1995).
5. William Fleeson, "Traits as Density Distributions of States," *Journal of Personality and Social Psychology* 80, no. 6 (2001).
6. Walter B. Cannon, *Bodily Changes in Pain, Hunger, Fear and Rage* (1915); Pete Walker, *Complex PTSD: From Surviving to Thriving* (2013).
7. Daniel J. Siegel, *The Developing Mind* (Guilford Press, 1999).

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WHY I RECOMMEND THESE

A calmer way through school stress

Many families I work with feel overwhelmed when something goes wrong at school. Meetings move fast, the paperwork is confusing, and everyone around them already seems to have an opinion.

These resources offer a few simple habits: asking clearly, keeping a calm record, and noticing the stories we're handed before we accept them. They're built around your child's strengths and your child's voice.

> Many teens can help write the questions. It's their education too.

> These are educational tools, not counseling or therapy. If school stress is affecting you or your child, let's talk about it in session.

CONTACT

[Your Practice Name]

CHILDREN • TEENS • FAMILIES

[Website]
[Phone]
[Email]

[Photo: parent and teen at a kitchen table]

[Your practice tagline]

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Ever left a school meeting not sure what you just agreed to?

Calm tools for families of curious, creative, neurodivergent kids.

A MERAKI PARENT SERIES RESOURCE

FREE · START HERE

Before You Agree

A short guide for parents, built on three ideas:

- **Look before you agree.** Notice when a story arrives already explained.
- **Notice the role you're handed.** Victim, villain or rescuer, and how to step out of that triangle.
- **Remember the whole person.** A hard moment isn't the whole story, for your child or for you.

Free download: [link or QR code]

If some of this sounds familiar for you too, you're in good company.

SEE THE DIFFERENCE

The same email, two ways

~~THE FIRST DRAFT~~

~~STILL WAITING!! Nobody has bothered to respond. It's obvious the school doesn't care about my son.~~

AFTER A PAUSE

On October 3, I asked in writing for my son to be evaluated. I haven't received a reply as of today. Please let me know by October 31 whether it was received and what the next step is.

The second one gets answered. Our family tools help you write it, track it and stay calm while you wait.

Family code: [CODE]

[__]% off · [store link]

STAY CONNECTED

One small habit a week

A free newsletter for parents: how to ask in writing, how to pause before you send, how to recap a phone call, and more.

Sign up: [newsletter link or QR code]

Where to get help

For school and disability questions, every state has a free **Parent Training and Information Center**. Your state's **protection and advocacy organization** can also help. For legal advice, contact an attorney.

No one receives payment for recommending these resources. They are educational, not counseling or therapy.

FOR TEENS · A MERAKI PARENT SERIES GUIDE

Your Story, Your Call

Small ideas for big moments: at school, online and with friends.

Ages 10–14

1

The group chat moment

Everyone in the chat is saying the same thing about someone. It's easy to just agree.

"Do I actually know that, or did I just hear it?"

It's okay not to know yet. When even one person doesn't pile on, it gets easier for everyone else to think for themselves.

> **TRY THIS**
> You don't have to argue. Just don't add to it until you know more.

2

A moment isn't a person

"She was mean today" is about a moment. "She's a mean person" is a label. One bad day doesn't decide who someone is.

That goes for you too. A hard day, an awkward moment, a mistake: it's a moment, not your whole story.

3

Three roles, three better ones

When things get dramatic, people often slip into one of these. You can choose a different one.

"I can't." Feeling stuck and powerless	**"What can I do?"** Choosing one small step
"It's your fault." Blaming a person	**"Here's the problem."** Naming the problem, not the person
"I'll fix it for you." Taking over	**"What do you think?"** Helping a friend find their own way

4

When your brain hits the alarm

When something feels scary or unfair, your body might want to:

Fight · **Run** · **Freeze** · **Go along**

That's your body trying to protect you. It's normal. Big decisions are just easier after the alarm calms down.

> **TRY THIS**
> Notice the alarm. Breathe. If you can, wait before you reply, post or decide.

Need help right now? This guide isn't a way to reach your counselor. If you're in crisis or thinking about hurting yourself, **call or text 988**, any time. If you're in danger, call **911**. You can also talk to your counselor at your next session, or a trusted adult today.

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FOR TEENS · A MERAKI PARENT SERIES GUIDE

Your Story, Your Call

Ages 15–18

1 What's outside the frame?

A screenshot or a six-second clip can make anyone look like a hero, a victim or a villain. What happened right before? Right after? A caption chooses the story before you've seen the rest.

"What role is this post asking me to play?"

> **TRY THIS**
> Before you share or react, ask what you'd need to see to actually know.

2 A moment isn't a personality

People act differently in different places: calm in one room, loud in another. A single moment tells you how someone was in that room, on that day. Not who they are.

Give other people that allowance, and give it to yourself.

3 Choose your role

Victim "This is happening to me."	**Creator** "What outcome do I want? What's my next step?"
Persecutor "It's all their fault."	**Challenger** Name the problem clearly. Leave the person out of it.
Rescuer "Let me handle it."	**Coach** "What options do you see?"

From ideas by Stephen Karpman and David Emerald.

4 Your voice at school

As you get older, you'll often be invited into planning about your own education, especially when the talk turns to life after high school. Your view matters there.

Asking in writing is a quiet superpower: it's calm, clear and easy to answer.

"Hi Ms. Lee, could you tell me what I'd need to do to bring my grade up in this unit? Thanks, Sam"

> **TRY THIS**
> One question per message. Keep a copy. You can always bring your parent or counselor in.

5 When the alarm goes off

Under stress, bodies go to fight, flight, freeze or going along. Counselors sometimes describe a "window" where we can think clearly; stress pushes us outside it. Everyone has times like that.

> **TRY THIS**
> If you're outside your window, it's okay to say "Let me think about it and get back to you."

Need help right now? This guide isn't a way to reach your counselor. If you're in crisis or thinking about hurting yourself, **call or text 988**, any time. If you're in danger, call **911**. You can also talk to your counselor at your next session, or a trusted adult today.

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A FREE GIFT FOR FAMILIES

The Parent Record Kit

Eight simple forms for keeping a calm, dated record of your child's school matters.

1 Request Record
2 Step Record
3 Meeting Record
4 Call-to-Email Confirmation
5 Communication Log
6 Open Items Table
7 Index of Records
8 Participation Accommodation Request

Free to print and share

A Meraki Parent Series resource

BEFORE YOU START

How to use these forms

School matters move through emails, calls and meetings, and it's easy to lose track of what was asked, what was said and what was decided. These forms help you keep one calm, dated record, so that everyone, you included, can rely on the same facts.

1	**Request Record**	Any request you make in writing.
2	**Step Record**	A process reaches a step that should leave a trace.
3	**Meeting Record**	Before and right after any meeting.
4	**Call-to-Email Confirmation**	Something important was said out loud.
5	**Communication Log**	Every contact, one line each.
6	**Open Items Table**	Answers are partial, general or scattered.
7	**Index of Records**	The record gets long, or someone else needs to review it.
8	**Participation Accommodation Request**	You need an accommodation to take part in a meeting.

Write what was said and decided. Leave impressions about people out of it.

Keep it short and dated. Every entry needs a date. Quote people's words when you're sure of them; otherwise, summarize plainly.

Be courteous, always. Forms that go to the school are offered as optional and say so. A form that isn't returned is simply noted, and nothing more is read into it.

Keep originals. Save emails and letters unedited, and make notes on a copy.

Look after your family too. Advocating for a child can be stressful. If it's weighing on you or your child, talking it through with a counselor can help.

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THE PARENT RECORD KIT · FORM 1

Request Record

USE IT WHEN
You make any request in writing.

SEND IT?
Optional: attach it to your request, or keep it for yourself.

KEEP
With the request it records, and log both.

Request to (role / office)

Sent (date, time, method)

About (child / matter)

My requested response date — a courtesy date I am asking for; not a legal deadline

Legal deadline, if one applies — date: _____ source: _____ (leave blank if not confirmed)

This one-page form is offered to keep the record of this request simple and accurate for everyone. Completing Part A is optional. If it is not returned by my requested date, I will complete Part B from my own records and keep it with them. Nothing will be inferred from the form not being returned. If the school believes Part B is inaccurate, it may provide the dated record that shows otherwise, and Part B will be amended to reflect that record.

Part A · Completed by the school

optional

Received by (role) and date

#	Item requested	Provided / done	Partly	Not provided	Date, or reason if not provided
1					
2					
3					
4					

I have reviewed this record and am responsible for its contents. Name, role, signature _____ Date _____

Part B · Parent's record

completed only if Part A is not returned

Receipt acknowledged ☐ Yes, on _____ ☐ No

Response received ☐ Yes, on _____ ☐ No response by my requested date

Status ☐ Clarification asked of me ☐ Pending, with a stated date ☐ Complete ☐ Partly complete ☐ Declined (reason: ☐ stated ☐ not stated) ☐ No response

Sources (dated)

Next step ☐ None needed ☐ Follow-up sent _____ ☐ Other: _____

Parent / guardian (signature) _____ Date _____

Part B is the parent's own record. It is not a school acknowledgment and records only what dated documents show. It is amended only on the basis of a dated record, not a later account. This form does not change the request or any deadline that applies to it.

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THE PARENT RECORD KIT · FORM 2

Step Record

Day ___ since _____ (start date)

USE IT WHEN
A process reaches a step that should leave a trace.

SEND IT?
Optional: offer Part A to the school with a return date.

KEEP
One per step, in date order.

Process (e.g., evaluation)

Step to be recorded

My submission and its date

Requested return date — a courtesy date; not a legal deadline

This one-page form is offered to keep the record of this step simple and accurate for everyone. Completing it is optional, and I recognize it adds to the school's work, so I have limited it to what a reviewer would need. If Part A is not returned by the date above, I will complete Part B from my own correspondence, sign it and keep it with my records. Nothing will be inferred from a form not being returned. If the school believes Part B is inaccurate, it may provide the dated record that shows otherwise, and Part B will be amended to reflect that record.

Part A · Completed by the school

optional

Received by (role, date)

Routed to (role)

Action taken on this step

Procedure applied (name, date)

Next step and anticipated date

I have reviewed this record and am responsible for its contents. Name, role, signature

Date

Part B · Parent's record

completed only if Part A is not returned

Part A returned ☐ No, as of the date below ☐ Partly ☐ Declined in writing

What the record shows

Sources (dated)

Not stated in the record

Parent / guardian (signature)

Date

Part B is the parent's own record. It is not a school acknowledgment and records only what dated documents show. It is amended only on the basis of a dated record, not a later account.

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THE PARENT RECORD KIT · FORM 3

Meeting Record

USE IT WHEN
Before and right after any meeting.

SEND IT?
No. Send Form 4 (the confirmation email) instead.

KEEP
With the agenda and anything handed out.

Date, time, length

Format / place ☐ In person ☐ Video ☐ Phone Location: _____

Purpose, as stated in the notice

Documents received (before / at)

Attendees

by role

Role	Present for	Role	Present for

Topics

quote the words used where you can

#	Proposed or asked by whom (role)	Decided	Who does what, by when
1			
2			
3			
4			

Left open (not decided)

Next meeting or date

Confirmation email sent Yes, on _____ at _____ (Form 4) Correction received: ☐ None ☐ Yes, on _____

Your own notes, not official minutes. Write what was said and decided; leave impressions about people out of it.

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THE PARENT RECORD KIT · FORM 4

Call-to-Email Confirmation

Send the same day, or the next morning

USE IT WHEN
Something important was said out loud.

SEND IT?
Yes, to the person you spoke with.

KEEP
The sent email, and any reply. Log both.

Template

adapt freely; keep it short

Subject: Confirming our conversation on _____

Dear _____,

Thank you for speaking with me today at _____ about _____

. To make sure I understood correctly:

1. _____

2. _____

3. _____

You said you would _____ by _____.

I will _____ by _____.

If I've misunderstood anything, please let me know by _____ so I can correct my notes.

Thank you,

_____

Before you send

check each one

- ☐ Sent to the person I spoke with
- ☐ Date and time of the conversation included
- ☐ Points numbered, one per line
- ☐ Their words quoted where I'm sure of them
- ☐ Who does what, by when
- ☐ An invitation to correct, with a date
- ☐ No new requests or complaints added
- ☐ Logged on Form 5

No reply is not agreement. An unanswered confirmation shows what you sent and when. It doesn't show the school agreed, and it shouldn't be described that way later.

Why no new requests? A confirmation email is easy to agree with. Add a new request and it becomes something to negotiate, and the confirmation gets lost. Send new requests separately, on Form 1.

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THE PARENT RECORD KIT · FORM 5

Communication Log

One line for every contact:
email, call, meeting, letter, note home

Child / matter: School / district: _____ Page ___ of ___

Date & time	With (by role)	How email · call · mtg · letter	What I asked or said	What they said quote if you can	Follow-up owed by whom · by when	Saved as file / folder

WAS IT SPOKEN?
Log it, then send Form 4 the same day. Log the email too.

NO ANSWER BY THE DATE?
Write "No response as of [date]." That's the whole entry.

KEEP ORIGINALS
Save emails and letters unedited. Make notes on a copy.

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THE PARENT RECORD KIT · FORM 6

Open Items Table

As of _____

USE IT WHEN
Answers are partial, general or scattered across emails.

SEND IT?
Optional: it can go with a follow-up email.

KEEP
Update it; keep each dated version.

#	My question exactly as asked · date	Their answer quoted · date · source	Answered? yes · partly · no	What remains open as a narrower question
1				
2				
3				
4				
5				
6				

Example row

a fictional family

1	“When will the evaluation begin?” (Oct 3)	“We will move forward in a timely manner.” (case manager, email, Oct 10)	Partly	Please give the date the evaluation will begin, or the date you expect to set it.

Quote answers in full and without comment. The comparison between question and answer does the work; adjectives only weaken it.

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Index of Records

USE IT WHEN
The record gets long, or someone else needs to review it.

SEND IT?
When you share documents; numbers must match.

KEEP
Number in date order. Never renumber.

Child / matter: Prepared on: _____

#	Date	Document what it is, in plain words	From → To by role · mark P if parent-made	Pages	Where saved	Shared with · date
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						

Before sharing any document, remove other people's private details: other children's names, personal phone numbers and personal email addresses.

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THE PARENT RECORD KIT · FORM 8

Participation Accommodation Request

For parents and guardians with disabilities

USE IT WHEN
You need an accommodation to take part in a meeting or process.

SEND IT?
Yes, ideally well before the meeting.

KEEP
With the reply. Log both.

To: _____ Date: _____

I am the parent / guardian of _____, and I will be taking part in _____ on _____.

Because of a disability, I am requesting the following accommodation(s) so that I can participate fully. I am making this request under the Americans with Disabilities Act, and I am glad to discuss alternatives that would meet the same need.

- ☐ Agenda and documents at least ____ days in advance
- ☐ Documents in an accessible format: _____
- ☐ Breaks during the meeting, about every ____ minutes
- ☐ Additional time to review before responding
- ☐ Participation by video or phone
- ☐ A support person present
- ☐ A written summary of decisions after the meeting
- ☐ Questions and answers in writing
- ☐ An interpreter or communication support: _____
- ☐ Other: _____

What these would help with (describe the need, not a diagnosis):

_____

_____

Please let me know in writing by _____ which accommodations will be provided, and, if any will not, the reason and any alternative offered.

Thank you,

_____

For your record

complete when the reply arrives

Reply received	☐ Yes, on _____ from (role) _____ ☐ No reply as of _____
Provided	
Not provided (reason given)	
Alternative offered	

You generally don't need to name a diagnosis to ask; describe what you need to participate. Whether and how a particular law applies depends on your situation. For guidance, contact your state's protection and advocacy organization.

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THE PARENT RECORD KIT · ADVANCED

Process Documents

Three forms for IEP, 504 and grievance processes, when a step needs a dated, courteous record.

BEFORE YOU START

How to use these forms

Some school processes move slowly or quietly: an evaluation request, a 504 meeting, a formal complaint. These three forms help you keep a record of each step that anyone could check later, without arguing and without guessing at anyone's reasons.

Step Record	A process reaches a step that should leave a trace: a request, a meeting, a decision, a deadline. Offer it with a return date; complete Part B yourself if it isn't returned.
Acknowledgment of Receipt	You submit something formal and want to know it arrived, who has it, and what happens next.
Addendum Record	Something relevant happens after you've submitted, and you want to add it to the record as dated facts.

The rules that keep a record trustworthy

> **Facts, dates and sources only.** Quote what was written. Leave out guesses about anyone's intent.

> **Never date a form before you sign it.** Complete Part B on the day it's due, from what the record shows that day.

> **Include the replies that came another way.** If the school answered by email instead of returning the form, say so.

> **An unanswered request is not a granted one.** Keep to the original deadline unless a change is confirmed in writing.

> **Keep originals unedited.** Save emails and letters as received; make notes on copies.

These forms don't change any request, deadline or right that applies to you, and they aren't legal advice. For guidance, contact your state's Parent Training and Information Center or protection and advocacy organization, or an attorney.

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THE PARENT RECORD KIT · PROCESS DOCUMENTS

Step Record

Day ___ SINCE _____ (START DATE)

Process ☐ IEP ☐ 504 ☐ Evaluation ☐ Grievance or complaint ☐ Other: _____

Step to be recorded

My submission and its date

Please return by a courtesy date; not a legal deadline

Questions and responses, by day

dates only; no characterization

DAY	DATE	QUESTION OR REQUEST	RESPONSE, AS OF DAY ___

This one-page form is offered to keep the record of this step simple and accurate for everyone. Completing it is optional. If Part A is not returned by the date above, I will complete Part B from my own correspondence, sign it and keep it with my records. Nothing will be inferred from a form not being returned. If the school believes Part B is inaccurate, it may provide the dated record that shows otherwise, and Part B will be amended to reflect that record.

Part A · Completed by the school

optional

Received by (name, title, date)

Routed to (role)

Action taken on this step

Procedure applied (title, date)

Next step and anticipated date

For complaints: reviewer independent of the people and conduct under review ☐ Yes ☐ No If no, safeguard: _____

_____ _____

I have reviewed this record and am responsible for its contents. Name and title of the individual completing this form, signature

Date

Part B · Parent's record

completed only if Part A is not returned

Part A returned ☐ No, as of the date below ☐ Partly ☐ Declined in writing

What the record shows

Sources (dated)

Not stated in the record

_____ _____

Parent / guardian (signature)

Date

Part B records only what dated documents show and is not attributed to the school. It is amended only on the basis of a dated record, not a later account. An unanswered request is not treated as granted.

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OPTIONAL RETURN SLIP · THE PARENT RECORD KIT

Acknowledgment of Receipt

For the school's convenience. Completing and returning this page acknowledges receipt of the submission described below. Any written acknowledgment in another form is equally welcome.

Submission

What was submitted	
Date and method	
Sent to (role)	

Receipt

completed by the school

Received	☐ Received; it will be processed as submitted ☐ Received; more information is needed (below)
Received by (name)	
Title	
Date received	

Administration

completed by the school

Responsible coordinator or case manager	
Contact	
Assigned reviewer (name, role)	
Expected timeframe	

Additional information needed

This page is optional and creates no obligation beyond those that already apply. I take part in this process without waiving any objection or any other remedy available to me.

Parent's record

completed by the parent

This page returned	☐ No, as of _____ ☐ Yes, on _____
Acknowledged in another form	☐ No ☐ Yes: date _____ from (role) _____

_____ _____

Parent / guardian (signature) Date

Record silence honestly: if receipt was acknowledged some other way, note it here.

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Addendum Record

Day ___ ___ ___
SINCE _____ (START DATE)

Original submission and date

Relates to (issue or section)

Items through (date, time) later items go in a later addendum

Please return by a courtesy date; not a legal deadline

Items added

dated facts, offered without characterization

#	DATE AND TIME	ITEM (QUOTE IT; DON'T DESCRIBE IT)	IDENTIFIER OR SOURCE	COPY HELD
1				
2				
3				
4				
5				
6				
7				
8				
9				

Part A · Completed by the school

optional

Received by (name, title, date)

Will be considered with ☐ The original submission ☐ Other: _____ ☐ Not considered (reason): _____

_____ _____

I have reviewed this record and am responsible for its contents. Date

Name and title of the individual completing this form, signature

Part B · Parent's record

completed only if Part A is not returned

Part A returned ☐ No, as of the date below ☐ Partly ☐ Declined in writing

What the record shows

_____ _____

Parent / guardian (signature) Date

Items are listed as dated facts. Listing an item is not a characterization of any person's intent. Materials that include other people are held by the parent and available on request rather than attached.

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