

SAMPLE PACKAGE · FULLY WRITTEN EXAMPLE

Jordan M. — Case Package

A complete sample built from a fictional, composite case so you can see the full depth of what we deliver. “Jordan M.” is not a real child; no real family’s information appears here. A real package is built entirely around your child and your records.

Prepared by: Raising Different Together — Educational Advocacy

Prepared for: Jordan’s parents

Status: For family review and discussion before any action is taken

What’s in this package

Document	What it is	Typical length
1. A Parent’s Guide	Plain-English orientation for both parents	5–16 pages
2. Case Brief	The executive summary and key findings	3–6 pages
3. Complete Case Analysis	Profile, scores, patterns, evidence, quotes	10–26 pages
4. Master Timeline & Evidence Index	Audit-ready chronology and reference tables	8–21 pages
5. Strategic Options	Five paths forward, with tradeoffs	6–14 pages
6. Parent Advocacy Reference	Meeting-ready evidence, citations, scripts	10–50+ pages

This sample is condensed from a full package; a complex, multi-year case can run well over 100 pages in total. What changes between tiers is depth and length — not how carefully your case is handled.

DOCUMENT 1

A Parent's Guide to Jordan's Case

What has been happening in Jordan's schooling, what we found, and how to use the rest of this package.

This guide is meant to be read by both parents together. It assumes you know your son. It does not assume you know the special education system — and if you are new to all of this, you are exactly who we wrote it for.

The 5-minute version

For three school years, Jordan's teachers have quietly given him extra help — preferential seating, movement breaks, permission to answer out loud instead of in writing, shortened written assignments, and one-on-one check-ins. These are kind, well-meaning supports. They are also something more important: they are evidence that Jordan needs specially designed instruction to access his education.

Despite that help, Jordan is not making the progress he should. His grades have slipped from mostly B's to a mix of C's and D's. He is increasingly anxious about going to school — crying in the mornings, complaining of stomachaches, and on two occasions refusing to leave the car. His written work remains far below what his thinking and speaking show he is capable of.

The district evaluated Jordan once, in the spring of 3rd grade, and found him ineligible for an IEP. That evaluation did not assess the two areas you had asked about in writing — attention and anxiety — and it did not look closely at his writing difficulties. After you obtained a private neuropsychological evaluation, the school offered a 504 plan rather than an IEP. The 504 has not been consistently followed.

The central question is not whether more informal help might work. It has been tried, informally, for three years, and Jordan is still struggling. The question is **which path secures the formal evaluation, specialized instruction, and accountability he needs.**

Who this package is for

This package is written so that either parent can pick it up and understand the case — including the parent who has not been the primary contact with the school. Everything is in plain language. Where we use a term of art (like “Child Find” or “FAPE”), we define it the first time.

What we did

We reviewed every record you provided: report cards, the 2024 school evaluation and its Prior Written Notice, the 2024 private neuropsychological evaluation, the current 504 plan, and roughly two years of emails between you and Jordan's teachers. We organized those records into a single chronology, mapped them against what the law requires, and identified the patterns that only become visible when the documents sit side by side.

What we found, in brief

- Jordan has a clear, documented profile: strong reasoning and verbal ability, paired with weak processing speed, working memory, and written expression — a pattern consistent with ADHD and a written-expression learning disability.
- The school's own staff have been delivering IEP-level supports informally for years.

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- The 2024 school evaluation did not assess the areas you flagged, and the denial notice mischaracterized the data.
- The 504 plan that followed is the wrong tool for a child who needs specialized instruction, and it is not being implemented as written.

How to use the rest of this package

Read the Case Brief (Document 2) next — it is the five-minute executive summary. When you want the full story and the evidence behind it, read the Complete Case Analysis (Document 3). The Master Timeline (Document 4) is your reference; use it to look things up and to hand to an attorney or evaluator. Strategic Options (Document 5) lays out the paths in front of you without telling you which to choose. The Parent Advocacy Reference (Document 6) is what you bring into the room — the evidence, the scripts, and the responses to what the school is likely to say.

Nothing in this package commits you to a particular course of action. It is built so that you can decide, with clear eyes, what is right for your family.

DOCUMENT 2

Jordan M. — Case Brief

Three years of informal help, one denial, one under-implemented 504, and a decision point.

This is the executive summary. Read it first.

Bottom line

Jordan is a bright 4th grader whose schoolwork does not reflect his ability. He has a private diagnosis of ADHD (combined type), Generalized Anxiety Disorder, and a Specific Learning Disability in written expression. For three years his teachers have informally provided specially designed supports; he is nonetheless declining academically and emotionally. The district evaluated him once and found him ineligible on a narrow basis, then offered a Section 504 plan instead of an IEP. The 504 is not being implemented as written. Any one of Jordan's documented conditions can support IEP eligibility under the Other Health Impairment or Specific Learning Disability categories.

The seven findings

- 1. A procedurally defective evaluation.** The spring 2024 psychoeducational evaluation assessed reading and math but did not evaluate attention, executive function, anxiety, or written expression — the very areas you raised in your written request of October 2023.
- 2. A denial notice that misstates the record.** The 5/2024 Prior Written Notice describes Jordan as “performing within the average range” and considers only a reading-based learning disability, leaving the “evaluations used” section incomplete.
- 3. Strong independent evidence the school has not addressed.** The 9/2024 private neuropsychological evaluation documents superior verbal reasoning (VCI 122) alongside low-average processing speed (82) and working memory (88), and below-average written expression (78) — a textbook profile for ADHD plus dysgraphia.
- 4. Years of informal specially designed instruction.** Teacher emails and progress notes show reduced written output, verbal alternatives, and individualized check-ins provided since 2nd grade — evidence that Jordan requires more than general education.
- 5. The wrong remedy.** A 504 plan provides accommodations; it does not provide the specialized writing instruction and counseling Jordan's evaluations indicate he needs.
- 6. Failure to implement even the 504.** The assistive-typing accommodation was not provided for roughly two months; a testing accommodation was missed; substitute teachers were not informed of the plan.
- 7. A declining trajectory.** Grades have fallen from B's to C's and D's, absences have risen, and school avoidance is escalating — the measurable harm that ties the procedural problems to real impact on Jordan.

The decision point

This package lays out five paths the family can take (Document 5). Some can be combined. Most require action this school year, because Jordan's difficulties are compounding and a middle-school transition is on the horizon. In one line each:

- Option A — Request an IEP eligibility re-evaluation using the private data.
- Option B — Request an Independent Educational Evaluation (IEE) at public expense.

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- Option C — Convert the 504 to an IEP through an eligibility meeting.
- Option D — File a state complaint over Child Find and failure to implement the 504.
- Option E — Pursue due process for an IEP and compensatory services.

DOCUMENT 3

Jordan M. — Complete Case Analysis

The full story: profile, patterns, evidence, and every connection. Verbatim quotes from records appear in italics.

Source basis (sample): 41 fictional documents covering September 2021 – May 2026.

Part 1 — Student profile

Who Jordan is

Jordan is a 9-year-old 4th grader at the fictional Maple Grove Elementary in the Riverside Unified School District. He lives with both parents and a younger sister. He is described across records and by his own clinicians as “kind,” “creative,” “imaginative,” and “a strong oral participant.” He loves animals and wants to be a marine biologist, builds elaborate Lego structures, and draws his own comics. He has friends and is well-liked.

The gap between how Jordan thinks and speaks and what he can put on paper is the heart of this case.

Cognitive profile (private WISC-V, 9/2024)

Index / Composite	Score	Classification
Full Scale IQ (FSIQ)	108	Average (70th pct)
Verbal Comprehension (VCI)	122	Superior (93rd pct)
Visual Spatial (VSI)	110	High Average
Fluid Reasoning (FRI)	112	High Average
Working Memory (WMI)	88	Low Average (21st pct)
Processing Speed (PSI)	82	Low Average (12th pct)

The 40-point spread between Verbal Comprehension (122) and Processing Speed (82) is clinically significant. A child this verbally capable who processes and produces work this slowly will look “fine” in discussion and “lazy” or “unmotivated” on paper — when in fact he is working far harder than his peers for less output.

Achievement (private WIAT-4, 9/2024)

Domain	Score	Classification
Word Reading	108	Average
Reading Comprehension	104	Average
Math Problem Solving	101	Average
Spelling	85	Low Average
Written Expression	78	Below Average (7th pct)
Essay Composition	75	Below Average

Reading and math are solidly average; written expression is in the bottom 10% of his age group. That isolated, severe weakness in writing — against superior verbal reasoning — is the signature of a written-expression learning disability (dysgraphia).

Behavioral and emotional data

- BASC-3: Anxiety scale T = 72 (Clinically Significant); elevated School Problems.
- BRIEF-2 (executive function): Working Memory T = 70, Plan/Organize T = 68, Initiate T = 66 — all elevated.

Part 2 — The central pattern

For three school years, Jordan's teachers have informally delivered specially designed instruction: reduced written output, permission to answer orally, extended time, movement breaks, pre-teaching, and one-on-one check-ins. A 2nd-grade progress note reads:

“Jordan does beautifully when he can tell me his answer. I've been letting him dictate while I scribe, and shortening his written assignments so he isn't in tears.”

This is the proof at the heart of the case. Under IDEA, “specially designed instruction” — adapting the content, methodology, or delivery of instruction to a child's needs — is the defining feature of special education. Jordan's teachers have been providing it, off the books, for years. The fact that he still struggles even with it shows that informal help is not enough; he needs the formality, progress monitoring, and accountability of an IEP.

Part 3 — The evaluation and the denial

In October 2023 you sent a written request for evaluation citing concerns about attention, anxiety, and writing. The school's spring 2024 evaluation administered cognitive and reading/math achievement testing but did not include attention, executive-function, or anxiety measures, and did not analyze written expression separately. The 5/2024 Prior Written Notice states:

“Jordan is performing within the average range and does not demonstrate a disability that adversely affects educational performance.”

This conclusion does not survive contact with the data. “Average range” masks the very weaknesses that disable Jordan's output, and the notice considered only a reading-based Specific Learning Disability — a category that was never the concern. The “evaluations used” section of the notice was left partially blank, a procedural defect in its own right.

Part 4 — The 504 plan and its implementation

After the private evaluation, the district offered a Section 504 plan (signed 2/2025) providing extended time, reduced writing, breaks, and access to a typing device. Two problems follow. First, a 504 supplies accommodations but not specialized instruction or related services (such as counseling) — and Jordan's evaluations indicate he needs both. Second, the plan has not been reliably implemented: the typing device was not provided until April 2025; a math test in March 2025 was administered without his extended-time accommodation, resulting in an incomplete; and substitute teachers were repeatedly unaware of the plan.

Part 5 — Eligibility analysis

Other Health Impairment (OHI). ADHD is the prototypical basis for OHI eligibility where it limits alertness and adversely affects educational performance. Jordan's elevated executive-function and processing-speed findings, plus the documented classroom impact, fit squarely.

Specific Learning Disability (SLD) — Written Expression. A severe, isolated deficit in written expression (78; essay 75) against superior verbal reasoning is a classic SLD profile.

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Emotional impact / related services. Clinically significant anxiety with escalating school avoidance supports counseling as a related service, whatever the primary category.

Bottom line of the analysis: Jordan is eligible under at least two independent categories, and the school has the evidence in hand to reach that conclusion.

DOCUMENT 4

Jordan M. — Master Timeline & Evidence Index

Audit-ready chronology and reference tables for the case file. Shareable with an attorney, future evaluator, or second-opinion advocate.

The central argument

For three school years, Jordan’s teachers have informally delivered specially designed instruction — reduced written output, dictation, extended time, movement breaks, individualized check-ins. Despite those supports, Jordan is still failing to make progress: grades down to C’s and D’s, a missed-accommodation test in March 2025, and escalating school refusal. This is the proof that informal supports, and an under-implemented 504, do not deliver a free appropriate public education (FAPE).

Case summary

Student	Jordan M. (fictional), age 9
Grade	4th grade — Maple Grove Elementary, Riverside USD
Current plan	Section 504 plan (signed 2/2025)
IEP status	Evaluated once; found ineligible 5/2024
Diagnoses	ADHD (combined); GAD; SLD – written expression
Hoping for	IEP with specialized writing instruction + counseling

Part 1 — Chronological timeline

Date	Event	Source
Fall 2021	1st-grade teacher notes trouble finishing written work, fidgeting, test anxiety	Progress note
10/2022	2nd-grade teacher begins informal supports: dictation, shortened writing, breaks	Email; progress note
05/2023	Report card: “works hard orally, written output below grade level”	Report card
10/2023	Parent sends written request for evaluation (attention, anxiety, writing)	Email
03/2024	District psychoeducational evaluation administered (cognitive + reading/math)	Evaluation report
05/2024	Eligibility denied; only reading-based SLD considered; PWN section blank	Prior Written Notice
09/2024	Private neuropsych: ADHD, GAD, SLD-written expression; full score battery	Neuropsych report
01/2025	District offers Section 504 plan rather than IEP eligibility meeting	Meeting notes
02/2025	504 plan signed (extended time, reduced writing, breaks, typing device)	504 plan

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03/2025	Math test given without extended-time accommodation; incomplete recorded	Gradebook; email
04/2025	Typing device finally provided (~2 months after plan signed)	Email
Spring 2025	Grades fall to C's/D's; absences rise; two car-line refusals	Report card; attendance
2026 (upcoming)	Middle-school transition planning window opens	District calendar

Part 2 — Evidence index

Issue	What proves it	Where
Need for specialized instruction	Years of informal dictation, reduced writing, check-ins	Emails 10/2022–05/2025
Written-expression disability	WIAT Written Expression 78; Essay 75 vs VCI 122	Neuropsych 9/2024
ADHD / executive impact	BRIEF-2 elevations; PSI 82; WMI 88	Neuropsych 9/2024
Evaluation scope defect	Attention/anxiety/writing not assessed despite request	Eval 3/2024; request 10/2023
504 not implemented	Device delayed; test accommodation missed; subs uninformed	Emails; gradebook 3–4/2025

DOCUMENT 5

Jordan M. — Strategic Options for the Family

Five paths, what each requires, and how they can be sequenced. This document describes options; it does not recommend a single path. Decisions of this magnitude should be made by the family, in consultation with an attorney where legal proceedings are involved.

Each option below is informed by one fact: for three years Jordan has received informal specially designed instruction and is still not progressing, and the 504 that replaced an IEP is not being implemented. The question is which pathway forces the formal evaluation, instruction, and accountability he needs. Options are ordered roughly from lowest to highest in cost, effort, and risk. They are not mutually exclusive — most cases combine two or more.

Option A — Request an IEP eligibility re-evaluation using the private data

What it is: A written request that the team reconvene to determine IEP eligibility, considering the 9/2024 private evaluation and the gaps in the 2024 school evaluation.

What it requires: A written request (template in Document 6), the private report, and the records you have.

Timeline: Districts generally must respond and, if they agree to evaluate, complete it within set timelines that vary by state.

Likely outcome: Reasonable prospect of an eligibility meeting given the new data and documented informal supports.

Cost / tradeoffs: Lowest cost and effort; keeps the relationship collaborative; may require persistence and follow-up.

Option B — Request an Independent Educational Evaluation (IEE) at public expense

What it is: A formal request that the district fund an independent evaluation because you disagree with the 2024 evaluation's scope and conclusions.

What it requires: A written disagreement with the district evaluation and a request for an IEE.

Likely outcome: The district must either fund the IEE or file to defend its evaluation — a meaningful point of leverage.

Cost / tradeoffs: Low cost to you; adds an authoritative outside voice; can lengthen the timeline.

Option C — Convert the 504 to an IEP through an eligibility meeting

What it is: Use the existing relationship to move from a 504 to a full IEP with specialized writing instruction and counseling.

What it requires: An eligibility meeting, the evidence assembled here, and clear proposed goals and services.

Cost / tradeoffs: Moderate effort; the most direct route to the services Jordan needs; depends on district cooperation.

Option D — File a state complaint (Child Find + failure to implement)

What it is: A formal complaint to the state education agency alleging the district failed to evaluate suspected areas of disability and failed to implement the 504 as written.

Cost / tradeoffs: Low cost; creates an official record and timeline; more adversarial, and remedies are procedural.

Option E — Pursue due process for an IEP and compensatory services

What it is: A formal hearing seeking an IEP, appropriate services, and compensation for services denied.

Cost / tradeoffs: Highest cost, effort, and risk; usually involves an attorney; reserved for when collaborative routes fail.

Sequencing

A common, low-risk sequence: start with Option A (re-evaluation request) and pair it with Option B (IEE) if the district resists. If eligibility is again denied or delayed, Option D (state complaint) preserves the record while Option C remains the goal. Option E is the backstop. Most families never reach it — but documenting from day one is what makes it available if needed.

DOCUMENT 6

Jordan M. — Parent Advocacy Reference

The in-the-weeds detail you need to walk into any meeting and advocate. This is not analysis — it is what you say and cite in the room.

1. The Child Find issue

Under IDEA (34 CFR § 300.111), districts have an affirmative duty to identify and evaluate children suspected of having a disability — in all areas of suspected disability. You raised attention, anxiety, and writing in writing in October 2023; the 2024 evaluation assessed none of them adequately. That is your strongest procedural argument.

What to say

“I requested evaluation in writing in October 2023 for attention, anxiety, and writing. The 2024 evaluation didn’t assess those areas. Under Child Find, the district was required to evaluate in all areas of suspected disability. I’m asking that we correct that now.”

2. The informal supports — your best evidence

Keep this list handy; it shows Jordan already receives specially designed instruction:

- Dictation / scribing of written assignments (since 2nd grade)
- Shortened or reduced written assignments
- Permission to answer orally instead of in writing
- Extended time and movement breaks
- One-on-one pre-teaching and check-ins

What to say

“Your own staff have been adapting how Jordan is taught for three years. That’s the definition of specially designed instruction. Please explain why a child who needs that doesn’t qualify for an IEP.”

3. 504 vs. IEP — why accommodations aren’t enough

A 504 changes the conditions of learning (time, setting, tools). An IEP changes the instruction itself and adds related services and progress monitoring. Jordan’s evaluations call for specialized writing instruction and counseling — instruction and services, not just accommodations.

What to say

“Extended time doesn’t teach Jordan to write. He needs direct, specialized instruction in written expression and support for his anxiety. That’s an IEP, not a 504.”

4. The implementation failures

- Typing device not provided for ~2 months after the plan was signed.
- March 2025 math test administered without extended time; incomplete recorded.
- Substitute teachers repeatedly unaware of the plan.

What to say

“Even the 504 we have isn’t being followed. Here are three documented examples. Before we talk about whether it’s working, it has to actually be implemented.”

5. Accommodations and services to request

- Specialized instruction in written expression (an evidence-based writing program)
- Assistive technology: speech-to-text and a reliable typing device, with training
- Counseling as a related service for anxiety
- Extended time, reduced written volume, and oral-response options across settings
- Measurable annual goals for written expression and self-regulation, with progress monitoring

6. Arguments the school may make — and your responses

“His grades are passing.” “Passing grades after three years of informal accommodations don’t show he doesn’t need support — they show the support is already necessary, and he’s still declining.”

“He’s doing fine in class discussion.” “That’s his strength — verbal reasoning at the 93rd percentile. The disability is in written output, at the 7th. The gap is the point.”

“The 504 is enough.” “A 504 hasn’t taught him to write, and it isn’t being implemented. The evaluations call for instruction and counseling.”

7. Meeting prep cheat sheet

- Bring: this package, the private evaluation, your October 2023 request, and the three implementation examples.
- Lead with strengths, then the verbal-vs-written gap, then the ask.
- Put every request in writing; follow up verbal answers with a confirming email.
- Ask for proposed goals and services in writing before you agree to anything.
- It’s okay to say: “I need time to review this and I’ll respond in writing.”

8. Documentation discipline going forward

Confirm every meeting and verbal promise by email the same day (“Just to confirm what we discussed today...”). Keep a single dated folder of records. Save report cards and work samples. The family that documents calmly and consistently is the family whose case is easiest to act on — by you, by an attorney, or by an evaluator.

End of sample package. A real package is built entirely around your child, your records, and your goals.