



The Autism Accommodation Library™

150+ parent-friendly school supports for IEP and 504 meetings

Plan what to ask for. Track what is working. Leave the meeting prepared.

Printable workbook | Parent planning tool | Advocacy scripts included

Created by IEP Templates



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Important disclaimer

This workbook is an educational planning and organization tool. It is not legal, medical, therapeutic, psychological, or case management advice. It does not guarantee eligibility, services, accommodations, a specific IEP decision, or any school outcome. Parents should consult their child's school team, qualified providers, advocates, attorneys, or local agencies when individualized guidance is needed.

How to use responsibly

Use the accommodation ideas as conversation starters. The best support is based on the child's individual needs, data, evaluations, classroom performance, and team discussion. Not every accommodation will fit every child.

Welcome to The Autism Accommodation Library™

Parents often know their child needs more support, but the hard part is finding the words to explain what support is needed. This library gives you practical accommodation language, planning worksheets, trackers, and scripts you can bring to an IEP, 504, eligibility, annual review, or problem-solving meeting.

What this product helps you do

- Identify barriers your child may be experiencing
- Choose accommodations to discuss with the team
- Turn concerns into clear, parent-friendly requests
- Track whether supports are being implemented and whether they are working
- Prepare calm scripts and questions for meetings

Best way to use it

Print the pages you need, highlight the accommodation ideas that fit your child, then complete the request planner before your meeting. Bring the tracker pages to follow up after the meeting.

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Part 1

Parent planning pages

Child Needs Snapshot

Use this page to summarize your child before choosing accommodations. Focus on strengths, barriers, triggers, and supports that already help.

Child name
Grade/school year
School
Primary disability/eligibility category
Strengths and interests
Current challenges at school
Known triggers
What helps my child regulate
What my child wants adults to understand
Parent priority for the next meeting

Accommodation Match Worksheet

Match the school barrier to the type of support your child may need. This helps you avoid asking for random accommodations and focus on what solves the actual problem.

Barrier or concern _____
Where it happens _____
When it happens _____
What adults usually see _____
What I think my child may be experiencing _____
Accommodation category to review _____
Support I want to discuss _____
Evidence or examples I can bring _____

Parent Request Planner

Use this page before the meeting to turn concerns into clear requests.

My top concern
Why this matters educationally
What I have already tried
Accommodation or support I want discussed
Exact wording I can use in the meeting
How we will know if it is working
Who should be responsible
When we should review it

Accommodation Priority List

Write the accommodations you are most interested in discussing. Bring this page to the meeting and mark the team response.

Priority	Accommodation to discuss	Reason	Team response

Part 2

The accommodation library

Communication Supports

Parent focus	
Use this section when your child has difficulty expressing needs, understanding directions, asking for help, or participating in class discussion.	

Support to discuss	Parent-friendly wording
Visual communication supports	Can we add visual supports, picture cues, or written choices so my child can communicate needs without relying only on spoken language?
Wait time for responses	Can staff provide extended wait time before repeating or rephrasing questions?
Check for understanding	Can the teacher ask my child to show or explain understanding in a way that works for them?
Alternative response formats	Can my child answer through pointing, typing, drawing, selecting choices, or using assistive technology when needed?
Direct teaching of help-seeking	Can the team teach and practice a specific way for my child to ask for help, a break, or clarification?
Reduced pressure to speak publicly	Can class participation include nonverbal or written options instead of requiring spontaneous speaking?
Communication partner support	Can staff prompt peers and adults to pause, listen, and give my child time to respond?
Social communication practice	Can social language skills be practiced in structured, supportive settings rather than only during unstructured peer time?

Questions to bring to the meeting
• How does my child currently communicate when overwhelmed? • What supports are already working at home or in therapy?

Sensory Regulation Supports

Parent focus	
Use this section when your child is affected by noise, lights, textures, movement, crowds, transitions, smells, or unpredictable environments.	

Support to discuss	Parent-friendly wording
Sensory break plan	Can my child have scheduled and as-needed sensory breaks in a designated calm location?
Noise reduction options	Can noise-reducing headphones, quiet seating, or reduced-volume settings be available?
Lighting adjustments	Can my child sit away from harsh lighting or use natural light when possible?
Movement options	Can movement be built into the day through errands, stretch breaks, standing work, or flexible seating?
Sensory tools	Can approved sensory tools be available without punishment or attention from peers?
Advance notice for sensory events	Can staff provide advance notice before fire drills, assemblies, loud videos, or schedule changes?
Clothing/texture flexibility	Can dress code or material expectations be adjusted when sensory sensitivities affect access to school?
Calm return plan	Can staff support a calm return to class after a sensory break without shame or public discussion?

Questions to bring to the meeting
• Which sensory triggers are most disruptive at school? • What does regulation look like before behavior escalates?

Executive Function Supports

Parent focus	
Use this section when your child struggles with planning, organization, starting tasks, time awareness, completing assignments, or remembering materials.	
Support to discuss	Parent-friendly wording
Step-by-step directions	Can multi-step directions be broken into smaller steps with a visual or written checklist?
Assignment chunking	Can long assignments be divided into smaller parts with mini-deadlines?
Planner or digital reminder system	Can staff help my child use a planner, checklist, or digital reminder system consistently?
Materials organization support	Can the team provide a system for folders, color coding, or end-of-day backpack checks?
Task initiation prompts	Can staff provide discreet prompts to help my child begin work without calling attention to them?
Reduced copying demands	Can notes, outlines, or printed directions be provided to reduce copying from the board?
Time supports	Can timers, visual countdowns, and time warnings be used during work periods and transitions?
Homework coordination	Can homework expectations be posted in one predictable place and checked for accuracy?
Questions to bring to the meeting	
• Where does the breakdown happen: starting, continuing, or finishing? • What system can be used across classes?	

Emotional Regulation Supports

Parent focus	
Use this section when your child has anxiety, shutdowns, meltdowns, frustration, perfectionism, or difficulty recovering after stress.	

Support to discuss	Parent-friendly wording
Calm-down plan	Can the IEP include a clear calm-down plan that all staff follow consistently?
Nonverbal break signal	Can my child use a card, signal, or pass to request a break without explaining in the moment?
Trusted adult check-in	Can a trusted staff member check in at predictable times or after known stressors?
Reduced public correction	Can correction be private, calm, and specific instead of public or emotional?
Co-regulation support	Can staff use calm voice, fewer words, and space rather than repeated questioning when my child is escalated?
Re-entry support	Can staff help my child return to class with dignity after a hard moment?
Anxiety preview	Can staff preview changes, tests, substitutes, assemblies, or unusual events?
Recovery time	Can the team allow recovery time before expecting conversation, reflection, or problem-solving?

Questions to bring to the meeting
• What adult response helps my child calm down? • What makes escalation worse?

Behavior Support Accommodations

Parent focus	
Use this section when behavior may be communicating overwhelm, confusion, unmet sensory needs, anxiety, fatigue, or lack of skills.	

Support to discuss	Parent-friendly wording
Functional behavior lens	Can the team look at what happens before and after behavior to understand the function instead of only giving consequences?
Positive behavior supports	Can replacement skills be taught and reinforced consistently?
Antecedent supports	Can staff adjust triggers such as wait time, noise, task length, transitions, or unclear directions?
De-escalation protocol	Can the team write a specific de-escalation protocol that avoids power struggles?
Behavior data collection	Can staff collect simple data on time, setting, trigger, response, and recovery?
Choice-making	Can my child be offered controlled choices to increase cooperation and reduce distress?
Break before escalation	Can staff prompt breaks at early signs of distress rather than waiting for crisis behavior?
Restorative follow-up	Can follow-up happen after the child is calm and able to process?

Questions to bring to the meeting
• What is the behavior trying to communicate? • Which staff responses help or hurt?

Social Participation Supports

Parent focus

Use this section when your child wants friends but struggles with peer interaction, group work, recess, lunch, or social expectations.

Support to discuss	Parent-friendly wording
Structured peer support	Can social opportunities be structured with clear roles instead of leaving my child to figure it out alone?
Lunch/recess support	Can staff monitor lunch or recess for isolation, bullying, or confusion and support inclusion?
Group work roles	Can group projects include assigned roles and expectations?
Social scripts	Can staff teach and practice scripts for joining, declining, asking, and problem-solving?
Peer education	Can the school promote acceptance and neurodiversity without identifying my child publicly?
Safe person/system	Can my child have a safe way to report teasing, exclusion, or conflict?
Alternative social options	Can social participation include clubs, structured activities, or partner tasks rather than only unstructured time?
Bullying prevention plan	Can the team document proactive supports if peer issues are affecting school access?

Questions to bring to the meeting

- Where is social stress happening most?
- Does my child need support with access, safety, or skill-building?

Testing and Assessment Supports

Parent focus

Use this section when your child knows material but struggles to show it during tests, quizzes, timed work, or unfamiliar formats.

Support to discuss	Parent-friendly wording
Extended time	Can my child receive extended time when processing, writing, anxiety, or attention affects performance?
Reduced-distraction setting	Can tests be taken in a quieter space with fewer sensory and social distractions?
Breaks during testing	Can short breaks be available without penalty?
Alternate response method	Can my child respond orally, type, point, dictate, or use assistive technology when appropriate?
Directions read or clarified	Can directions be read aloud, simplified, or checked for understanding?
Chunked tests	Can longer tests be split into shorter sections?
Practice format	Can my child preview or practice unfamiliar testing formats?
Anxiety support	Can staff use a calm testing plan that reduces pressure and avoids rushing?

Questions to bring to the meeting

- Is the test measuring knowledge or disability-related barriers?
- What format lets my child show what they know?

Reading Supports

Parent focus	
Use this section when reading level, decoding, comprehension, attention, or stamina affects access to classroom content.	

Support to discuss	Parent-friendly wording
Audiobooks or text-to-speech	Can my child access reading material through audio or text-to-speech when the goal is comprehension?
Preview vocabulary	Can key vocabulary be previewed before reading assignments?
Graphic organizers	Can story maps, main idea charts, and visual organizers be provided?
Shortened reading load	Can reading volume be reduced when the same learning goal can be met with fewer passages?
Comprehension checks	Can staff check understanding in small chunks rather than waiting until the end?
Paired reading	Can my child read with an adult, peer, or audio support when appropriate?
Interest-based materials	Can reading practice include topics that increase engagement?
Alternative demonstration	Can my child show comprehension through drawing, discussion, selection, or assistive technology?

Questions to bring to the meeting
• Is reading difficulty affecting every subject? • What support changes access without lowering expectations?

Writing Supports

Parent focus

Use this section when handwriting, spelling, organizing ideas, sentence formulation, or written stamina affects output.

Support to discuss	Parent-friendly wording
Typing option	Can my child type assignments when handwriting limits output?
Speech-to-text	Can speech-to-text be available for longer written responses?
Writing templates	Can sentence starters, paragraph frames, and outlines be provided?
Reduced copying	Can staff provide notes or copies to reduce copying from the board?
Graphic organizers	Can my child use visual planning tools before writing?
Separate grading of content and mechanics	Can content knowledge be considered separately from handwriting or spelling when appropriate?
Shortened written output	Can the amount of writing be reduced while still measuring the learning objective?
Scribe support	Can scribe support be available when writing mechanics prevent demonstration of knowledge?

Questions to bring to the meeting

- Is writing output lower than verbal understanding?
- Which tool helps: typing, dictation, template, or reduced load?

Math Supports

Parent focus	
Use this section when math barriers involve language, working memory, sequencing, attention, sensory stress, or written output.	

Support to discuss	Parent-friendly wording
Visual math supports	Can number lines, charts, manipulatives, or visual examples be available?
Worked examples	Can my child have a model problem to reference during independent work?
Reduced problem set	Can the number of problems be reduced when mastery can be shown without repetition overload?
Calculator when appropriate	Can calculator use be allowed when computation is not the skill being assessed?
Step checklist	Can multi-step problems include a checklist for process and order?
Graph paper or spacing support	Can graph paper or large-print worksheets support alignment and organization?
Math vocabulary preview	Can math language and symbols be explicitly taught and reviewed?
Oral explanation option	Can my child explain math thinking verbally if written work does not show understanding?

Questions to bring to the meeting
• Is the challenge calculation, language, memory, or output? • What support helps without changing the math goal?

Classroom Environment Supports

Parent focus	
Use this section when seating, noise, classroom layout, transitions, or social distractions affect learning access.	

Support to discuss	Parent-friendly wording
Preferential seating	Can seating be chosen based on sensory, attention, safety, or communication needs?
Clear workspace	Can my child have a low-clutter workspace or visual boundary?
Visual schedule	Can a daily schedule be visible and reviewed?
Predictable routines	Can routines be consistent and changes previewed?
Reduced visual clutter	Can worksheets, boards, or work areas be simplified when clutter affects focus?
Quiet work option	Can a quieter location be available for independent work?
Flexible seating	Can seating options support regulation and attention?
Safe exit plan	Can my child leave a stressful setting using a planned signal or pass?

Questions to bring to the meeting
• Where does the classroom environment create barriers? • What change would help access immediately?

Transition Supports

Parent focus

Use this section when your child struggles with moving between activities, classes, locations, teachers, or school years.

Support to discuss	Parent-friendly wording
Transition warnings	Can staff give visual and verbal warnings before transitions?
First/then supports	Can staff use first/then language and visual cues?
Transition object or pass	Can my child carry an item, card, or schedule during transitions?
Hallway support	Can support be provided during crowded or noisy hallway transitions?
Preview new settings	Can my child preview new classrooms, staff, schedules, or routines before changes happen?
Extra time between classes	Can my child have additional transition time when needed?
Arrival routine	Can a predictable morning arrival routine be used?
End-of-day routine	Can staff support packing up, homework review, and transportation transitions?

Questions to bring to the meeting

- Which transitions are hardest?
- Is the issue time, noise, uncertainty, or separation?

Safety Supports

Parent focus

Use this section when your child needs support related to elopement, impulsivity, self-injury, danger awareness, medical needs, or emergency routines.

Support to discuss	Parent-friendly wording
Safety plan	Can the team write a clear safety plan that all staff can follow?
Elopement prevention	Can doors, transitions, and high-risk times be monitored proactively?
Designated safe adults	Can my child know exactly who to go to when unsafe or overwhelmed?
Emergency drill preparation	Can drills be previewed and supported with a sensory-aware plan?
Visual safety rules	Can safety expectations be taught using visuals and practice?
Supervision plan	Can supervision be clarified for arrival, dismissal, recess, lunch, field trips, and transitions?
Medical/sensory alert page	Can essential safety information be shared with relevant staff while respecting privacy?
Crisis response protocol	Can the team document what to do and what not to do during crisis or shutdown?

Questions to bring to the meeting

- When is safety risk highest?
- Who is responsible for each part of the plan?

Attendance, Fatigue, and Health Supports

Parent focus

Use this section when sleep, appointments, fatigue, anxiety, medical conditions, or recovery time affects school access.

Support to discuss	Parent-friendly wording
Flexible attendance support	Can the team plan how missed instruction will be supported when absences are disability-related?
Make-up work plan	Can make-up work be prioritized so my child is not overwhelmed after absences?
Rest breaks	Can rest or low-demand breaks be available when fatigue affects learning?
Reduced homework after high-demand days	Can homework be adjusted when stamina is limited?
Nurse or wellness check-in	Can my child access the nurse or trusted adult when physical symptoms appear?
Gradual return plan	Can the team plan a gradual return after illness, hospitalization, or extended absence?
Appointment coordination	Can staff help identify priority assignments when appointments interrupt instruction?
Energy-aware scheduling	Can harder tasks be placed at times when my child has better stamina when possible?

Questions to bring to the meeting

- Is fatigue showing up as behavior, shutdown, refusal, or inattention?
- What does a realistic recovery plan look like?

Assistive Technology Supports

Parent focus

Use this section when tools, devices, software, or low-tech supports would help your child access learning or communication.

Support to discuss	Parent-friendly wording
Text-to-speech	Can text-to-speech be available for reading-heavy assignments?
Speech-to-text	Can speech-to-text be used for written responses?
Visual timer	Can a visual timer support work periods and transitions?
Digital organizer	Can a digital checklist, calendar, or reminder system be used?
AAC supports	Can communication tools be available consistently across settings if my child uses AAC?
Audio recording or notes	Can teacher notes, recordings, or outlines be available when note-taking is a barrier?
Accessible materials	Can materials be provided in formats that work with my child's tools?
Technology training	Can staff and student training be included so the tool is actually used?

Questions to bring to the meeting

- What task is the tool solving?
- Who will teach, monitor, and support use of the tool?

Homework and Home-School Supports

Parent focus

Use this section when homework causes shutdowns, long battles, confusion, or family stress.

Support to discuss	Parent-friendly wording
Homework time limit	Can the team agree on a reasonable homework time limit and what to do when it is exceeded?
Clear assignment posting	Can homework be posted in one consistent place with clear due dates?
Reduced repetitive practice	Can repetitive work be reduced when my child has demonstrated the skill?
Home-school communication routine	Can communication be predictable, brief, and focused on what needs action?
Missing work plan	Can missing work be prioritized instead of accumulating into an impossible list?
Parent clarification path	Can parents know who to contact when homework directions are unclear?
Alternative practice	Can practice be completed orally, digitally, or through a shorter format when appropriate?
Weekly summary	Can the teacher provide a weekly summary of priorities, concerns, and upcoming deadlines?

Questions to bring to the meeting

- How long is homework taking?
- Is homework helping learning or creating crisis?

Quick Accommodation Wording Bank

Use these sentence starters when you want the IEP or 504 team to consider a support without sounding confrontational.

Can we add this support so my child can access the same instruction as peers?

Can we clarify when and where this accommodation will be used?

Can we identify who is responsible for implementing this support?

Can we collect data for a few weeks to see whether this accommodation is helping?

Can we write the support in a way that is specific enough for any teacher to follow?

Can we preview changes in advance because unexpected changes affect regulation?

Can my child have a nonverbal way to request help or a break?

Can the team look at what happens before the behavior instead of only responding after it happens?

Can we reduce the barrier without lowering the learning expectation?

Can the accommodation be available across classes, not only with one teacher?

Can we add a review date so we know whether the support is working?

Can staff use the same calm response plan when my child is escalated?

Part 3

Scripts, questions, and trackers

Parent Advocacy Scripts

These scripts help you stay calm, specific, and focused during hard conversations.

When the team says the child is “fine”	I am glad there are moments that look fine. I am also seeing concerns that affect access, regulation, or learning. Can we look at the specific examples and decide what data we need?
When a support is inconsistent	I appreciate that this support is available sometimes. I would like us to clarify when it should be used, who is responsible, and how we will monitor consistency.
When behavior is blamed on choice	I understand it may look like refusal. I would like us to consider what skill, sensory, communication, or regulation need may be underneath the behavior.
When you need more time	This is important and I want to make an informed decision. Can I have time to review the proposed plan before agreeing?
When you want specific wording	Can we write that more specifically so every staff member understands exactly what to do?
When the team says no	Can you explain the reason for the decision and what data the team used? Can the decision and rationale be documented?
When you want a follow-up	Can we schedule a follow-up date now to review whether these supports are working?
When your child is overwhelmed	My child may not be able to explain in the moment. Can we plan a nonverbal break signal and calm return routine?

50 Questions to Ask at the IEP or 504 Meeting

Circle or highlight the questions that fit your child. You do not need to ask all 50.

1. What specific barrier is this accommodation meant to address?	2. Where does the concern happen most often?
3. What data do we have about frequency, duration, or setting?	4. What has already been tried?
5. What has helped at home or in therapy?	6. Who will implement this support?
7. When will this support be available?	8. How will substitute teachers know about it?
9. How will we measure whether it is working?	10. When will we review the data?
11. Is this support needed across all classes?	12. Does my child need the support during specials, lunch, recess, or transportation?
13. How will my child request help?	14. How will my child request a break?
15. What happens if my child is too overwhelmed to speak?	16. What should staff do first when escalation begins?
17. What adult responses make things worse?	18. What sensory triggers have been observed?
19. Can we preview changes before they happen?	20. Can transitions be supported with a visual schedule?
21. Can directions be provided in writing?	22. Can work be chunked?
23. Can my child show understanding another way?	24. Can note-taking demands be reduced?
25. Can homework expectations be clarified?	26. Can missing work be prioritized?
27. Can the team separate behavior from skill deficits?	28. Does my child need direct instruction in the replacement skill?
29. Can we create a safe return-to-class routine?	30. How are peer issues being monitored?
31. Does my child need structured social support?	32. How is bullying or exclusion being addressed?
33. Can testing occur in a reduced-distraction setting?	34. Can testing be broken into shorter sections?
35. Can assistive technology be considered?	36. Who will teach my child to use the tool?
37. Can accommodations be written more specifically?	38. Can the plan include examples and non-examples?
39. How will implementation be documented?	40. How will parents be informed of concerns?
41. Can we schedule a follow-up now?	42. What should I do if the accommodation is not happening?
43. What does success look like in 30 days?	44. What does success look like by the next review?
45. Does the proposed support match evaluation results?	46. Are there areas where more evaluation is needed?
47. Does my child need support during emergency drills?	48. Is there a safety plan?
49. How will the plan support dignity and independence?	50. What is the next action step after today?

Accommodation Implementation Tracker

Use this after the meeting to track whether accommodations are actually happening.

Date	Accommodation	Seen?	Notes / examples

Progress Evidence Log

Use this to collect examples that show whether a support is helping.

Date	Support used	What happened	Evidence

Home-School Communication Log

Track emails, calls, meetings, and school updates in one place.

Date	Person	Topic	Follow-up needed

Meeting Notes

Use this page during the meeting.

Topic	What was discussed	Decision	Next step

Email Template: Request to Discuss Accommodations

Copy and personalize this email when you want to request a meeting or agenda item.

To	_____
Subject	_____
Greeting	_____
I would like to discuss accommodations that may help my child access instruction and participate more successfully at school. My main concerns are	
The supports I would like the team to consider are	
Please let me know the next step for discussing these concerns. Thank you	
Parent name/date	

Email Template: Follow Up After the Meeting

Use this to document what you understood after a meeting.

To	_____
Subject	_____
Thank you for meeting with me on	_____
My understanding is that the team agreed to	_____
The next steps are	_____
The person responsible is	_____
The date we will review progress is	_____
Please let me know if I misunderstood anything. Thank you	_____
Parent name/date	_____

Email Template: Accommodation Not Being Implemented

Use this when a written support is not happening consistently.

To	_____
Subject	_____
I am writing because I am concerned that the following accommodation may not be implemented consistently	_____
Examples or dates	_____
Impact on my child	_____
I am requesting clarification about how this support will be implemented moving forward	_____
Requested follow-up date	_____
Parent name/date	_____

Common Terms for Parents

These simple definitions are included to help parents feel more comfortable during meetings.

Accommodation	A support that helps a student access learning or show knowledge without changing the learning expectation.
Modification	A change to what the student is expected to learn or complete.
IEP	An Individualized Education Program for a student who qualifies for special education services.
504 Plan	A plan that can provide accommodations for a student with a disability who needs access support.
Related services	Support services such as speech therapy, occupational therapy, counseling, or transportation when appropriate.
Data	Information used to understand needs, progress, implementation, or effectiveness.
Prior written notice	A written explanation of certain school decisions related to special education requests or proposals.
Assistive technology	Tools, devices, or services that help a student access learning, communication, or participation.

Final Meeting Checklist

Use this page before and after the meeting.

- | |
|--|
| ■ I identified my top 3 concerns |
| ■ I matched each concern to a possible accommodation |
| ■ I wrote parent-friendly wording for each request |
| ■ I gathered examples or documentation |
| ■ I listed questions for the meeting |
| ■ I asked who will implement each support |
| ■ I asked how the team will track whether supports are working |
| ■ I wrote the follow-up date |
| ■ I saved copies of emails and meeting notes |
| ■ I know what my next step is |

Reminder

You do not have to ask for everything at once. Start with the supports that solve the biggest barriers to learning, safety, communication, regulation, and participation.

You are prepared.

Use this library as a calm, organized starting point. Your voice matters, your observations matter, and your child deserves supports that make school more accessible.

Created by IEP Templates

Printable parent advocacy tools, meeting preparation resources, and special education planning products for families.