Special Needs
Supermoms

School safety action kit.

Your child deserves more than “We have a plan.”

A free, practical guide for parents whose children may not be able to run, communicate, follow instructions, or get to safety without help.

School email you can send today

Disability-specific safety checklist

School response and follow-up tracker

Texas 2026 guidance

- **Advocacy starts with asking the right questions.**

A starting point for meaningful questions. Not a promise of zero risk.

First 15 minutes

Put your concern into action.

You do not need a perfect speech or a law degree. Start with a specific request, then get a written response.

01

Send the email.

Customize the letter on page 3 and send it to your child's principal. You can copy the separately provided editable version.

02

Use the checklist.

Circle the questions that matter most to your child. Ask for a conversation about those needs, not confidential school security maps.

03

Request a team review.

If accommodations are missing or unclear, ask your child's IEP or 504 team to review them and decide what should be documented.

04

Track the answers.

Write down who will assist, who is the backup, what will change, and when you will hear back. Use the worksheet on page 6.

Remember

Your request is for child-specific accommodations and clear responsibilities. Schools may keep certain site-security details confidential.

Copy, personalize, send

The email you can send today.

Replace the brackets. If you are comfortable, include only the child-specific details the school needs.

Subject **Request to Review My Child's Emergency Safety Accommodations**

Dear [Principal/School Team],

I'm writing to request a review of the emergency safety accommodations in place for my child, [Child's Name], who is in [Grade/Classroom].

Because of my child's disabilities, they may not be able to [evacuate independently / understand emergency directions / communicate distress / manage medical needs] during a lockdown, evacuation, or other emergency. I appreciate the care your staff provides, and I want to understand how the school's procedures address these individual needs.

Could you please help clarify the following?

- Who is responsible for assisting my child during different emergencies, and who is the backup if that person is unavailable?
- How are my child's mobility, communication, behavioral/sensory, and medical needs addressed?
- Has the classroom's location been reviewed for both accessibility and security, including alternative safe routes?
- How are staff and substitutes informed of my child's needed supports, and how are procedures evaluated during drills?

I would appreciate a written summary of the accommodations and staff responsibilities relevant to my child. I understand that some campus security details cannot be shared. If any supports need to be added or updated, I would also like to discuss them with the IEP/ARD or Section 504 team, as applicable.

Please let me know who the appropriate contact is and a good time to discuss this. Thank you for helping ensure that students who cannot independently protect themselves are included in emergency preparedness.

Sincerely,
[Your Name]
[Phone/Preferred Contact]

Your child. Your questions.

Questions worth asking.

Check the topics that apply. Ask for concrete answers without requesting publicly shareable security details.

Staffing and accountability

- [ ] Who is the primary staff member assisting my child in each type of emergency?
- [ ] Who is the backup when that person is absent, injured, or helping another student?
- [ ] If several students need physical assistance at once, how is support prioritized and coordinated?
- [ ] What training do substitutes, aides, nurses, and related-service staff receive?

Communication and sensory needs

- [ ] How will staff communicate danger or instructions to a nonverbal child or AAC user?
- [ ] What happens if my child freezes, vocalizes, bolts, resists touch, or cannot remain quiet?
- [ ] Is an appropriate, non-traumatizing practice approach used during drills?

Medical and personal care

- [ ] Who can manage seizures, rescue medicines, oxygen, feeding, or other urgent needs during an emergency?
- [ ] Are essential devices and supplies accessible when movement or access is restricted?
- [ ] How will staff safely move or position my child if they cannot walk or transfer independently?

Classroom, drills, follow-through

The questions we forget to ask.

Schools must weigh accessibility, supervision, and security together. A classroom near an entrance is not automatically unsafe, but it is fair to ask how placement was evaluated.

Location and movement

- [ ] Has my child's classroom location been evaluated for accessibility **and** security?
- [ ] What is the plan if the usual exit, hallway, elevator, or path is unavailable?
- [ ] How is my child supported in the cafeteria, restroom, therapy spaces, playground, and bus?

Practice and learning

- [ ] Are drills adapted to my child's actual abilities without causing unnecessary distress?
- [ ] How does the school identify gaps, document lessons learned, and fix them?
- [ ] What changes when staffing or my child's medical/functional needs change?

Communication with families

- [ ] Who will contact me if an emergency affects my child, and how is reunification handled?
- [ ] Where are my child-specific accommodations documented, and who is allowed to access them?
- [ ] When can we review progress or reconvene the IEP/504 team if needed?

The response you are looking for

A clear explanation of the supports that apply to your child, who carries them out, and how the team will follow up. Not a generic "we take safety seriously."

Response tracker

Write down the answers.

Keep this in your own records. You can photograph or print this page, or use the editable email file to start the conversation.

- Child / school
- Date request sent
- School contact / role
- Date of meeting or response
- Who assists my child? Who is the backup?
- What accommodations or equipment were confirmed?
- What questions still need an answer?
- Next step / person responsible / follow-up date

If the response is vague, try this

"Thank you for your response. I understand the school has general emergency procedures. I am specifically asking how those procedures account for [child's name]'s individual support needs, including assigned staff, backup arrangements, and medical/communication accommodations. Could we schedule a time to review those details and determine whether the IEP/504 team needs to document any updates?"

State-specific bonus

Texas parents: a 2026 update.

This page applies to Texas public school districts and open-enrollment charter schools. Parents in other states should check local rules.

19 TAC §103.1209 | Effective July 26, 2026

Texas updated its school-drill rule to address equal access to safety for students and staff with access and functional needs.

What the rule addresses

- School systems must designate someone to ensure campuses review IEPs and 504 plans for emergency safety accommodations.
- Needed accommodations must be documented locally and shared with appropriate campus staff and the school safety committee, while protecting student privacy.
- Plans include accessible pre-evacuation locations, primary and secondary evacuation routes, and disability-related supplies/equipment.
- Schools must consider classroom placement, medical devices, accessible alerts, and lessons from drills.
- The rule addresses briefing or obtaining input from people in close, continuous contact with students, including private-duty nurses and personal care providers.

Ask your school

"Who is the designated person reviewing disability-related emergency accommodations at our campus, and how have my child's needs been considered?"

Official references

Texas Register, adopted 19 TAC §103.1209

TEA School Safety Update, Sept. 24, 2026

U.S. Department of Education: IEP meeting requests

Educational resource, not legal advice. Schools may limit disclosure of sensitive emergency response details. The general pages are conversation tools, not a universally mandated standalone plan.

With love, Nazia