



Autism Society
Inland Empire

TIPS & RESOURCES



2024



FOR A
SUCCESSFUL
IEP MEETING

The Special Education system is often a stressful and confusing maze of laws, acronyms, and rights. How do you ensure that your child has the support and services they need to be successful in their educational endeavors? Knowledge and understanding of the rights guaranteed under the Federal IDEA (Individuals with Disabilities Education Act) are crucial and the best weapon you can have in your advocacy tool kit.

Table of Contents

What is Special Education:3

Common Questions & Answers.....4

Sample Letter to Request IEP Assessment.....7

Special Education IEP Process & Timelines8

10 Tips How to Prepare for a Successful IEP9

Common Special Education Acronyms.....11

Resources for IEP Assistance.....14

Training.....15

Nonprofits Who Can Answer Basic Questions.....16

Advocates17

Attorneys.....20

This project made possible in part thanks to the generosity to First Five San Bernardino



This resource is not intended to be all inclusive and the Autism Society Inland Empire does not endorse any individual product or give legal advice. All information provided or published by the Autism Society Inland Empire is for information purposes only. References to any treatment or therapy option, program, service or treatment provider are not an endorsement by the Autism Society. Referrals provided are suggestions to organizations that might help, but do not constitute a recommendation. The Autism Society Inland Empire cannot be held responsible for consequences that arise from individual dealings with a professional or organization. The inclusion of any organization does not imply endorsement, and omission does not imply disapproval. The Autism Society Inland Empire may add or remove organizations from this list at its discretion.

What Is Special Education

As parents of a child with a disability, it's important to know about the **Individuals with Disabilities Education Act (IDEA)**. Passed by Congress in 1975, IDEA ensures that children with disabilities have the right to a free appropriate public education, just like other children. Before this law, many children with disabilities were not able to attend school.

Since then, IDEA has evolved to make sure special education is a customized form of learning designed for students with qualifying conditions. Even if your child has a medical diagnosis, the school district will conduct its own assessment process to determine if they qualify for special education. As parents, you play a crucial role in this process.

To determine if a student qualifies for special education, the evaluation team starts by asking if the child has a disability. Then, they must answer two additional questions:

- Does the disability impact the child's educational progress?
- Does the child need specially designed instruction (which is the IDEA definition of special education)?

Your involvement and understanding of these steps are vital in ensuring your child receives the education and support they need.

Common Questions and Answers

1. What is an Individual Approach?

An individual approach means that your child's education is tailored specifically to their unique needs. Instead of a one-size-fits-all method, educators and specialists create a plan that addresses your child's strengths, challenges, and learning style. This ensures they receive the support they need to succeed.

2. What is an IEP?

An Individualized Education Program (IEP) is a written plan developed for each student who qualifies for special education (ages 3 to 21 years of age). It outlines your child's specific learning needs, the services the school will provide, and how progress will be measured. The IEP is created by a team that includes you, your child's teachers, and other school staff. It's reviewed and updated annually to make sure it continues to meet your child's needs.

3. What Are Measurable Goals and What Do They Look Like?

Measurable goals are specific, clear objectives set for your child to achieve within a certain timeframe. These goals help track your child's progress and ensure they are making educational advancements. For example, a goal might be, "John will improve his reading comprehension skills to grade level by the end of the school year." Each goal will have a way to measure success, such as tests, assignments, or observations.

4. How Does Progress Get Monitored?

Progress is monitored through regular assessments and observations. The school will keep track of your child's progress towards their IEP goals and communicate with you about how they are doing. This can include reports, meetings, and updates on their performance. If your child is not making the expected progress, the IEP team can meet to discuss and adjust the plan as needed.

5. What Are Services and Supports and What Do They Look Like?

Services and support are the various types of assistance provided to help your child succeed. This can include specialized instruction, speech therapy, occupational therapy, counseling, and assistive technology. For example, if your child has difficulty with writing, they might receive occupational therapy to

improve their fine motor skills or use a computer program designed to help with writing tasks. These services are designed to meet your child's individual needs and help them reach their IEP goals. Understanding these key points can help you advocate for your child's education and ensure they receive the support they need under the IDEA law.

6. What if the school/district refuses to do an assessment?

It is important to outline your areas of concern regarding your child's suspected disability upon your request. Your doctor can help you determine why your child should be evaluated based on your areas of concern. By doing this, the district is put on notice and should address the concerns listed.

If you've requested special education assessments for your child, it's possible that your child may be referred to a Student Study Team (SST). The purpose of this process is to exhaust all other accommodations in the least restrictive environment (LRE) before considering interventions that may or may not remove your child from their general education setting. These interventions/accommodations may look like Response to Intervention (RTI), preferential seating, peer assistance, frequent breaks, organizational help, etc... Note: The study team referral may not delay assessments without your consent.

In case the school district says no, they are required to present you with a Prior Written Notice (PWN) outlining the reasons why they're refusing to assess. According to the education code (34 CFR § 300.503), school officials may deny your request for only one valid reason; they must reasonably believe there's no evidence your child has a disability.

Nevertheless, you can challenge this by seeking an Independent Educational Evaluation (IEE). You should inform the school district (in writing) that you intend to seek reimbursement later in the event your child is found to be eligible under IDEA.

7. What if my child does not qualify for special education services?

If the school district found that your child does not qualify for special education services under an IEP, your child might still qualify for a 504 Plan. Although an IEP is more comprehensive, with specific educational goals and specialized instruction, a 504 Plan focuses on providing accommodations to ensure students succeed in a general education setting.

8. How do I ensure that my child receives support under a 504 Plan?

In your initial request for an assessment, you should mention the following:

"I request that the [School District] conduct a full evaluation to determine if my child qualifies for special education services under the Individuals with Disabilities Education Act [IDEA]. If my child does not qualify for special education, I request that she be evaluated under Section 504 of the Rehabilitation Act of 1973 to determine if she has any educational service needs that require accommodations or program modifications that are not available under special education."

If you have any documents that support your case, such as medical diagnosis, test results, and reports from doctors or psychologists. These documents can help demonstrate the impact of your child's disability on their education.

9. What should a 504 Plan include and how is it monitored?

The 504 Plan will outline the specific accommodations and modifications your child needs to access the general education curriculum. This could include things like extra time on tests, preferential seating, the use of assistive technology, etc.. Once the 504 Plan is in place, monitor your child's progress and communicate regularly with their teacher. The plan should be reviewed annually to ensure it continues to meet your child's needs.

10. What if the school district denies my request for a 504 evaluation?

You have the right to challenge this decision through a due process hearing or by filing a complaint with the Office of Civil Rights (OCR). Remember, the goal is to ensure that your child has the necessary support to succeed in school. Don't hesitate to advocate for your child's rights and seek the accommodations they need. For more information on your Parent Rights, please visit the following website from the California Educational Department and the U.S. Department of Education.

<https://www.cde.ca.gov/sp/se/qa/pssummary.asp>

Parents' Rights—A brief summary of Procedural Safeguards for students with disabilities receiving special ed services.

<https://www2.ed.gov/about/offices/list/ocr/504faq.html>

Sample Request for IEP Evaluation

To Whom It May Concern,

I am writing to formally request an Individualized Education Program (IEP) assessment for my child, **[Student's Full Name]**, who is currently enrolled at **[School Name]**. As a concerned parent, I believe that an IEP assessment is necessary to address my child's unique learning needs.

I have observed that **[Student's Full Name]** exhibited challenges, particularly in the following areas:

- **[Describe specific academic difficulties (e.g., reading, writing, math)]**
- **[Mention any behavioral or social-emotional concerns.]**
- **[Highlight any physical or sensory issues that impact learning.]**

I kindly request that the school district conduct a comprehensive assessment to determine **[Student's Full Name]**'s eligibility for special education services. The assessment should cover all relevant domains, including academic, behavioral, and social-emotional functioning.

Please consider this letter as an official request for an IEP assessment. I understand that the process involves collaboration between educators, parents, and other professionals. I am committed to actively participating in the assessment process and providing any necessary information.

I appreciate your attention to this matter and look forward to receiving further instructions regarding the assessment timeline and procedures. If you require any additional documentation or have any questions, please feel free to contact me at **[Your Contact Information]**.

Thank you for your prompt attention to this request.

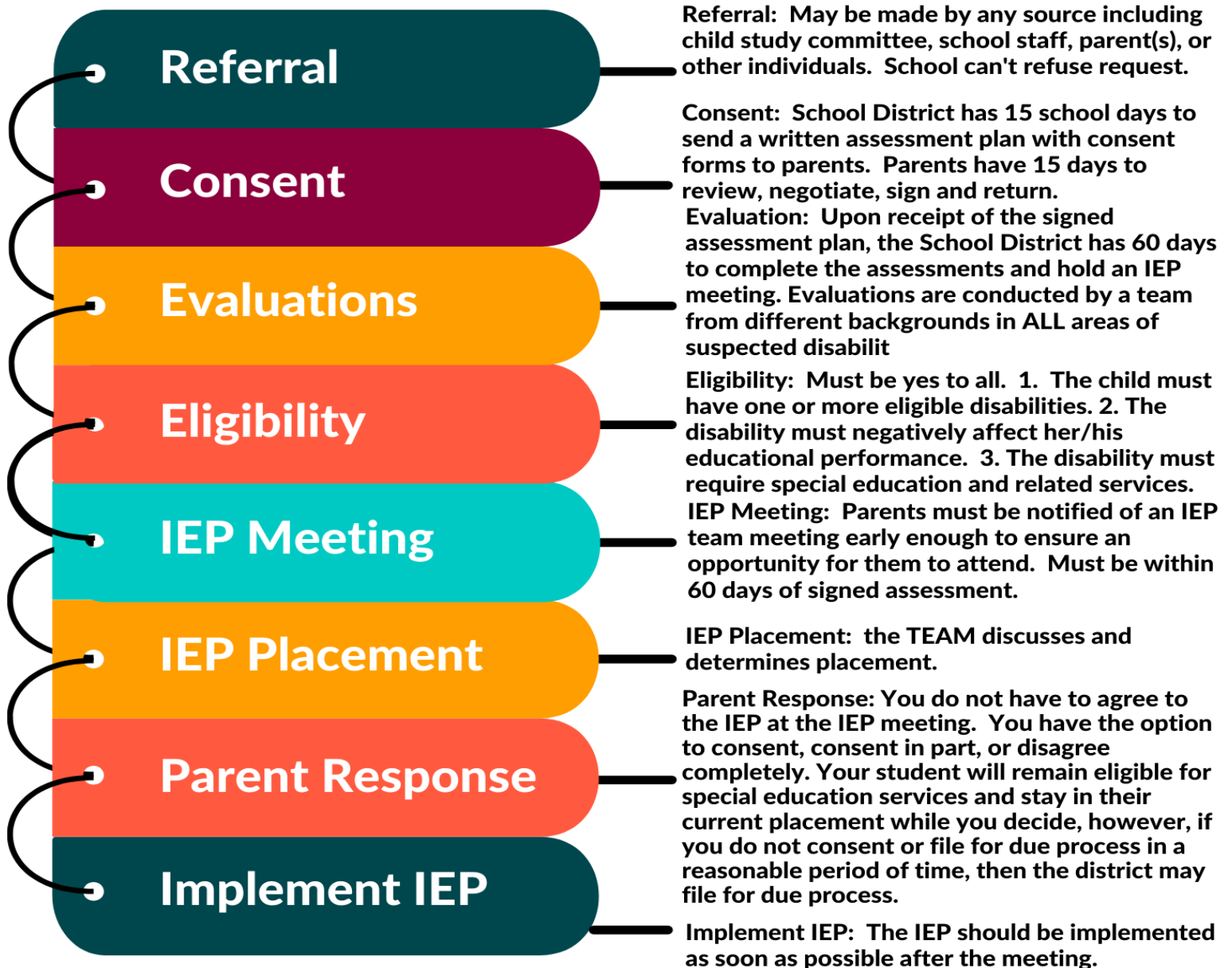
Sincerely,

[Your Full Name]

[Your Contact Information]

CALIFORNIA Special Education IEP Process

Timeline does not include weekends or holidays and is extended when school is out more than 5 days.





TIPS

- 1. Familiarize yourself with your child's IEP**, including their goals, accommodations, and services. Note any concerns or questions you may have to address during the meeting. Invest in a 3-ring binder to keep all our papers organized.
- 2. Be Prepared to communicate your concerns.** Clearly express your concerns, observations, and goals for your child's education. Share any relevant information or updates about your child's progress or challenges.
- 3. Be an active participant.** Take an active role in the meeting. Request any assessments at least five days before the meeting. This gives you time to process and understand the information, seek clarification, and take notes on questions or issues. Ensure the assessment shows your child's areas of need to ensure their unique needs are met.
- 4. Bring supporting documents.** If you have any evaluations, medical records, or other supporting documents, bring copies to the meeting. These can provide valuable insights into your child's needs and help guide the discussion.
- 5. Make sure all the necessary people are there.** Be sure all the necessary people, such as Speech and Occupational Therapists, are present to help you address your concerns. You can request their presence if not listed on the IEP meeting notice. Someone who knows your child can attend the meeting; they don't need to be an expert; they can provide support by taking notes.
- 6. What hopes do you have for your child?** It is important to be prepared to answer this question during the IEP meeting. Let them know if you want your child to attend college, find a job, feel safe in the community, and enjoy family and friends. This helps the school understand what kind of future you envision for your child.
- 7. Decide if you want your child to participate in the IEP meeting.** Your child is a crucial IEP team member, but if you feel it's not appropriate for them to join, you can ask your child to write a letter about important things to them or have them attend for the first few minutes of the meeting.
- 8. Decide if you would like to record the meeting.** Per California Ed Code 56341.1, parents can audio record IEP meetings so long as they give the school/school district at least 24 hours written notice. Decide if the recording will help...
- 9. You do not have to sign the IEP document that you agree to or do not agree with at the IEP meeting.** We recommend not signing an agreement and taking the IEP home to review and ensure you understand what was discussed.
- 10. If there was an issue, send a follow-up email or letter** to the IEP team summarizing the discussed points, agreements, and any outstanding concerns (if not reflected in the IEP document). This provides a written record of the meeting and ensures everyone is on the same page. If you do not sign, new services and goals will not start; your child's previous IEP (if you already have one) must stay in effect.

Visit the Autism Society Inland Empire at
ieautism.org or call us at 951-220-6922

Common Special Education Acronyms

Understanding special education acronyms is essential for effective communication and advocacy within the educational system. These acronyms represent key concepts, processes, and legal mandates that impact the education and support of students with special needs. These are some of the more common special education acronyms – but do not be afraid to ask what it means if someone is using a term or acronym you are not familiar with:

504 Plan: A plan under Section 504 of the Rehabilitation Act that provides accommodation and services to students with disabilities who do not qualify for an IEP.

ADA: Americans with Disabilities Act: Federal law prohibiting discrimination against individuals with disabilities in various settings, including education.

ASD: Autism Spectrum Disorder: A complex, lifelong developmental condition that can impact a person's social skills, communication, relationships, and self-regulation. It is defined by a certain set of behaviors and is often referred to as a "spectrum condition" that affects people differently and to varying degrees.

ASL: American Sign Language: A visual language that uses hand movements, facial expressions, and body movements to communicate.

ADHD: Attention Deficit Hyper Disorder: Is an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.

ADD: Attention Deficit Disorder: A term commonly used to describe symptoms of executive dysfunction, inattention, distractibility, and poor working memory.

ABC: Antecedent, Behavior, Consequence: A model that helps people understand behaviors by examining their key components.

- **Antecedent:** The event, action, or circumstance that happens before a behavior.
- **Behavior:** The action or response that the person exhibits after the antecedent.
- **Consequence:** The event or response that happens after the behavior.

ABA: Applied Behavior Analysis: A scientific approach to understanding behavior that focuses on how it changes, how the environment affects it, and how learning takes place.

APD: Auditory Processing Disorder: A disorder of the auditory system which causes a disruption in the way an individual's brain understands what they are hearing.

AT: Assistive Technology: Devices or tools that help students with disabilities access the curriculum (e.g., speech-to-text software, communication devices).

BIP: Behavioral Intervention Plan: A legally defined plan to address challenging behaviors and promote positive behavior in students.

BSP: Behavior Support Plan: A district-specific tool guide to managing behaviors rather than a fully developed plan of action.

DIS: Designated Instructional Services: These support services help a child benefit from his special education program (like speech therapy, occupational therapy, etc.)

DSM: Diagnostic and Statistical Manual of Mental Disorders (DSM-5): A vital reference book for mental health professionals in the U.S. It provides detailed definitions, symptoms, and criteria for various mental health conditions and organizes them into groups.

ED: Emotionally Disturbed: One of the qualifying conditions under IDEA for special education.

ESY: Extended School Year: Special education services provided during breaks to prevent regression.

FAPE: Free Appropriate Public Education: The right of students with disabilities to receive an education tailored to their needs at no cost.

FBA: Functional Behavioral Assessment: A process that schools use to identify and understand challenging behaviors in students.

G&T: Gifted and Talented: When a student has academic or creative abilities that are above average for their age.

HOH: Hard of Hearing: A hearing loss where there may be enough residual hearing that an auditory device, such as a hearing aid or FM system, provides adequate assistance to process speech.

ID: Intellectual Disability: Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

IDEA: Individuals with Disabilities Education Act: Federal legislation that ensures students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment.

IEP: Individualized Education Program: A personalized plan developed for students with disabilities, outlining their educational goals, services, and accommodations.

IPP: Individual Program Plan: A document that describes your child's needs, goals, and objectives, as well as the services and supports your child requires to achieve those goals and objectives.

IQ: Intelligence Quotient: A measure of the intelligence of an individual derived from results obtained from specially designed tests.

LD: Learning Disability: A lower intellectual ability, significant impairment of social or adaptive functioning and onset in childhood.

LEA: Local Education Agency: A local entity involved in education including school districts, county offices of education, direct-funded charter schools, and special education local plan area (SELPA).

LID: Low Incidence Disability: A severe disability that affects a person's daily life and occurs in low numbers within the general population.

LRE: Least Restrictive Environment: The educational setting that allows students with disabilities to learn alongside their non-disabled peers to the greatest extent possible.

NCLB: No Child Left Behind: An education act that requires states to establish student academic standards as well as an assessment system to ensure that all students are meeting the academic standards.

NPA: Non-Public Agencies: An entity contracted with a school district to provide a program of special education services for students whose special education needs cannot be met by their resident school district.

NPS: Non-Public Schools: A private, nonpublic, nonsectarian school that enrolls individuals with exceptional needs pursuant to an Individualized Education Program (IEP).

ODD: Oppositional Defiant Disorder: A behavioral disorder in children and adolescents that's characterized by frequent episodes of anger, hostility, and disobedience.

OHI: Other Health Impaired: A broad category that covers conditions that limit a child's strength, energy, or alertness.

OI: Orthopedic Impairment: a physical disability that may qualify a child for an Individualized Education Program (IEP) if it significantly affects their ability to learn in school without special education services

OT: Occupational Therapy: A service that helps students develop fine motor skills, sensory processing, and daily living skills.

PT: Physical Therapy: A service that focuses on improving students' physical abilities and mobility.

PWN-Prior Written Notice: a legal right guaranteed to parents of students with IEPs. A PWN must be sent every time a district proposes or refuses to initiate a change to the identification, evaluation, educational placement of or provision of FAPE to a student.

RS: Related Services: Supportive services that help students with disabilities participate in special education and maximize their educational outcomes.

RTI: Response to Intervention: A multi-tiered system of support to address academic and behavioral needs.

SAI: Specialized Academic Instruction: A service that schools provide to students with special needs to help them access the general curriculum

SDC: Special Day Class: A self-contained classroom in a public school system that provides specialized instruction and services for students with disabilities who require more intensive needs than a general education class can meet

SELPA: Special Education Local Plan Area: A group of school districts, charter schools, and County Offices of Education who provide special education and related services to students with disabilities.

SIB: Self-Injurious Behavior: This involves the occurrence of behavior that could result in physical injury to one's own body.

SLD: Specific Learning Disability: A category of disability that affects academic skills (e.g., reading, math).

SLP: Speech-Language Pathologist: A professional who assesses and treats communication disorders.

ST: Speech Therapy: A service that focuses on improving pronunciation, strengthening the muscles used in speech, and learning to speak

TBI: Traumatic Brain Injury: An acquired brain injury caused by an external force that can impair a child's educational performance.

VI: Visual Impairment: A term that includes both partial sight and blindness and is defined as a vision impairment that negatively affects a child's educational performance, even with correction.

Resources for IEP Assistance

The IEP Process can be emotional and overwhelming at times – but there is help!

- a. Training on the process and how to navigate the educational system
- b. Nonprofit and government agencies who can answer basic questions
- c. Educational advocates
- d. Educational attorneys

If the student is an Inland Regional Center client, it may be possible for Inland Regional Center to pay for an attorney. You would need to invite your Regional Center case worker to the IEPs to witness the process to see nothing is getting resolved through grievances and disputes, then they may be able to request for Regional Center to pay for an Educational Advocate.

This Education Advocate can provide the client with enhanced advocacy through mediation and appeals. For children ages 3 to 18 years, this service can be funded as an educational service.

When inviting your caseworker, keep in mind that:

You do need to give your caseworker 3-4 weeks advance notice of the IEP date to increase their chances of attending the meeting.

Include your case worker's name on the Notice of Meeting form, this is the form that you sign confirming that you are either attending the meeting or need to reschedule.

The caseworker cannot advocate for services such as Speech Therapy, ABA Therapy, etc... during the IEP meeting. They can, however, help you come up with a plan and support you as you advocate for your child during the IEP meeting.

IEP Training

A Day in Our Shoes

<https://adayinourshoes.com/parent-training-iep/>

Prepare for an IEP Meeting by listening to the IEP Podcast. Hundreds of posts. Thousands of IEP Goals and IEP accommodations. Tons of advice and tips after attending 100s of IEP meetings.

Advocates for Angels

909-841-2600

<http://advocatesforangels.com>

Offers "Ultimate IEP Parent Empowerment Virtual Program" \$199 for 6 months.

Autism Society Inland Empire

(951) 220-6922

www.IEAutism.org

Offers telephone and email support and assistance for special education and the IEP process. Conducts workshops (usually free or low cost. Check the calendar or subscribe to their newsletter for a list of upcoming workshops.

Law Office of Devon Rios

(323) 530-0560

<https://www.unspokenrulesiep.com/>

Devon Rios, an award-winning education rights attorney developed an online course, Unspoken Rules: IEP Nuts & Bolts to empower parents and guardians everywhere in the IEP process.

Master IEP Coach

<https://www.masteriepcoach.com/>

IEP Trainings, Podcast, and Blogs by Catherine Witcher, M. For 20+ years, she has worked for parents and teachers, helping everyone work together to create IEPs with less stress and more results.

The Intentional IEP

<https://www.theintentionaliep.com/>

Has developed an actively growing IEP Goal Bank full of thousands of IEP goals. Written by teachers for teachers.

Wrightslaw

www.wrightslaw.com

Online information about special education law, education law, and advocacy for children with disabilities.

Nonprofit and Government Agencies

Autism Society Inland Empire

(951) 220-6922

www.IEAutism.org

Offers telephone and email support and assistance for special education and the IEP process. Conducts workshops throughout the Inland Empire and webinars on special education.

California Department of Education

<https://www.cde.ca.gov/sp/se/sr/iepresources.asp>

Resources on individualized education programs (IEPs) to improve instruction, assessment, and accountability for students with disabilities.

Disability Rights California

Ontario Office: 3602 Inland Empire Blvd Suite C-110 Ontario, CA 91764
213-213-8000

<https://serr.disabilityrightsca.org/>

Disability Rights California, a federally mandated, non-profit organization established to protect and advocate for the human, civil, and service rights of Californians with developmental disabilities. Staffed by attorneys and advocates, they have the most comprehensive collection of information related to California Special Education, including an online version of "Special Education Rights and Responsibilities." Publications are available in Chinese, Korean, Vietnamese, Spanish, and many other languages. <https://www.disabilityrightsca.org/publications/serr-special-education-rights-and-responsibilities>

Team of Advocates for Special Kids (TASK)

Community Access and Disability Center
6848 Magnolia Ave., Ste. 150 Riverside, CA 92506
951-328-1200

<https://taskca.org/>

Telephone support and assistance with special education and the IEP process. Holds workshops on special education and transition planning, IEP consultations and document review. It also provides assistive technology labs and AAC consultations.

Special Education Advocates

Need someone to attend your IEP with you or have more than a simple question? Special Education Advocates usually charge fees, but less than attorneys to guide you through the special education process or attend IEPs with you. There is no formal license or certification, but many have lived experience or educational backgrounds and can advise on services, teaching methods, and local school systems.

ABA Innovations - Imari Nicoloff, Ed.D

760-702-7280

fapeforall@gmail.com

<https://www.facebook.com/specialeducationadvocacy/>

ABA Innovations is a full-service Educational Consultation business.

Advocates for Angels

909-841-2600

<http://advocatesforangels.com>

Advocates for Angels provide experienced advocates/consultants to work with families to ensure their child receives an appropriate education to meet their unique needs in the least restrictive environment. Will attend IEP, 504, SST meetings, conflict resolution and mediations. Valerie's innovative e-learning programs help parents become more knowledgeable, confident and effective advocates to create powerful shifts in the special education system.

American Advocacy Group

2082 Business Center Dr. Ste 235, Irvine

877-762-0702

www.americanadvocacygroup.com

Assists with first-class, affordable advocacy services that benefit individuals diagnosed with developmental and physical disabilities and their families. Their goal is to take quality time to get to know your family and to offer you options that will best meet your family's needs. Provides advocacy services in In-Home Supportive Services (IHSS), IHSS Appeals, Conservatorship, Educational Advocacy, IEP services and Due Process Representation. Free consultations and Spanish speaking staff available.

AOTS Group

28544 Old Town Front St. Suite 301 Temecula

951-251-4437

aotsgroup@gmail.com

<https://www.facebook.com/4iephelp>

Educational Consultant providing Special Education Advocacy, Dispute Resolution Consulting, and Training.

Brian Allen

661- 264-7351

<https://theofficeofbrianallenspecial.ed.godaddysites.com>
advocate_dude@yahoo.com

Educational Advocate with over 18 years of experience with IEPs, 504s, Inland Regional Center and IHSS

Community Access Center

6848 Magnolia Avenue, Suite 150, Riverside CA - 951- 274-0358

74-390 Hwy 111, Palm Desert CA - 760- 568-9301

www.ilcac.org

Provides the following Services: Individual Advocacy, Information, and Referral, PARADIGMS, The Technology Evaluation Computer Center, Self-Advocacy training, ADA compliance reviews, Mental health counseling in American Sign Language, and Caregiver Training. Will attend IEPs or IPPs for Regional Center.

Dr. Elena Watson

951-977-8000

jen@abc4iep.com

<https://abc4iep.com>

ABC4IEP provides the experience, quality, and affordable advocacy services that every family deserves. Special Education professionals with over 30 years' experience. Providing advocacy and training to help parents understand the special education process. Free 15-minute consultation.

Hope Consulting and Advocacy- Linda Higgins

13657 Norton Ave Chino, CA 91710

909-525-0763

<https://www.facebook.com/HopeConsultingandAdvocacy/?ref=bookmarks>

Advocacy for IHSS and consultations for educational needs with a fee. Services are provided via Zoom, phone call and text.

Know IEPs? Dr. Sarah Pelangka, Ph D, BCBA-D, E.S.C.

310-597-0060

<https://knowieps.com>

Dr. Pelangka is a Board-Certified Behavior Analyst – Doctorate (BCBA-D) and has worked in special education for 18+ years. She offers training for families and professionals in a variety of areas, including behavior support and IEP/Special Education knowledge. She can also serve as an independent assessor in the

following areas: Functional Behavior Assessment, Aidé Assessment, and Inclusion Assessment. Bilingual services are offered and there is a free initial 15-minute consultation.

Office of Administrative Hearing

<https://www.dgs.ca.gov/OAH/Case-Types/Special-Education/Resources/Advocate-List>

Maintains a list showing advocates who self-certify that they offer Special Education services throughout California at reduced cost or for free.

Peter Attwood

951-897-1721

peter.attwood@hotmail.com

Educational Advocate

Samantha Morton

TeamMAG@MortonAdvocacyGroup.com

<https://www.mortonadvocacygroup.com/>

Samantha received a Certificate of Completion in Special Education Law and Advocacy and has been serving the local special needs community as an Educational Advocate for more than 15 years. Free consultation available.

Sandi Ames

949-351-6380

parentscan@yahoo.com

Focuses on collaborating with the student's IEP team while providing parents with the assistance they need to ensure their child receives the services and support necessary to develop to their fullest potential. Workshops are offered at no cost on several topics, including Parents as Partners, navigating the IEP process, Self Determination, Person-Centered Planning, and Legal Rights and Resources.

Sandra Marzullo, Special Education Advocate

985 Kendall Drive #193, San Bernardino

(909) 856-6418

marzullos@aol.com

Provides many services, including educational record review, assessment request, parent training, IEP or 504 meeting attendance, assistance in developing goals, filing compliance complaints, and assisting with regional center issues.

Special Education Attorneys

Special Education attorneys must have a state license to practice law. They provide legal advice, prepare legal documents, and represent you in due Schools may be wary of attorneys, but having one shows seriousness, often prompting quicker responses. Attorneys can be expensive, charging \$100 or more per hour.

Adams Esq

3895 Brockton Avenue, Riverside CA 92501

951-686-6899

riversideadmin@adamsesq.com

Spanish speaking member: Karla Rosales krosales@adamsesq.com

www.adamsesq.com

Jean Murrell Adams opened the law firm of ADAMS ESQ in October of 2002. Ms. Adams' experiences in advocating for a child with exceptional needs compelled her to establish a special education law practice. Over 25 attorneys, advocates and staff of ADAMS ESQ are committed to improving the lives of children with disabilities by advocating for a free and appropriate education. ADAMS ESQ has expanded to six locations throughout California and Nevada. Offers free consultations and fee waiver for qualifying families.

Amster Law Firm

1976 S. La Cienega Blvd. #C-353, Los Angeles, CA 90034

213-444-6028

melissa@amsterlawfirm.com

www.amsterlawfirm.com

Located in Los Angeles, California, Amster Law Firm represents individuals with special needs in special education, Regional Center and In-Home Supportive Services matters. Amster Law Firm is committed to a person-centered approach. Age, race, gender, income, educational level, and/or English proficiency should not determine which services an individual with special needs receives. Offers free consultations.

Augustin Egelsee

8141 East Kaiser Boulevard Suite 315 Anaheim Hills, CA 92808

714-602-1498

www.ockidslaw.com

The attorneys at Augustin Egelsee, LLP have over 40 years of combined legal experience, helping parents obtain the services and programs their children are entitled to receive. Has extensive experience advocating for special needs programs in Southern California. Also focuses on discipline, suspension, and involuntary transfers for Special and general education. Offers Free Consultation. Spanish speaking legal assistants: Sylvia Armas and Aly Lopez

California Special Needs Law Group

Attorney: Richard L. Isaacs and Linaja Mikalonis

Paralegal and Advocate: Julie Levy

333 Michelson Drive, Suite 300 Irvine, CA 92612

714-251-6530

info@csnlg.com

www.csnlg.com

Provides legal services at an affordable cost. This helps in filling the void for families who cannot afford a typical attorney but who also do not qualify for legal aid services. Educates clients on the IEP process, so they feel emboldened and confident to address their child's educational needs without an attorney in the future.

Counsel for Kids

122 Stallion, Suite G, Irvine CA 92602

626-340-6024

www.counselforkids.com

Counsel for Kids is dedicated to assisting all families with a wide variety of educational needs. Assists with the representation of students throughout Due Process Proceedings, including Resolution Sessions, Mediations, and Due Process Hearings. Provides representation at IEP meetings, Manifestation Determinations, Disciplinary/Expulsion Proceedings, and Admission Hearings. Offers free consultation and file review.

Economou Law Group

536 E. Rowland St., Suite B, Covina, CA 91723

626-765-9607

eli@economoulawgroup.com

<http://economoulawgroup.com>

Free consultations and file reviews are offered for all matters handled, including both educational issues and estate planning matters. They have extensive experience with several schools' districts in the Southern CA area in all concerns

regarding education, including special education matters, school discipline, inter/intra District transfers and much more.

Inland Counties Legal Services Inc.

Ontario | Riverside | Victorville

(888) 245-4257

intake@icls.org

www.inlandlegal.org

The Education Team assists students entitled to special education or disability rights by acting against school districts to preserve their rights and keep students in public schools. ICLS handles the following education-related issues: Discipline, including suspension and expulsion, enforcement of special education/disability rights, which includes homeless students being denied access to education, foster students with special education issues, or other situations in which child is being denied a right to an education. ICLS provides free legal services to people that are low-income because the ability to pay for an attorney should not dictate the ability to access justice. Eligibility varies by legal issue, so contact to find out if they can help. Spanish speaking staff and free consultation available.

Law Office of Devon Rios

8605 Santa Monica Blvd. PMB 36132 West Hollywood, CA 90069

(323) 530-0560

Assist@devonriosapc.com

<https://www.devonriosapc.com>

This law firm is dedicated to empowering your child's education with personalized and easily accessible legal support. They represent and consult with families at all stages of the IEP process, from initial assessments to IEP meetings to due process hearings and federal court appeals. Offers flat fee consultation services, allowing you to have an attorney in your corner for any curveballs the school year might bring.

Law Offices of Liu & Naime

8291 Utica Ave., Suite 100A, Rancho Cucamonga, CA 91730

909-941-4114

<http://liunaime.com>

Full-service law firm practicing in Dependency Law, Family Law, Personal Injury Law, and Special Education Law. Offers free consultations and has extensive experience in supporting kids with special needs, IEP's, civil lawsuits, and due process hearings. Spanish speaking staff available.

Law Offices of Sarah M. Gross

Remote Services Only

909-202-4557

www.sarahgrosslaw.com

Sarah's mission is to provide excellent, student-centered legal representation focusing on the unique needs of special education students throughout San Bernardino and Riverside County. Specializes in detailed review, analysis of each client's needs, prompt and frequent communication, and educating parents so they are involved and understand the process every step. Free 30-minute consultations over the phone and via video conference.

Law Offices of Vivian McPayah-Obiamalu, Esq.

2102 Business Center Drive, Suite 130 Irvine, CA 92612.

949-424-2209

vivian@vobiamaluesq.com

www.vmcpolaw.com

Vivian Obiamalu, Esq., advocates for children with special needs to ensure they access the education they need and deserve. Our law firm offers full-service counseling and representation to get special education services including representation at all levels including Disciplinary issues, Placement, Reasonable accommodation, Individualized education program (IEP), Interrelated Classroom, Mediation and Due process complaints/hearings.

Slovak Baron Empey Murphy & Pinkney SBEMP Attorneys LLP

1800 East Tahquitz Canyon Way, Palm Springs

760.322.2275

74785 Hwy 111, Ste. 105, Indian Wells

760-322-9240

<https://sbemp.com/practice-areas/special-needs-disability-healthcare-access/>

SBEMP's Special Needs & Elder Law practice group provides representation and advocacy for individuals and families with special needs due to disability or age. Offers a broad range of services, including Special needs trusts (SNT), Guardianships & Conservatorships Trust, guardianship, and conservatorship accountings, Access to federal and state disability-based programs, Medicaid planning, Medicaid, Medicare, and private health insurance coverage and Special Education. Free 10-minute consultation.

Special Education Kids Attorney

(949) 257-2310 - Se Habla Espanol

spedkidsattyast@gmail.com

www.specialedkidsattorney.com

Special educational kids' attorney is passionate about helping low-income children with special needs. Handles cases throughout the Inland Empire and San Diego County.

Tsadik Law

1003 Wilshire Blvd. Suite #205 Santa Monica CA 90401
213-677-0999

<https://tsadiklaw.com/los-angeles-special-education/>

Tsadik Law is a special education law firm based in Los Angeles. Its goal is to provide expert legal representation to legal guardians and parents of children with special educational needs. Has a long history of representing clients in the special education field. Free consultation available.

Woodsmall Law Group, PC- Mark Woodsmall, Attorney at Law

2076 Lincoln Ave., Pasadena
626-314-6832

www.woodsmallllawgroup.com

Provides experienced, practical, and sophisticated representation in matters related to the educational and community access rights of the special needs child. Practices in the areas of Special Education, IDEA & Section 504 Claims, Rights Under the Lanterman Act/Regional Center, and Civil Litigation. Spanish-speaking staff available. Free consultation available.