

Before the IEP planning meeting:

- Consider the vision you have for your child for the future as well as for the present year.
- List your child's strengths, needs, and interests and your major concerns about his or her education.
- Consider how your child's disability affects his or her education.
- Think about your child's educational progress. What has been working and what has not?
- Request a written copy of your child's evaluation results or a meeting with school staff to discuss the evaluation before the IEP meeting. This gives you an opportunity to understand the evaluation before the IEP planning for your child.
- Consider the evaluation results. Do they fit with what you know about your child? Is the evaluation complete and accurate? If you disagree with the school's evaluation, you may request, in writing, an independent educational evaluation (IEE) at no cost to you. The school must provide the evaluation or show through a due process hearing that its evaluation is appropriate. The results of an IEE must be considered by the team in planning.
- Consider a variety of ways to involve your child in planning his or her IEP, starting at a young age. Self advocacy skills are important to develop.
- If needed, plan to bring someone with you to the meeting, such as a spouse, relative, friend, or representative from a local disability organization.
- Make sure others at the meeting never forget that the meeting is about a real child.
- Share your visions for your child, both short-term and long-term.
- Discuss your child's strengths and needs and your concerns about your child's education.
- Remember that diagnostic tests and assessments do not present the total picture.
- When you believe that the teacher and school personnel are doing a good job, tell them so. Praise, when deserved, is a great thing.
- Be a good listener. Ask questions.
- Make sure you understand. If you don't understand something, ask to have it explained in a way that you can understand.
- Expect that what you know about your child will be used in making decisions.
- Use school data, your child's progress reports, and other information you know about your child to make decisions.
- Take the proposed IEP document home to review or ask that a copy be sent to you. You probably will not want to agree to a proposed IEP at the end of the meeting. You have 14 calendar days from the time you receive the written IEP to agree or disagree with the program in writing and return it to the school.

After the IEP planning meeting:

- Your child's IEP must be reviewed at least once a year to determine whether the annual goals have been achieved and to revise the IEP if necessary.
- You must be informed regularly about your child's progress, at least as often as parents who have children without disabilities are informed about the progress their children are making. You will be informed about whether your child is making progress toward meeting the IEP goals, and whether the progress is enough to reach the goals. If your child is not making adequate progress, an IEP meeting should be held to review the IEP and make needed changes.
- You may request an IEP meeting at any time.

At the IEP planning meeting:

This meeting is very important. You, the school staff, and any other parties attending the meeting will review and discuss information about your child to plan the IEP. It provides an excellent opportunity to ask questions and share important insights about your child, whom you know better than anyone else does. The school needs to know what your child is like at home and in the community, as well as what your child's interests and activities are.



Even if you have:

- Uncertain housing
- A temporary address
- No permanent physical address

You are guaranteed enrollment in school by the federal McKinney-Vento Act and California state law if you live:

- In a house or apartment with more than one family due to loss of housing or economic hardship
- With friends or family because you are a runaway or an unaccompanied youth
- In substandard housing (without electricity, water, or heat)
- In a shelter (family, domestic violence, or youth shelter or transitional living program)
- In a motel, hotel, or weekly rate housing
- In an abandoned building, in a car, at a campground, or on the streets

You can enroll in school immediately even without the documents normally required for enrollment, such as:

- Proof of residency
- Immunization records or other required health records
- School records
- Legal guardianship papers

Your child may:

- Participate fully in all school activities and programs for which he/she is eligible.
- Receive transportation to and from the school of origin if you request it.
- Continue to attend the school in which he/she was last enrolled even if you have moved away from that school's attendance area.
- Qualify automatically for school nutrition programs.

Your responsibilities are to:

- Make sure your child gets to school on time and ready to learn.
- Stay informed of school rules, regulations, and activities.
- Contact the homeless liaison for assistance in removing barriers to your child's education.
- Attend parent/teacher conferences, Back-to-School Nights, and other school-related activities.

You can
ENROLL
in school!

For questions about enrolling in school or for assistance with school enrollment, **contact:**

• Your local school district homeless liaison:

• Your county homeless liaison:

• Your homeless state coordinator:

Leanne **Wheeler**
State Coordinator
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814
Phone: 1-866-856-8214



What is AVID?

AVID, Advancement Via Individual Determination, is a **schoolwide transformation** effort focused on leadership, systems, instruction, and culture, and is designed to increase the number of students who **enroll and succeed in higher education** and in their lives beyond high school. The AVID College Readiness System is the only elementary through higher education instructional system (K–16), which allows for regional alignment that strengthens student potential for completion.

AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in **rigorous curriculum**. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.

AVID membership can be funded through various federal, state and local sources. Visit www.avid.org for resources about available funding.

How AVID Works

AVID training and resources help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, providing support, and building relationships that encourage student engagement.

AVID is a leader in professional learning, training more than 25,000 educators each year. Opportunities include:

- Summer Institutes
- National Conference
- Leadership trainings
- Path (core content) trainings

Across all content areas, AVID's research-based strategies and curriculum develops students' **academic skills**, like reading, writing, and critical thinking, and **academic behaviors**, including organization, time management and goal setting.

AVID Impacts:

Leadership

- Provides meaningful and motivational professional learning opportunities
- Develops campus-based leadership through the AVID Site Team
- Supports campus leadership in opening access
- Develops family and community outreach

Systems

- Addresses issues of access and equity
- Increases vertical articulation
- Increases enrollment in advanced academic courses
- Provides data collection and analysis

Instruction

- Supports Common Core and other state standards
- Develops students as readers and writers
- Teaches specific strategies for critical and higher-level thinking
- Utilizes WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) as a foundation for learning
- Employs Socratic methodologies
- Cultivates time management and goal-setting behaviors

Culture

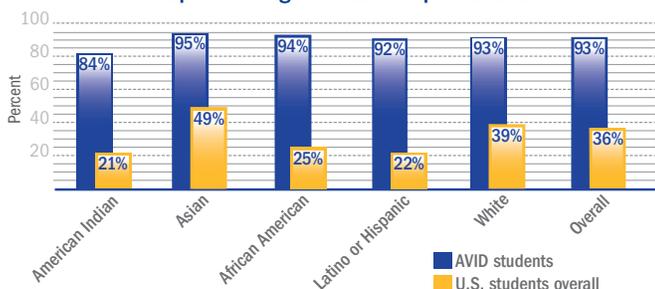
- Acts as a catalyst to improve the belief system, culture, and instructional strategies for all students
- Provides support so students can meet high expectations
- Empowers students with academic, career, and life skills

explore www.avid.org to learn more

AVID Closes the Achievement Gap

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID Elective students, regardless of ethnicity, complete college entrance requirements.



“AVID will help us realize the American Dream—that through persistence, effort, and self-determination, all of our dreams can, in fact, become a reality.”

Jesus Medrano
AVID graduate, Southwest High, 2002
MIT graduate, 2006

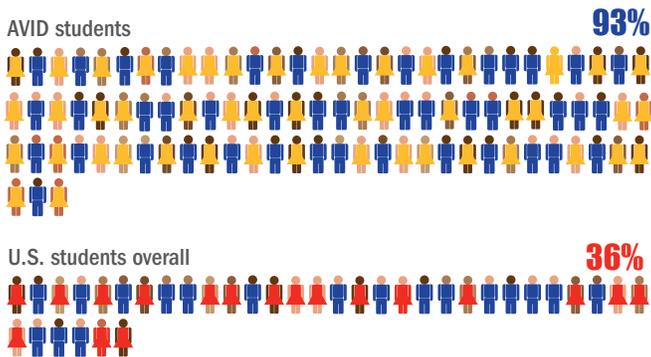
The AVID College Readiness System

AVID Elementary is a foundational component designed to be embedded into the daily instruction of all elementary classrooms. AVID Elementary spans K–8 in three stages: Beginnings, Foundations, and Bridges. Each stage is designed to meet the needs of students within a specific range of development. AVID’s strategies and philosophy of educational opportunities for all students are threaded and embedded throughout the instructional day, across grade levels, and ultimately across sites.

AVID Secondary helps schools develop a culture of college readiness for all students across the campus. In the AVID Elective class, students receive daily instruction and support to prepare them for college from a trained AVID Elective teacher. AVID impacts students schoolwide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes by teachers who have been trained to use AVID strategies in their specific content area.

AVID for Higher Education works with postsecondary institutions to support students with the goal of increasing academic success, persistence, and completion rates in the Student Success Initiative. Colleges of education use the AVID Teacher Preparation Initiative to provide teacher candidates with AVID frameworks, methodologies, and strategies so that they enter the teaching field able to meet a broad spectrum of students’ needs.

AVID students complete college entrance requirements at a rate of 2.5 times greater than U.S. students overall.



AVID Center – AVID Senior Data Collection, study of 33,204 AVID seniors (2011–2012) Greene, J. P., & Forster G. (September, 2003). Education working paper no. 3: Public high school graduation and college readiness rates in the United States [White paper]. New York, NY: Manhattan Institute for Policy Research. Retrieved from http://www.manhattan-institute.org/html/ewp_03.htm. (Most recent national data available)

