



Interstate Compact Facilitator's Guide

Updated: November 2010

Overview

School liaisons (SL) play a unique and critical role in helping children of military families navigate the complex world of school transition. While the Interstate Compact on Educational Opportunity for Military Children (the Compact) provides some consistency between states, it will only be effective if military families are aware of what the Compact provides. Under the Compact, states should provide information to school districts on how to implement the Compact, and the Services should educate the parents on the Compact. SLs can play an important role in that education.

Guidance

The purpose of this guide is to facilitate Compact training of military school liaisons (SLs) by the Service representatives or Regional School Liaisons. The information was developed by the Department of Defense (DoD) in collaboration with the Military Interstate Children's Compact Commission (the Commission). Additional materials, including an article and a PowerPoint presentation, "Implementation Update," are available in the Joint Services School Liaison HOMEFRONT Connections community. These materials may be used when training parents or briefing military community members.

The information in this guide represents key information about the Compact that is applicable to SLs from all military Services across the DoD and includes instructions for five modules and a PowerPoint presentation specific to each module. Each module identifies the use of particular materials, e.g., worksheets for the suggested activities, which are intended to promote an interactive training environment. The materials are also well-suited for virtual training environments such as a webinar or a teleconference as part of an ongoing discussion on the implementation and effectiveness of the Compact. While the modules may be offered sequentially within a comprehensive training session, they may also be offered individually during shorter training sessions or used to facilitate refresher discussions on the Compact's provisions. The modules can be used by regional liaisons working with local SLs or at a training session held by a Service.

While the content of the modules should not be modified, you may tailor the training to your Service by modifying Slide 2 of each PowerPoint presentation with your Service logo and presenter name(s) and contact information. Additionally, you can augment this training with Service-specific information such as data relevant to your Service's SL audience and the families they serve, or details regarding the SL's roles and responsibilities. This augmentation may be accomplished by modifying the notes section of the slides or developing supplemental materials, e.g., a handout that includes Service-specific information.

The minimum amount of time required to complete each activity is provided to help you build your training agenda. Depending on the composition of your audience and the length of your discussion, some activities may take longer. It is recommended that you build in some extra time for each module to allow for flexibility and additional discussion.

Module Summaries:

Module 1: Interstate Compact Overview provides background on the Compact and an overview of its provisions.

Module 2: Interstate Compact Quiz contains a short quiz to check for understanding of the Compact followed by facilitator notes to explain the answers. This quiz incorporates most of the new rules passed by the Commission in November 2009.

Module 3: Successes and Concerns provides an opportunity to share successes and concerns centered around transition issues.

Module 4: Case Studies includes a series of possible scenarios related to the Compact, which provide an opportunity for collegial sharing and problem solving.

Module 5: Sharing the Compact with Parents is a planning session designed to examine the many ways to reach out to parents and inform them of how the Compact can help with transition issues.

Module 6: Issue Resolution provides a tutorial on how to address issues related to the Compact as they arise. SLs, administrators, counselors, and parents need to be aware of the process for resolving concerns. While the process is still under development, this module provides suggested avenues for resolving issues.

If you have feedback on these training materials, please submit the feedback to your Military Service Headquarters.

In conjunction with this training, the Office of the Deputy Under Secretary of Defense for Military Community and Family Policy has established a closed social networking community for SLs via Military HOMEFRONT Connections (HFC) (<https://apps.mhf.dod.mil/homefrontconnections>). It is recommended that you share information about this community at the conclusion of your training to facilitate ongoing collaboration and information sharing among SLs. Please consult your Military Service Headquarters staff for additional information about the SL HFC community.

Module 1

Interstate Compact Overview

Interstate Compact Overview

This module is designed for an audience that lacks a general understanding of the Interstate Compact on Educational Opportunity for Military Children (the Compact). If the audience is familiar with the Compact, you may elect to skip this module.

Objectives:

- To provide background on the Compact and an overview of its provisions
- To discuss the status of Compact implementation and the role of SLs in helping children of military families navigate school transitions and realize the benefits of the Compact

Trainer Reminders:

- Minimum time: 30 minutes
- Personalize Slide 2
- Flip chart paper and markers

Directions:

1. **Introduce** the background on the Compact (through Slide 6 of the Module 1 PowerPoint slide deck). (10 minutes)
2. **Pause** and ask SLs, “How would you describe your job as a school liaison officer in relation to school transitions for military children? What are your responsibilities?” Write responses on the flip chart. (5 minutes)
3. **Provide** an overview of the Compact articles using the remainder of the Module 1 slides. Return to the list of responsibilities generated by the SLs after each article you present, and ask for examples of how the SL responsibilities facilitate a family’s ability to realize the benefits of each particular article. (15 minutes)

Module 2

Interstate Compact Quiz

Interstate Compact Quiz

Objectives:

- To check existing knowledge about the components of the Interstate Compact on Educational Opportunity for Military Children (the Compact)
- To introduce rules passed by the Military Interstate Children's Compact Commission (the Commission)
- To clarify misunderstandings about the Compact

Trainer Reminders:

- Minimum time: 30 minutes
- Personalize Slide 2
- Print quizzes
- Pens/pencils
- 2 versions of the quiz answers for facilitator

Directions:

1. The quiz (5 minutes)

- **Distribute** the quiz. Have school liaisons (SLs) answer individually or in pairs.
- **Provide** directions. Ask participants to put an * next to any answer about which they are not certain.

2. Quiz Review (20-25 minutes)

- **Display** or read the correct answers and have SLs check their papers. If time allows, go through each question to clarify understanding. If time is limited, ask SLs for questions regarding any of the items.

Determine whether the following statements are True or False. Put an * by items about which you are uncertain.

1. School districts may charge parents a reasonable amount to reproduce unofficial records.	
2. Students have thirty days after enrollment to obtain a TB test.	
3. If a student was in a gifted program in the sending state, then the student must be placed in a gifted program in the receiving state until the receiving school can complete local assessments.	
4. In states where the Compact has been adopted, Impact Aid will follow the student to his/her school.	
5. If a school does not offer a course a student was taking in his/her previous school, the district may allow the student to attend that course at another school in the district.	
6. The Compact requires that a student will start with the same grade point average (GPA) he/she had in his/her previous school upon enrolling in a new school.	
7. A student moving to a different school jurisdiction to accommodate a parent's deployment may attend without having to pay tuition.	
8. The Compact requires states to change their graduation requirements for military students.	
9. If a student does not meet the graduation requirements of the receiving state, then the sending state must provide a diploma.	
10. If a student misses cheerleading tryouts, he/she is still eligible to be on the squad.	
11. Students must complete all immunizations within thirty days of enrollment.	
12. If a student was taking Advanced Placement (AP) Calculus in the sending state, and there is no room in AP Calculus in the receiving state, the school must begin a new class.	
13. If a principal refuses to waive a course requirement even though a similar course was taken in a previous school, the principal must provide a reasonable justification for denial.	
14. A school district may waive community service requirements for graduation if the student will not graduate on time.	
15. States may accept exit exam results required for graduation from a sending state.	
16. If a parent moves to another district within the state, his/her child is covered by the Compact.	
17. The Compact covers children of parents on terminal leave prior to retirement.	
18. If a student moves to a different school jurisdiction while a parent is deployed but wants to continue to attend the same school, the district must provide transportation.	
19. A student may take as many excused absences as he/she wants following a parent's deployment.	
20. If a student has completed kindergarten in his/her sending state but is not old enough for first grade in the receiving state, he/she must repeat kindergarten.	

Answers

1. School districts may charge parents a reasonable amount to reproduce unofficial records.	<u>TRUE</u>
2. Students have thirty days after enrollment to obtain a TB test.	<u>FALSE</u>
3. If a student was in a gifted program in the sending state, then the student must be placed in a gifted program in the receiving state until the receiving school can complete local assessments.	<u>TRUE</u>
4. In states where the Compact has been adopted, Impact Aid will follow the student to his/her school.	<u>FALSE</u>
5. If a school does not offer a course a student was taking in his/her previous school, the district may allow the student to attend that course at another school in the district.	<u>TRUE</u>
6. The Compact requires that a student will start with the same grade point average (GPA) he/she had in his/her previous school upon enrolling in a new school.	<u>FALSE</u>
7. A student moving to a different school jurisdiction to accommodate a parent's deployment may attend without having to pay tuition.	<u>TRUE</u>
8. The Compact requires states to change their graduation requirements for military students.	<u>FALSE</u>
9. If a student does not meet the graduation requirements of the receiving state, then the sending state must provide a diploma.	<u>FALSE</u>
10. If a student misses cheerleading tryouts, he/she is still eligible to be on the squad.	<u>TRUE</u>
11. Students must complete all immunizations within thirty days of enrollment.	<u>FALSE</u>
12. If a student was taking Advanced Placement (AP) Calculus in the sending state, and there is no room in AP Calculus in the receiving state, the school must begin a new class.	<u>FALSE</u>
13. If a principal refuses to waive a course requirement even though a similar course was taken in a previous school, the principal must provide a reasonable justification for denial.	<u>TRUE</u>
14. A school district may waive community service requirements for graduation if the student will not graduate on time.	<u>TRUE</u>
15. States may accept exit exam results required for graduation from a sending state.	<u>TRUE</u>
16. If a parent moves to another district within the state, his/her child is covered by the Compact.	<u>TRUE</u>
17. The Compact covers children of parents on terminal leave prior to retirement.	<u>TRUE</u>
18. If a student moves to a different school jurisdiction while a parent is deployed but wants to continue to attend the same school, the district must provide transportation.	<u>FALSE</u>
19. A student may take as many excused absences as he/she wants following a parent's deployment.	<u>FALSE</u>
20. If a student has completed kindergarten in his/her sending state but is not old enough for first grade in the receiving state, he/she must repeat kindergarten.	<u>FALSE</u>

Facilitator's Guide - Quiz

(Blue sections contain information from the rules passed in November 2009.)

1. School districts may charge parents a reasonable amount to reproduce unofficial records.

TRUE (2009 Rules SEC.3.101(a))

The new rules state: In the event a state or local education agency (LEA) charges a fee for copies of educational records, such a fee shall not exceed the reasonable cost of reproduction.

2. Students have thirty days after enrollment to obtain a TB test.

FALSE (Compact Article IV Sec C)

TB tests are not immunizations, so they are not covered by the Compact. A district may require a TB test before a child enters school.

3. If a student was in a gifted program in the sending state, then the student must be placed in a gifted program in the receiving state until the receiving school can complete local assessments.

TRUE (Compact Article V Sec B)

Under the Compact, school districts must place students in the programs in which they were previously enrolled. This is true for programs like International Baccalaureate and English Second Language or Advanced Placement and Honors courses.

4. In states where the Compact has been adopted, Impact Aid will follow the student to his/her school.

FALSE

Impact Aid is not a part of the Compact.

5. If a school does not offer a course a student was taking in his/her previous school, the district may allow the student to attend that course at another school in the district.

TRUE (2009 Rules SEC.5.101)

The new rules state: The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such programs.

6. The Compact requires that a student will start with the same grade point average (GPA) he/she had in his/her previous school upon enrollment at a new school.

FALSE

The Compact does not address grades. Each state or district determines its own grading system. As a result, students may find their GPA is lower after transferring. The same is true of class standing. The Compact does not address class standing and students may find the new district does not accept their class standing from the sending school.

7. A student moving to a different school jurisdiction to accommodate a parent's deployment may attend without having to pay tuition.
TRUE (Compact Article VI Sec A (1); 2009 Rules SEC.6.101 (a) (1) (2))
An LEA is prohibited from charging local tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent. However, the new rules state: Tuition may be charged for optional programs offered by the LEA. An example of this might be an afternoon program that all students must pay for.
8. The Compact requires states to change their graduation requirements for military students.
FALSE (Compact Article VII)
Under the Compact, states are not required to change their graduation requirements or standards; however, states are required to make reasonable accommodation to ensure that a child can graduate on time.
9. If a student does not meet the graduation requirements of the receiving state, then the sending state must provide a diploma.
FALSE (Compact Article VII Sec C)
The sending state must provide a diploma if the student meets the graduation requirements of the sending LEA. If a state is not a member of the Compact, the state is not required to provide a diploma, but the receiving state must use best efforts to see that the child graduates on time.
10. If a student misses cheerleading tryouts, he/she is still eligible to be on the squad.
TRUE (Compact Article VII Sec B; 2009 Rules SEC.6.101(b))
School districts must facilitate the opportunity for the transitioning student to participate in extracurricular activities regardless of the application deadlines. The new rules state: Application deadlines include tryouts, summer conditioning, and other coach or district prerequisites.
11. Students must complete all immunizations within thirty days of enrollment.
FALSE (Compact Article IV Sec C; 2009 Rules SEC.3.102 (a))
Students must complete all single immunizations within thirty calendar days of enrollment. If the immunization is given in a series, then the initial vaccination must be obtained within thirty calendar days.
12. If a student was taking AP Calculus in the sending state, and there is no room in AP Calculus in the receiving state, then the school must begin a new class.
FALSE (Compact Article V Sec A; 2009 Rules SEC.5.101)
A district cannot simply state that there is no room. Rather the district must make some kind of reasonable accommodation, whether it is starting a new class or placing the student in the full class. The Compact states that a district can also allow the student to take the course at a different school in the district.

13. If a principal refuses to waive a course requirement even though a similar course was taken in a previous school, the principal must provide a reasonable justification for denial.

TRUE (Compact Article VII Sec A)

The LEA must provide a reasonable justification for its denial. If the waiver is denied to a student who would otherwise be qualified to graduate, the district must provide an alternative means of acquiring the required coursework so that graduation may occur on time.

14. A school district may waive community service requirements for graduation if the student will not graduate on time.

TRUE (2009 Rules SEC.4.101(a))

The new rules state: If the receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA-specific requirements, then the receiving LEA may waive those requirements. It is not a requirement to waive any requirements, however.

15. States may accept exit exam results required for graduation from a sending state.

TRUE (Compact Article VII Sec B)

A school district is not required to accept results from an exit exam taken in another state, but it may.

16. If a parent moves to another district within the state, his/her child is covered by the Compact.

TRUE (Compact Article II Sec Q)

The Compact is an agreement between states. However, if a child moves on permanent change of station (PCS) orders within a state that is a member of the Compact, he/she should still be covered by the Compact since the state has agreed to support transitioning students. According to the Compact, the definition of transition is the formal and physical process of transferring from school to school or the period of time in which a student moves from state to state.

17. The Compact covers children of parents on terminal leave prior to retirement.

TRUE (Compact Article III)

Students covered under the Compact are K-12 children of the following:

- *Full-time active duty members of the military services of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 United States Code (USC) Sections 1209 and 1211;*
- *Members or veterans of the military services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement;*
- *Members of the military services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.*

Students that are not covered under the Compact are children of the following:

- *Inactive members of the National Guard and Reserves;*
- *Members of the military services now retired who are not covered on the previous page;*
- *Veterans of the military services who are not covered on the previous page;*
- *Other Department of Defense (DoD) personnel and other federal agency civilian and contract employees not defined as active duty members of the military services.*

18. If a student moves to a different school jurisdiction while a parent is deployed but wants to continue to attend the same school, the district must provide transportation.

FALSE (Compact Article VI Sec A (3); 2009 Rules SEC.6.101 (a)(2))

If a student is placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, the student may continue to attend the school in which he/she was enrolled while residing with the custodial parent. However, the Compact does not state the school district must pay for transportation.

19. A student may take as many excused absences as he/she wants following a parent's deployment.

FALSE (Compact Article 5 Sec E)

The superintendent or head of school has the discretion to grant or deny excused absences. He/she may decide to deny excused absences if the student has missed too much school already or if the request occurs during state testing.

20. If a student has completed kindergarten in his/her sending state but is not old enough for first grade in the receiving state, he/she must repeat kindergarten.

FALSE (Compact Article IV Sec D; 2009 Rules Sec.3.102(b))

Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including kindergarten) from an LEA in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the LEA in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on his/her validated level from an accredited school in the sending state. The new rules clarify this component by requiring proof that the parent has been stationed in that school district. This requirement does not apply to students who remained or enrolled in schools in a state in which they were not stationed (or a former duty station) in order to enroll in school at the new duty station. The Commission also appears to include private kindergartens at the discretion of receiving states.

The new rules state:

- (1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to the school of the state being transferred into shall be admitted upon presentation of the data required in subsection (3).***
- (2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to a public school in the state being transferred, shall be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent/guardian must also provide the data required in subsection (3).***
- (3) In order to be admitted into a school in the receiving state, such a student transferring from the sending state must provide the following data: (i) Official military orders showing that the military member was assigned to the state (or commuting area) of the state in which the child was previously duly enrolled and attended school. If a child of a military member was residing with a legal guardian during the previous enrollment and not the military member, a copy of the family care plan, or proof of guardianship, as specified in the Compact, or any information sufficient for the receiving district to establish eligibility under the Compact shall be provided; (ii) An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student; (iii) Documented evidence of immunization against communicable diseases; and (iv) Evidence of date of birth.***

Module 3

Success and Challenges

Successes and Challenges

Objectives:

- To determine the status of the Interstate Compact on Educational Opportunity for Military Children (the Compact) in different states and the knowledge of the school liaisons (SLs) regarding their state's status
- To identify trends in transition issues
- To collect examples of successes, challenges, and questions from SLs

Trainer Reminders:

- Minimum time: 35 minutes
- 3x5 cards required
- Personalize Slide 2
- Pens/pencils
- Metrics collection

Directions:

1. Implementation Status (5-10 minutes)

- *Ask* SLs to respond to a series of questions about their state and the Compact. Thumbs up for yes; thumbs down for no, and an open palm if they do not know the answer. If they represent more than one state, they may use both hands or just choose one of their states to use for the activity. Some sample questions are:
 - *Has your state joined the Military Interstate Children's Compact Commission (the Commission)?*
 - *Does your state have a State Commissioner?*
 - *Does your state have a State Military Family Liaison?*
 - *Does your state have a State Council?*
 - *Do you know who is on your State Council?*
 - *Has your State Council held any meetings?*
 - *Has your state started training school districts on the Compact?*
 - *Does your state have a process for issue resolution?*
 - *Has your state paid its Compact dues?*

2. Trends - Articles IV-VII (5 – 10 minutes with discussion)

- **Show** chart or PowerPoint with the following information:

The Compact is divided into the following categories relating to transition issues:

- 1) **Educational Records and Enrollment:** unofficial records, sending of official records, immunization, and kindergarten or first grade entrance ages
- 2) **Placement and Attendance:** course and program placements, special education services, placement flexibility, and excused absences related to deployment
- 3) **Eligibility:** use of power of attorney, waiver of tuition when living with non-custodial parent or in loco parentis, ability to attend current school when moving out of the district to live with non-custodial parent or in loco parentis, and participation in extra-curricular activities
- 4) **Graduation:** waiver of requirements, exit exams, and obtaining a diploma from the sending school district

- **Ask:**
 - *Whether or not your state has joined the Commission, think about the kinds of transition issues that have come up in the last year. How many have had issues related to Category 1? Category 2? Category 3? Category 4?*

Facilitation option: Ask for a show of hands for each subcategory instead of the larger general categories to get more specific information.

- **Tally** the responses.

4. Successes and Challenges (15 minutes)

- **Pass out** a 3x5 card to each person.
- **Invite** participants to record their answers to the following:
 - *3 successes I have seen or had related to the Compact*
 - *2 challenges I have faced related to the Compact*
 - *1 question I have related to the Compact*
- **Ask** participants to share briefly with their tablemates. Then, ask each table to share one example from each section with the entire group.
- **Collect** the cards in order to review or compile the information.

Module 4

Case Studies

Case Studies

Objective:

- To give participants the opportunity to apply their knowledge and expand their level of comprehension on the Interstate Compact on Educational Opportunity for Military Children (the Compact) by discussing real life issues

Trainer Reminders:

- Minimum time: 20 minutes
- Print all eight scenarios (allow one scenario per person)
- Personalize Slide 2

Background:

The following case studies are organized by the intended level of resolution, e.g., local level, state level, sending school district.

Many issues have multiple responses or solutions. Not all education issues can be solved by the Compact. Possible responses are included for each scenario; however, these responses are not meant to be exhaustive nor are they the only correct answers. Responses will vary according to each Service's protocol for the school liaison (SL). Responses will also vary according to the relationships the SL has developed on the job.

It is important that SLs know the state contacts in order to share them with parents. Services need to clarify how they expect SLs to handle these issues.

Directions:

1. Group Activity (20 minutes)

- *Arrange* SLs into groups of no more than eight.
- *Give* each participant a case study and allow each participant a couple of minutes to think about his/her case study and how he/she might address the issue and assist the parent.
- *Have* each SL share his/her case study and response with the group. Then allow other participants in the group to offer other possible responses. Continue until everyone has had a chance to share.

As time allows:

1. The facilitator may ask for a response from each table for each case study.

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2. Allow groups to share other situations they have encountered and ask for input on how they might handle the scenario. Sharing will allow individual SLs to tap into the knowledge and experience of others.

Facilitation options:

1. Ask if any table struggled with a particular case study and discuss it with the entire group.
2. Ask the SLs to write an additional case study on a 3X5 card. On the back of the card, have them list possible responses. These cards can be collected and used for future training.
3. Use a case study as a quick icebreaker at the beginning of a meeting or a teleconference.

1. Intent: Issue resolved at local level

1A. A parent comes to you and shares that the school district will not register his/her child using the unofficial records that they brought from a previous school. How do you assist?

Possible Responses:

- Suggest that the parent visits the principal.
- Have the SL or the parent share the Compact language with the principal.
- Call the sending school and ask them to fax the official records to the receiving school.

2. Intent: Issue elevated to state level

2A. After working up the chain from the principal to the superintendent, the parent says the school district refuses to accept an accredited kindergarten student who was born in October because the receiving state's cutoff date is in September. The student was enrolled in kindergarten in the previous state because it had a later cutoff date. Even after sharing the Compact language with the district, they will not enroll the student. How do you assist?

Possible Responses:

- Contact the Department of Defense (DoD) Representative on the Military Interstate Children's Compact Commission (www.MIC3.net).
- Have the parent contact the State Military Family Liaison or the DoD Representative.
- Go to the State Commissioner.

2B. A school district does not accept the sending state's exit exams and the senior student has been unable to pass the receiving state's exit exam after two tries. The student has enough credits to graduate from the sending school and passed that state's exam. The current school says it does not have the time or personnel to work with the sending school to get a diploma for the student. How do you assist?

Possible Responses:

- Share with the district that the Compact states receiving districts will **ensure** the student gets a diploma from the sending school if he/she meets the graduation requirements of the sending district.
- Find out if there is an SL who covers the sending school district who can assist or provide the correct person to talk to.
- Offer to assist in getting the diploma from the sending school district.

Note: SLs should be cautious about getting involved in the above situation. A student can only get the diploma if he/she meets the requirements of graduation in the sending state. The reason for not meeting local graduation requirements may be a lack of effort on the student's part.

3. Intent: Issue resolved by working with the sending school or district

3A. A school district requires World History in order to graduate. A parent has tried to get the school district to waive the course because his/her child took European History in his/her previous school. The receiving district said it would consider waiving the course but needs to see a course description of the class taken. The parent called the counselor at the previous school but has not received a response. Without this waiver, the child will not graduate on time and will have to attend summer school. How do you assist?

Possible Responses:

- Contact the SL in the sending district to see if he/she can assist.
- Offer to call the sending school's counselor to expedite the process.
- Search the Internet to see if this school district lists its course descriptions online.

4. Intent: Issue that requires a definitive answer

4A. A service member receives orders to move to another state. His/her child is a senior and wants to attend high school in the family's current state so that he/she can qualify for in-state tuition. The student stays in the state with a relative but has to change high schools. The high school will not allow the student to play sports for a year. The high school stated that if the student had come from another state and was covered by the Compact, he/she would be able to begin immediately, but since the student is transferring from within the state, he/she must wait a year.

Possible Responses:

- Share the language of the Compact with the high school to demonstrate that the child is covered by the Compact.
- Contact the Executive Director for clarification if you are not clear on this issue.

Note: This situation involves a student whose parent is deploying or has received permanent change of station (PCS) orders. It is not a situation where a student moves to another district to play sports. This student is a "transitioning military child" and is covered by the Compact. In the past, this section referred only to students who had a parent deploying; therefore, clarification must be made as to which students are actually covered.

5. Intent: The local education agency (LEA) does not appear to be providing reasonable accommodation. How does the SL provide resources for alternative solutions?

5A. There are no openings in the Advanced Placement (AP) courses for arriving military children at one high school. The principal said there was nothing she could do. The district superintendent agreed with the principal and stated that the students would have to wait until the following year or take a non-AP course. This has been true for five students in the first semester. How do you assist?

Possible Responses:

- Point out some alternatives to the school such as offering students an online or community college course, splitting the class, paying the teacher a stipend for extra students, or allowing students to attend another school to take the course.

Note: In many circumstances, the Compact requires “reasonable accommodation.” One case may not be enough to show that a district is not complying with this requirement, so a pattern of non-compliance must be established.

5B. A school district holds its tryouts for fall sports, concert choir, jazz band, dance team, and cheerleading in the spring. Several parents have asked them to consider late tryouts, but the district will not budge. You have shared the Compact language with the district, but the booster club, coaches, and sponsors have gone to the superintendent and argued it would be unfair to hold tryouts solely for military students. How do you assist?

Possible Responses:

- Share some alternative solutions with the school such as holding a few spaces open for all incoming students (not just military), or accepting video tryout tapes or portfolios in lieu of in-person tryouts.
- Make sure the school website has suggestions for parents of what they might do before their move such as collecting letters from a coach, videos of a performance or a video tryout, evidence of awards, or a list of accomplishments.

Note: Again, this is a situation involving a pattern of not providing “reasonable accommodation.” As with most case studies, there is not one correct answer. Part of the job of the SL is to provide options to both the parents and the schools.

5C. Frequent deployments can create a situation where a student wants to take excused absences to spend time with his/her parent after the Service member returns. Because the school district has a strict attendance policy and believes that students should be in school unless there is a strong reason not to be, the district consistently denies more than one or two days of excused absences for military students in relation to a parent’s deployment. Many



parents are concerned that their children have received unexcused absences and, in one case, a truancy letter. How do you assist?

Possible Responses:

- Encourage the parent to contact the State Military Family Liaison for advice.
- Encourage the parent to contact the Compact Commission (www.MIC3.net).

Note: The Compact does give the superintendent or principal the discretion to grant or deny excused absences. However, this might be a case of not making “reasonable accommodation” because the answer is consistently “no.”

Case Studies

1.

A parent comes to you and shares that the school district will not register his/her child using the unofficial records that they brought from a previous school. What does the Compact say? How do you assist?

2A.

After working up the chain from the principal to the superintendant, the parent says the school district refuses to accept an accredited kindergarten student who was born in October because the receiving state's cutoff date is in September. The student was enrolled in kindergarten in the previous state because it had a later cutoff date. Even after sharing the Compact language with the district, they will not enroll the student. What does the Compact say? How do you assist?

2B.

A school district does not accept the sending state's exit exams and the senior student has been unable to pass the receiving state's exit exam after two tries. The student has enough credits to graduate from the sending school and passed that state's exam. The current school says it does not have the time or personnel to work with the sending school to get a diploma for the student. What does the Compact say? How do you assist?

3.

A school district requires World History in order to graduate. A parent has tried to get the school district to waive the course because his/her child took European History in his/her previous school. The receiving district said it would consider waiving the course but needs to see a course description of the class taken. The parent called the counselor at the previous school but has not received a response. Without this waiver, the child will not graduate on time and will have to attend summer school. What does the Compact say? How do you assist?

4.

A service member receives orders to move to another state. His/her child is a senior and wants to attend high school in their current state so that he/she can qualify for in-state tuition. The student stays in the state with a relative but has to change high schools. The high school will not allow the student to play sports for a year. The high school stated that if the student had come from another state and was covered by the Compact, he/she would be able to begin immediately, but since the student is transferring from within the state, he/she must wait a year. What does the Compact say? How do you assist?

5A.

There are no openings in the Advanced Placement (AP) courses for arriving military children at one high school. The principal said there was nothing she could do. The district superintendent agreed with the principal and stated that the students would have to wait until the following year or take a non-AP course. This has been true for five students in the first semester. What does the Compact say? How do you assist?

5B.

A school district holds its tryouts for fall sports, concert choir, jazz band, dance team, and cheerleading in the spring. Several parents have asked them to consider late tryouts, but the district will not budge. You have shared the Compact language with the district but the booster club, coaches, and sponsors have gone to the superintendent and argued it would be unfair to hold tryouts solely for military students. What does the Compact say? How do you assist?

5C.

Frequent deployments can create a situation where a student wants to take excused absences to spend time with his/her parent after the Service member returns. Because the school district has a strict attendance policy and believes that students should be in school unless there is a strong reason not to be, the district consistently denies more than one or two days of excused absences for military students in relation to a parent's deployment. Many parents are concerned that their children have received unexcused absences and, in one case, a truancy letter. What does the Compact say? How do you assist?

Module 5

Sharing the Compact with Parents

Sharing the Compact with Parents

Objectives:

- To identify different venues where the SLs would have the opportunity to train parents
- To identify resources needed for those venues
- To identify what information parents need

Trainer Reminders:

- Minimum time: 30 minutes
- Personalize Slide 2
- Print Communication Charts
- Pens/pencils
- Metrics collection

Directions:

1. **Break** into small groups.
2. **Ask** participants to brainstorm all the various ways that they can distribute information to parents (including venues such as a website, newsletter, family readiness meetings, housing newsletters, a cable TV station, town hall meetings, parent training sessions, blogs, Facebook, etc.).
3. **Identify** venues or channels best suited for sharing information with parents about the Interstate Compact on Educational Opportunity for Military Children (the Compact).
4. **Ask** each group to fill in the communication chart (see below). Have each group provide details about what information they would share and what resources they would use to inform parents. Groups should consider the amount of time they will have, the audience, and the key points they will be able to make. The arena represents the channels/approach/method used to communicate (e.g., newsletters, town hall meetings, a website, etc.).

Main Topics or Information to Share	Arena	Resources Needed

5. **Ask** each group to share their chart with the larger group and ask for any additional information to add to the chart.

6. **Collect** charts in order to compile the information.

As time allows:

1. Ask individuals to gather in small groups of their choosing to start designing the materials that will be needed.
2. Ask for volunteers to put together the materials to share with the group.

Main Topics or Information to Share	Arena	Resources Needed
<p>Overview of the Compact addressing a variety of topics such as:</p> <ul style="list-style-type: none"> • What will the Compact mean for my child? • How does the Compact work? • Who do I go to for assistance if I need help with the Compact? • What about the issues not covered in the Compact? 	<p>Newsletter</p>	<ul style="list-style-type: none"> • Lengthy article • Series of short articles

Main Topics or Information to Share	Arena	Resources Needed
<ul style="list-style-type: none"> • Contacts for help (SL, State Military Family Liaison, State Commissioner, Military Representative on the State Council) • Link to Defense State Liaison Office (DSLO) website map that shows member states • Link to the Commission website 	<p>Website</p>	<ul style="list-style-type: none"> • Brochure • Article • Compact summary • Compact

Main Topics or Information Share	Arena	Resources Needed
<ul style="list-style-type: none"> • Synopsis of the Compact • Map of member states • Main areas covered by Compact 	Town Hall Meeting	<ul style="list-style-type: none"> • Brochure • PowerPoint slides

Main Topics or Information to Share	Arena	Resources Needed
<ul style="list-style-type: none"> • Overview of what the Compact is and is not • Issue Resolution Process 	Parent Training	<ul style="list-style-type: none"> • PowerPoint slides • Brochure

Main Topics or Information to Share	Arena	Resources Needed
<ul style="list-style-type: none"> • Interview with the State Commissioner or State Military Family Liaison 	Cable TV Station	<ul style="list-style-type: none"> • Interview questions

Module 6

Issue Resolution

Issue Resolution

Objectives:

- To help parents with issue resolution concerning the Interstate Compact on Educational Opportunity for Military Children (the Compact)
- To outline the various levels of the Compact and the chain of command for parents to follow when issues arise

Trainer Reminders:

- Total time: 30 minutes
- Personalize Slide 2
- Print Parent Resolution Chain
- Populate Contact Slide with appropriate information

Background:

The slides show a possible process for resolving issues related to the Compact. This process is currently under development, but the presentation will provide guidance for parents who need immediate support.

Many provisions of the Compact are written very broadly. Rule-making will clarify some of the procedures and policies, but individual cases will always be unique. Refinement and clarification will be an on-going process. School liaisons (SLs) should remain current on the Compact process so they can best serve families and schools. Informing parents of the provisions of the Compact is critical to ensure that the Compact is implemented effectively. Additionally, SLs should ensure that schools and military families understand the Compact and the process followed to get support when they need to resolve concerns. This should help avoid putting schools and military families into an adversarial position; rather, they can become partners in limiting the negative impact of school transition on children.

Directions:

1. **Introduce** the three levels at which an issue might be resolved.
2. **Introduce** the Parent Resolution Chain Concept. Review the various players and their roles and provide the corresponding handout.
3. **Explain** the role of the SL.
4. **Review** the issue resolution process, which is still under development.
5. **Provide** contact information.

Parent Issue Resolution Chain

Overview

The Compact member states are held accountable to the Compact provisions by other member states and the Military Interstate Children's Compact Commission (the Commission). While parents do not have a personal right of action based on a state's membership in the Compact (i.e., parents cannot take member states or the Commission to court), the issue resolution process below outlines steps parents can take if they feel their child's school is not abiding by Compact provisions.

Resolution Process

- 1. School** - When a parent encounters a school transition issue that may be addressed by the Compact, their first step should be to contact school personnel to explain the situation and identify potential solutions.
- 2. School District/Local Education Agency (LEA)** - If meeting with school level personnel does not resolve the parents' concerns, parents should then consult the superintendent or school board.
- 3. State Council Military Family Education Liaison** – If the parents' issue remains unresolved after consulting the school district or LEA, they may contact their State Council. Contact information may be found at *www.MIC3.net*.
 - Each Compact member state establishes a State Council and appoints a State Military Family Education Liaison to assist the state in implementing the Compact.
 - The Military Family Education Liaison can be a source of clarification on Compact provisions and a resource for families.
 - There is also a Military Representative on each State Council who can be a resource for military families.
- 4. National Interstate Commission** - If a parent believes that his/her LEA or state is not in compliance with the Compact or if their Commissioner was unable to address the concern or question, parents should contact the Commission (*www.MIC3.net*).
 - The Commission is comprised of appointed Commissioners from each member state, who are their respective state's voting member on the Commission.
 - The Department of Defense (DoD) is represented on the Commission by an ex-officio member, which is currently held by a Department of Defense Education Activity

(DoDEA) representative. This individual's role is to represent the interests and concerns of military parents of school-age children.

- The Commission also has an executive director who might assist parents.
- It is anticipated that compliance issues that cannot be handled at the school district or State Council level will be handled by the Commission through “extra-judicial” dispute resolution processes such as mediation or arbitration.

5. **State Commissioner** – If a parent is still unable to resolve their issue, they may contact the state commissioner. State Councils meet infrequently, but a Council meeting might be a place for parents to express their concerns. Contact information may be found on the Commission website at www.MIC3.net.