

## RESOLVING EDUCATION TRANSITION ISSUES WITH THE INTERSTATE COMPACT



**MIC3** Military Interstate  
Children's Compact Commission



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**MCEC National Training Seminar**

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## Expected Outcomes

- \* **Initiate or expand your level of knowledge about the Interstate Compact**
  - **What it covers**
  - **Who to contact for assistance and more information**
- \* **Identify issues military families and their children face that can effect a healthy transition.**
- \* **Determine what needs to be done to better communicate**
- \* **How the Commission can most effectively benefit all parties involved.**



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## What is a Compact?

- \* **An enforceable state statute and an agreement between two or more states for:**
  - \* **Cooperative effort**
  - \* **Mutual assistance**
  - \* **Management**
  - \* **Regulation of public policy matters by the states, which transcend the boundaries of one state.**
- \* **Authorized under Article I of the U.S. Constitution**
- \* **Created to address a wide variety of issues that arise among the states.**



## What is a Compact, cont.

- \* **Throughout the 20th century, compacts became increasingly relied upon to manage and regulate state concerns in diverse areas such as:**
  - \* **Emergency management assistance**
  - \* **Environmental resource management**
  - \* **Multi-state taxation, transportation**
  - \* **Corrections, crime control and juvenile justice.**
- \* **States ratifying compacts are bound to observe the terms of the agreement until the compact is formally renounced by the state. Compact provisions take precedence over conflicting state laws and inconsistent provisions of existing laws of a compact state.**



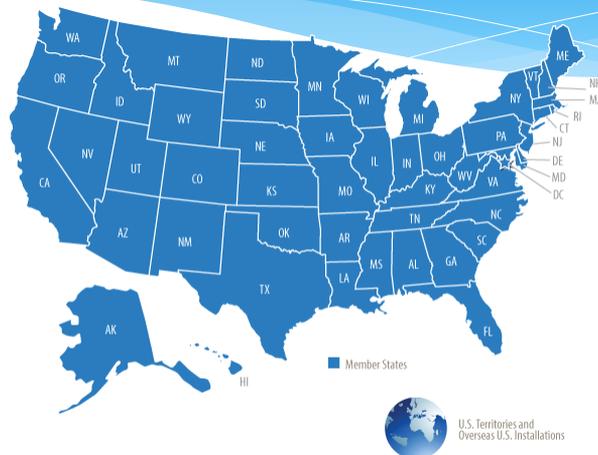
## Background and Status

- \* **Developed by The Department of Defense, with assistance from The Council of State Governments**
- \* **Input and assistance from national associations, federal and state officials, and departments of education and superintendents**
- \* **Adopted by all 50 states and the District of Columbia**



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## Member States



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## State Governance

- \* **State coordination is governed by Article VIII of the Interstate Compact.**
- \* **Each State has:**
  - **State Commissioner**
  - **State Council**
  - **Military Family Education Liaison**



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## National Commission

**Kate Wren Gavlak, Commission Chair (CA)**

- \* **Establish by-laws for the Commission's governance and for directing the Commission's actions or conduct.**
- \* **Establish rules to effectively and efficiently achieve the purposes of the Compact.**
- \* **Monitor compliance and initiate interventions to address and correct noncompliance.**
- \* **Coordinate training and education regarding regulations.**
- \* **Elect the Executive Committee and establish other committees as necessary.**



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## Major Points

- \* The Compact addresses key educational transition issues encountered by military families including **enrollment, placement, attendance, eligibility and graduation.**
- \* Children of active duty members of the uniformed services, National Guard and Reserve on active duty orders, and members or veterans who are medically discharged or retired for one year are eligible for assistance under the Compact.



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## Major Points

- \* Compact is designed to resolve recognized education **transition** issues
- \* Compact is not intended to impact curriculum or local standards of education
  - \* Recognizes the authority and responsibility of states and local education agencies
  - \* Would have been a major obstacle in obtaining state membership



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## Key Issues Affecting Military Students

### Academic Issues

- \* Typical student experiences between 6-9 transitions
- \* Adjustment to New School Setting
- \* Transfer of Services for Special Education
- \* Incompatible Graduation Requirements
- \* Redundant / Missed Testing
- \* Transfer of Coursework and Grades
- \* Transfer of Records
- \* Exclusion from Extra-curricular Activities



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## Key Issues Affecting Military Students

### Interpersonal Issues Affecting Performance

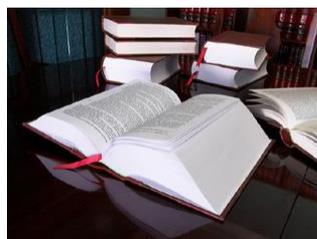
- \* Social and Emotional Needs - New Friends/Peers
- \* Typical deployments vary from 45 days – 1+ yrs
- \* Deployments can be sudden / no notice
- \* Recent AF survey showed that even parents who don't deploy cope more poorly due to increased work load
- \* Issues can also begin during reintegration when the military member returns



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## Compact Content

- \* Article I – Purpose
- \* Article II – Definitions
- \* Article III – Applicability
- \* **Article IV – Enrollment**
- \* **Article V – Placement and Attendance**
- \* **Article VI – Eligibility**
- \* **Article VII – Graduation**
- \* Article VIII – State Coordination
- \* Article IX – Interstate Commission



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## Article IV – Enrollment

### MIC3 Rules - Chapter 300

- \* **Educational Records**
- \* **Immunizations**
- \* **Entrance Age (Kindergarten)**



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## Article V - Placement and Attendance

### MIC3 Rules – Chapter 500

- \* **Course and Program Placement**
- \* **Special Education Services**
- \* **Placement Flexibility**
- \* **Absence Related to Deployment**



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## Special Education Services

### Article V, Section C

**“In compliance with the federal requirements of the . . . IDEA . . . The receiving state shall initially provide comparable services to a student with disabilities based on the current IEP; and compliance with the requirements of Section 504 of the Rehabilitation Act and Title II of the ADA”**



## Special Education Services

### Article V, Section C

**“... The receiving state shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement.”**



## Article VI – Eligibility

### MIC3 Rules – Chapter 600

- \* Enrollment
- \* Extracurricular Participation



# Article VII – Graduation

## MIC3 Rules – Chapter 400

- \* From Receiving State
- \* From Sending State
- \* Exit Exams



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## CASE STUDY #1



- \* The family in question moved from IL to NJ. The son was transferring senior and an exceptional student. His mother contacted the new school about his classes in April 2010. His class schedule was finalized in July requiring him to give up a Science class for a required yearly PE/Health credit even though he had 21.25 credits in PE/Health & only 16 were required to graduate!
- \* NJ also required the student to repeat Personal Finance and take an additional Practical Arts course, which required him to drop two more classes after school had been in session for 3 weeks. Although he completed a nearly identical Personal Finance class in IL because it was ½ instead of full semester course he was required to repeat it.
- \* His parents wanted the LEA to waive the rest of the Personal Finance class if he had to complete another Practical Arts course so it did not interfere with his continuity of education in his core classes, band, or Spanish.

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## CASE STUDY - RESOLUTION #1



- \* **After receiving this complaint, the Commission contacted the school principal explaining what the Compact provided for, in this instance Article V – Placement and Attendance, specifically flexibility. The school was very accommodating and subsequently agreed to work with the child’s parents to ensure that the child’s State mandated requirements were met.**

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## CASE STUDY #2



- \* **A student was registered into kindergarten in a state with a Dec 1 cutoff date. The child’s birthdate is Oct 15. The child never attended kindergarten and has now moved to a state with an Oct 1 cutoff date. Does the receiving state have to allow the student to attend kindergarten even though he doesn’t meet the age requirement?**
- \* **The receiving state does not have to allow the student to enroll in kindergarten. If the student had already started attending school in the state with the Dec 1 cutoff date the receiving district would be required to allow the student to continue in kindergarten. Likewise, if a transferring student has previously completed kindergarten but does not meet the attendance age for first grade in the receiving state, the receiving state should allow the student to attend first grade regardless of the date.**

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## CASE STUDY #3



- \* **A student has numerous absences and is on an attendance plan. The father is returning from a deployment and wants to take his child to see his family. The trip will be for two weeks and is the same time as the state assessments. Is the district required to excuse the absences?**
- \* ***The Compact is very clear on this issue. The district is not required to excuse absences during testing or if the child already has attendance issues. The final decision on excusing the absences rests with the superintendent of the district. The expectation is that districts allow five days per year for families to deal with deployments and redeployments unless during state assessments or if the student already has attendance issues.***

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## CASE STUDY #4



- \* **A student moves to a new district during the summer. She wants to try out for cheerleading but tryouts were held at the end of the prior school year. The school says she will have to wait until the next year. What should the school do?**
- \* ***The Compact encourages schools to provide opportunities for students who miss timelines to participate in extracurricular activities. This does not mean that a student must be removed from a team that they made in order to make room for a new military student. The school should explore ways for the student to participate in cheerleading or any other extracurricular activity. This could include saving 'slots' for students that arrive after the selection timeline; increasing the number of team participants; allowing students to try out when they enroll in the new school; or allowing them to practice if there is not a reasonable solution is found.***

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## CASE STUDY #5

- \* **An Air Force family was transferring from a Sending state to a receiving state and are forced to take temporary housing while waiting to close on their new home. Temporary housing is zoned for a different school than the family's future home. The son, a 7th grader, was not being allowed to register for the school zoned for the new home because he does not reside in the area for that school. Does the Compact guarantee the family the ability to register for school where their home will be?**
- \* **Not directly. Under Article II of the Interstate Compact, "Transition" means:**
  - 1) **the formal and physical process of transferring from school to school**
  - or 2) **the period of time in which a student moves from one school in the sending state to another school in the receiving state.**
- \* **The military family needs to show the receiving school district that their temporary housing situation is part of the military move and not a choice. Contacting the receiving school district to determine what documentation is needed is recommended.**

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## Pop Quiz! True or False?

1. **The Compact covers civilian DOD children.**
2. **Schools may charge parents a reasonable amount to reproduce unofficial records.**
3. **A military student was enrolled in, but did not attend, kindergarten in Illinois and moves to Hawaii. The new school must enroll the child in kindergarten.**



## Pop Quiz! True or False?

4. The Compact requires states to change their graduation requirements for military students.
5. If a school does not offer a course a student was taking in his/her previous school, the receiving school must provide a similar course for the student.
6. If a student does not meet the graduation requirements of the receiving state, then the sending state must provide a diploma.



# QUESTIONS?

## Contact

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