

Welcome to the
MIC3 South Dakota State
Council Meeting



MIC3 Military Interstate Children's Compact Commission

Monday, April 1, 2017
8:00 AM

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Introductions


MIC3 Military Interstate Children's Compact Commission


- * **Alan Kerr, MIC3 South Dakota Commissioner**
- * **Dr. Melody Schopp, South Dakota Superintendent of Public Instruction**
- * **Col Cochran, Vice Commander, 28th Bomb Wing, Ellsworth Air Force Base**
- * **Rep. Taffy Howard, South Dakota House of Representatives**
- * **Brandy Wyatt, Military Family Education Liaison**
- * **Audry Ricketts, Public Information Officer, South Dakota Department of the Military**

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Overall Objectives

- * Provide background on the Interstate Compact formation
- * Identify major components of the Compact
- * Identify key responsibilities of the Commission, National Office, and State Commissioners
- * Discuss typical transition issues that arise in school districts
- * Discuss communication strategies to support understanding of the Compact



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INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN



AN INTRODUCTION TO THE COMMISSION

Alan Kerr
MIC3 State Commissioner

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National Commission Duties

- * 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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Executive Committee

- * Serves as:
 - * Oversight committee for compact operations of the Commission
 - * *Without power to amend rules or the Compact*
 - * Board of Trustees to the National Office
- * Members include:
 - * Chairperson – **Kate Wren Gavlak – CA**
 - * Vice-Chair – **Rosemarie Kraeger - RI**
 - * Treasurer – **Bob Buehn – FL**
 - * Committee Chairs (**Appointed by the Chairperson**)




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Responsibilities of the Executive Committee

- * Manage the Commission in the same manner in which other national not-for-profit organizations are administrated.
- * Areas of responsibility include:
 - * Budget
 - * Staff appointments and retention
 - * Physical infrastructure
 - * Long range planning



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Officers

- * Chairperson
 - * Call and presides at all Commission & Executive Committee meetings
- * Vice-Chairperson
 - * Performs duties of Chairperson in his or her absence
- * Treasurer
 - * Acts as custodian of funds and monitors administration of fiscal policies and procedures with Executive Director



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Commissioner Ensures...

- * Compact mission & purpose are promoted
- * Appointment is compliant with Statute
- * State Council is functioning
- * Adequate Resources are available to the Compact Office
 - * Staff
 - * Training
 - * Technology Capabilities



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Commissioner Ensures...

- * Dues are paid
- * Informal disputes are handled
- * Working relationships are developed and maintained with
 - * National Office
 - * Education Departments
 - * State Council Members
 - * Other Commissioners
 - * Military Installations



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Role of National Office

- * Secretary/Clearinghouse to the Commission
 - * Documents
 - * Meeting Minutes
 - * Commission Business
- * Resource Center
 - * Technical & Training Assistance
 - * Publications
 - * Website
 - * Directory of States Compact Offices
 - * Legal Assistance/Opinions



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Services Provided

#1 Priority is to serve the Commission

- * Assist Commission and the Committees to carry out their respective missions/goals
- * Logistical support
 - * Teleconference/Web conferences
 - * On-site Meetings/Trainings

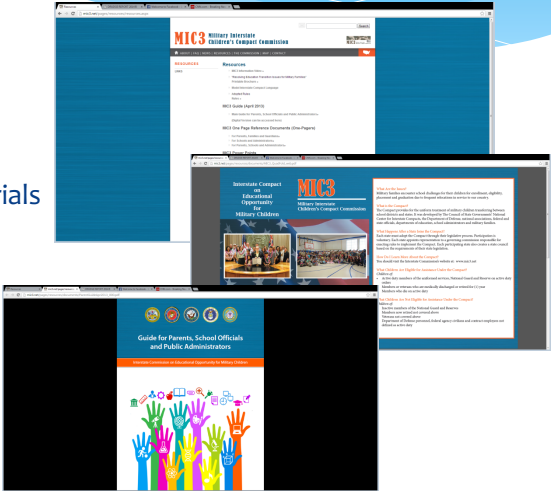




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Training Assistance

- * Materials up-to-date
 - * Presentations
 - * Student Manuals
 - * Supplemental Materials
 - * Rules
 - * Legal

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Technical Assistance

- * Use additional technologies
 - * Surveys
 - * Reports
 - * Utilize Technology for Special State Meetings
 - * Online Communication Tools
 - * Discussion Forums
 - * Social Networks






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MIC3 Website

www.MIC3.net

- * #1 communication/resource center
- * Devoted staff-updated frequently
- * Directory of State Compact Offices
- * Discussion Forums





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Background and Status

- * Developed by The Department of Defense, with the assistance of 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 DC


Virgin Islands American Samoa Puerto Rico Guam Northern Mariana Islands



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Major Points

- * **The goal of the Compact is to replace the widely varying policies affecting transitioning military students. The Compact leverages consistency: It uses a comprehensive approach that provides a consistent policy in every school district and in every state that chooses to join.**
- * **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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State Council Responsibilities

- * Designed to serve as an advisory and advocacy body
- * May be tasked with development of policy concerning operations and procedures of the compact within that state.
- * Assist the State Commissioner with their responsibilities.
- * Promote and advocate the Interstate Compact to school administrators



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State Commissioner Responsibilities

- * Participate on commission committees
- * Act as a liaison between national office, state compact office, state council and school districts
- * Ensure dues are paid within requirements set by commission
- * Attend commission meetings
- * Ensure appointment is in compliance with statute



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State Commissioner Responsibilities (Continued)

- * Ensure state council is functioning with appropriate appointed members
- * Develop good working relationship with judiciary
- * Promote purpose and mission of Interstate Compact
- * Ensure state operations are in compliance with compact provisions and rules
- * Respond to requests, communication and surveys from national office



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State Commissioner Responsibilities (Continued)

- * Request advisory opinions from MIC3 executive director within set guidelines (when necessary)
- * Coordinate the implementation of compact rules
- * Develop strong working relationships with district superintendents, school administrators and school counselors.
- * Disseminate materials and educate school district/local educational agencies (LEAs) about the compact



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State Commissioner Responsibilities (continued)

- * Record questions and cases handled by the commissioner and/or state council
- * Handle all cases in a timely manner
- * Develop a working relationship with all other State compact commissioners, area school liaison officers (if applicable), and MIC3 staff.



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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

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



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Article IV - Enrollment: Educational Records

What's included:

- * Parents can receive a copy of unofficial records
- * Receiving school must accept the unofficial records to enroll and place the student pending reception of official records
- * Sending school must send official records within 10 business days of receiving a request from the receiving school.

What's not covered:

- * Giving parents the right to request a copy of every paper in the student file
- * Receiving unofficial records free of charge



The picture
can't be
displayed.



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Article IV - Enrollment: Immunizations

What's included:

- * Child is given 30 days from enrollment to obtain required immunizations
- * A series of immunizations must be started within 30 days of enrollment

What's not covered:

- * **TB testing:** since it is a test rather than an immunization, the test may be required before enrollment



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Article IV - Enrollment: Kindergarten and First Grade Entrance Age

What's included:

- * A student can continue in the same grade in the receiving state regardless of entrance age requirements if he or she has already enrolled in kindergarten or 1st grade in an accredited public school in the sending state and as long the student meets age requirements in the sending state and their academic credits are acceptable to the receiving school board
- * A student may go to the next grade regardless of age requirements, if he or she has successfully completed kindergarten or 1st grade in the sending state



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Article IV - Enrollment: Kindergarten and First Grade Entrance Age

What's not covered:

- * A student who has not been enrolled in kindergarten even though they are of eligible age to have started



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Article V - Placement and Attendance

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



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Article V - Placement and Attendance: Course and Educational Program Placement

What's included:

- * Receiving state will initially honor placement in courses or programs based on the student's enrollment in the sending state
- * Receiving state *may* subsequently perform an evaluation to ensure the appropriate placement and continued enrollment



What's not covered:

- * Guarantee of continued enrollment if not qualified
- * Although the receiving school must demonstrate reasonable accommodation, there is no requirement to create a course or additional space



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Article V - Placement and Attendance: Special Education Services

What's included:

- * Receiving state will initially provide the same services identified in the students Individual Education Plan from the sending state
- * Receiving state *may* subsequently perform an evaluation to ensure the appropriate placement of the student



What's not covered:

- * A requirement to provide the exact programs as sending state
- * Anything above the requirements in the IDEA



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Article V - Placement and Attendance: Placement Flexibility

What's included:

- Allowing flexibility to the Local Education Agency (LEA) to waive course or program prerequisites or other preconditions if similar course work has been completed in another LEA.



What's not covered:

- * Mandatory waivers of prerequisites or preconditions



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Article V - Placement and Attendance: Absence Related to Deployment Activities

What's included:

- * Flexibility for additional excused absences to visit the parent or legal guardian due to deployment

Note: Deployment window is defined as one month before the member's departure from her/his home station through six months after return to her/his home station



What's not covered:

- * Requiring more than "reasonable accommodation"
Note: this provision provides discretion and flexibility to the LEA and school superintendent during state testing periods or if the student has already missed so much school that additional absences will be detrimental



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Article VI – Eligibility

- * Enrollment
- * Extracurricular Participation





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Article VI – Eligibility: Eligibility for Enrollment

What's included:

- A LEA cannot charge tuition to military children placed in care of a non-custodial parent or person serving “in loco parentis”
- A student can continue to attend his or her current school even if living with a non-custodial parent or person serving “in loco parentis”
- The power of attorney for guardianship is sufficient for enrollment and all other actions requiring parental participation or consent



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Article VI – Eligibility: Eligibility for Extracurricular Participation

What's included:

- * State and local agencies shall facilitate the **opportunity** for inclusion in extracurricular activities regardless of deadlines as long as the child is otherwise qualified



What's not covered:

- * State student athletic associations, some of which are not affiliated with state or LEAs
- * Although the receiving school must demonstrate reasonable accommodation, there is no requirement to hold open or create additional spaces



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Article VII – Graduation

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



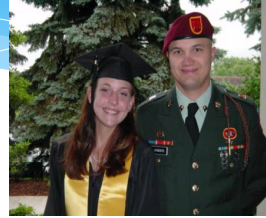
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Article VII – Graduation

What's included:

- * Waiving courses required for graduation if similar course work has been completed in another LEA
- * Flexibility in accepting sending state exit or end of course exams, national achievement tests, or alternative testing in lieu of testing requirements for graduation in the receiving state
- * Allowing a student to receive a diploma from the sending school as an alternative to accommodations for exit exams and graduation requirements that the student doesn't have time to meet
- * Should a waiver not be granted to a student who would qualify to graduate from the sending school, the LEA shall provide an alternative means for acquiring course work so graduation may occur on time.



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Article VII – Graduation (continued)

What's not covered:

- * Mandatory waivers... although LEA must show good cause for a denial of waiver
- * Mandatory waiver of the exam or acceptance of alternative results
- * The right of parents to request a change of graduation requirements in the receiving LEA





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Interstate Compact Issues Case Studies

- * Kindergarten/1st grade entry
- * Enrollment
- * Placement
- * Eligibility
- * Extra-curricular
- * Exit Exams
- * Graduation
- * Each situation is unique – gather all the information before determining how the Compact applies.





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Key Issues Affecting Military Students

- * **Academic Issues**
 - * Typical student experiences between 6-9 transitions
 - * Social and Emotional Needs - New Friends/Peers
 - * Adjustment to New School Setting – New Teachers and Social 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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Student Quotes

- * “I wish teachers would understand the challenge of starting over—because that’s what we do. We start over everywhere we go.”
- * “The toughest move I ever had was when I was in fifth grade. I switched schools in December and I was failing all my classes—and I’m an honor roll student. I don’t fail classes. My teachers thought I was being disrespectful—but I was just miserable.”



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Student Quotes

- * “Parents are a crucial part of a kid’s life, so when a child doesn’t have their parent—who might be their support system—there’s a piece of them missing. They want to compensate for that—or if they can’t, then there’s a barrier or a wall or something that could make it hard for them to open up or learn.”
- * “That’s when you really need someone to talk to—like, hey, my father is gone, and I’m having a hard time doing this homework assignment. I’m going to get it done, but I just need to talk to someone about this to get it off my chest before I can concentrate on anything.”



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Key Issues Affecting Military Students

- * Interpersonal Issues Affecting Performance
 - * Typical deployments vary from 45 days – 1+ yrs (+ 3 months)
 - * Deployments can be sudden with little prep time
 - * AF deployments go unnoticed by media in 1s and 2s
 - * 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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Possible Responses to Parental Separation

Ages 6 – 8

- * Frequently experience sadness and grief
- * Regression to more childish behavior
- * Excessive complaints of pains or stomach aches
- * Poor attention span and difficulties in school
- * May feel deprived of attention and display clinging




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Possible Responses to Parental Separation


Ages 9 – 12


- * 1/3 report symptoms of anxiety
- * May feel anger and resentment
- * Possible withdrawal
- * Boys especially may also experience increased aggression, and antisocial behaviors



Ages 13 - 18

- * May have limited coping skills
- * May distance themselves from others or feel resentful
- * Boys have greater school/peer problems during deployments
- * Girls tend to have greater difficulties when the deployed member returns home





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Who Should Know About The Compact?

- * State Department of Education
- * School Boards
- * District Superintendents
- * Principals
- * School Counselors
- * School Liaisons







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Questions?

- * Thank you for your time and if you ever have any questions please don't hesitate to contact me.
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