

**MIC3 National Office Case and Inquiry Detail
FY 2021 - July 1, 2020 to June 30, 2021**

	Date	Inquiry/Case Description	Requestor	Sending State	Recvg State	Compact Related (CR) / Not Applicable (NA)	Topic (see Key)	Action Taken/Outcome	Staff
1	7/17/20	Family PCSing to Fort Knox, KY purchased a home in Louisville zoned for a specific school district. Upon trying to register for the upcoming school year the parent was told the child could not enroll in the public elementary school in the school district. Case was referred to the Kentucky Commissioner for assistance.	P	Unknown	KY	NA	School enrollment documents	SLO Brenda Weatherington in concert with Commissioner Bullard and Tracy Herman, who serves on KY's state council, collaborated with the school system and the family. The school district was made aware of the Compact and the family was able to enroll in the school district where they purchased their home.	LD
2	7/28/20	Commissioner was contacted by a SLO She is stating that a PA district near Philly is not enrolling military children because the parents drivers' license is not a PA drivers' license, although they have housing, a local address, etc. Is there guidance under the compact regarding enrollment?	C	?	PA	NA	School enrollment documents	A new military family typically has out of state licenses. The military parents usually retain the license from the state identified as their "home state of record" and are able to renew them in that state because they are military. Informed the Commissioner the district should enroll the student based on the other documents accepted for proof of residency. Recommended they check in with school personnel to see if the SLO/parent's statement is true and accurate. There could be other details they did not provide to the SLO on the case that resulted in this action. The student was enrolled with other required proof of residency documentation.	CI
3	7/28/20	A student would like to register for dual enrollment through the new school (the school does offer this). The family, who PCS'd into the state recently, was told the class was full. Enrollment for these courses occurred earlier in the year (spring). Is Dual-Enrollment covered under the MIC3? With many of the military families having orders for PCS pushed back due to COVID-19, families were not in the area to register until much later and this is preventing military youth the same opportunities that their peers had. This peer did not have any previous dual-enrollment courses and is coming in their junior year.	C	?	FL	NA	Holding seats for a military student for a class that is at max enrollment	Regarding course placement, under the Compact, the school should initially place the student in the same courses, if they are available, or the equivalent. The school can perform testing if needed to ensure the student meets their eligibility requirements to continue in the class. In this case: 1) The student was not previously enrolled in the dual course in the sending school – if the student was enrolled prior, it would be covered under the compact; 2) The current dual class is full – if a class exists and it is full, the school is not mandated to create a whole new class specifically for this student. However if they wanted to do so and create a smaller teacher/student ratio, they could. But it is beyond what is mandated under the compact. The compact does not mandate that seats be held specifically for military students, nor does it cover if the enrollment period for that class was prior to the family's PCS in that state/school. If holding seats or dual enrollment extensions are provided for an incoming civilian student peer, then the case could be made for the military student as well.	CI
4	8/3/20	Family PCSing from Florida to Alaska has been given permission from the military to drive. Parent contacted the school in FL and made them aware that the student would be enrolled virtually for 2 weeks of the 20-21 school year and was told if the student did not complete the semester at the Florida public school then no grades would be awarded. The parent also contacted Alaska to ask if the student could begin the year virtually since they will be transitioning to Alaska - arriving around the beginning of October. Alaska denied the request because they family does not reside in Alaska. Parent requested help and was directed to the SLOs and Commissioners in both Florida and Alaska.	P	FL	AK	CR	Art VI-Eligibility for Enrollment	Through the SLOs in both Florida and Alaska the family worked the issue out between the schools. Student was allowed to enroll and begin virtual classes at the school in Alaska.	LD
5	8/12/20	School is refusing to accept immunization record on DD form, school also refused to enroll without SC immunization form which violates compact.	P	NA	SC	CR	Art IV-Educational Records & Enrollment: Records/Immunizations	The case was referred to the Commissioner, who contacted the school to inform them the student must be enrolled pending completion of the required immunizations.	LD
6	8/14/20	Family would like student to be enrolled in a school more convenient to their house.	P	AZ	NY	NA	School choice	Spoke with the parents and provided clarification on the provisions of the Compact. The child was attending the school he/she is zoned for so there may not but I did provide them with the contact information for the SLO at Fort Drum so they can seek help in the future.	LD

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7	8/31/20	Student is attending the DODEA school at Fort Campbell, KY. The student took Algebra I in 7th grade. The parent is requesting he take Algebra II instead of Geometry. According to the parent, the school stated the course is full but it is being held virtually so the parent believes that is not the case. Parent has tried to work through the situation with school administration to no avail.	P	NA	KY	CR	Art V-Placement & Attendance: Course Placement	Referred case to KY Commissioner and copied TN Commissioner due to the location of Fort Campbell. KY Commissioner worked with KY State Council member that represents Dept. of Education and was able to resolve the issue. Student was admitted to the virtual course for Algebra II.	LD
8	8/31/20	Family moved to Massachusetts from the Pennsylvania. They three children that will attend two different districts who are all currently on IEP's obtained from a DOD school. Currently, they have been at homebound status. Unfortunately the IEP's have expired over the last year. We knew we were only going to be stationed at Carlisle for nine months so it was not the right time to try to Integrate the kids into public schools. After years of remediation we feel they are ready to re-enter the public school systems. The parent has been in discussions with the school districts unfortunately, unwilling to follow the now expired DOD School IEP. She has reached out to the School Liaison as well.	C	PA	MA	NA	Expired IEP from the sending school district	The Commissioner engaged the MADOE, who responded to the Parents' Advocate. The MADOE official explained they were the point of contact for Military Connected Student questions and issues. She stated the case falls under IDEA and not MIC3. The case was referred to a MADOE colleague in the Problem Resolution System Office. The parent was provided support for next steps.	CI
9	9/3/20	Inquiry regarding what is the DODEA Blue Card for Gifted Education? The Commissioner has a military family in a school district who is telling school personnel that they do not recognize the Compact.	C	NA	PA	CR	Art V-Placement & Attendance: Educ Program Placement	Provided the link to the program for the Commissioner's review and copied the DOD Representative on the emailed response. Lastly, provided the rule ref SEC. 5.102 on Educational Program Placement: (a) The receiving State school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending State or participation/placement in like programs in the sending State. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). 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. In conclusion, the Superintendent reached out to the sending district Principal who confirmed the student was in the GT program, they shared the test scores and their version of the GIEP data which was not included in the transcript. Subsequently, the student was enrolled in the PA GT program.	CI
10	10/9/20	We received a request for assistance from an AF spouse who recently moved from VA to AR. The case involves their younger daughter, aged 9yo, and enrollment in the GT program in the receiving school. In VA the child was designated for a GT program, however due to COVID and closure of schools, the child was never attended or started in the program. Due to COVID, the receiving school is in virtual learning and does not have a virtual GT program under this format.	P	VA	AR	CR	Art V-Placement & Attendance: Educ Program Placement	The Arkansas Commissioner communicated this morning with the school liaison at the LRAFB. She has been in contact with the parent. The school district is working with the family to find a solution. The student does not meet the testing scores for the receiving school's program. The VA Commissioner stated he can assist with connecting the sending school to the receiving school as long as the parent provided permission for the sending school to discuss the student. In conclusion, the student will be monitored this year for eligibility into the program in the Spring.	CI

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11	10/12/20	<p>There is a family stationed in Colorado. The father is active military and currently deployed. The parents chose to transfer their child to a school in Nebraska so that the child may participate in extracurricular activities since the child's school in Colorado was not providing any in person educational or extracurricular activities due to the pandemic. The child is living with an aunt and uncle. The mother remains in the family home in Colorado.</p> <p>Therefore, the question is whether the Compact would apply to a student that transfers to another state when the reason for transfer has nothing to do with the parent's status in the military or military orders? Please let me know if there is a formalized way to request an advisory opinion</p>	M	CO	NE	NA	Non-PCS move to play extra curricular sports in another state	Referral to the Nebraska Commissioner. Informed the School Liaison the compact covers PCS moves under orders, and does not cover parent determined moves related to extracurricular sports.	LD
12	11/2/20	At the beginning of January a family from Australia will be PCSing to Picatinny Arsenal. Australia will be at the start of their summer and will have just completed their school year. The children will have completed Kindergarten and 3rd grade. Since January is only a 1/3 of the way through NJ school year, how would the family proceed with registration?	M	Australia	TX	NA	Enrollment for foreign allied military students	Informed representative while the moves are not covered under the compact, a best practice is to accommodate as much as possible as they are imbedded within the US military forces. As Australia's school year is aligned with the calendar year, advised the school to work closely with the parent on placement to push the students up or remain on grade level based on records, as they will be between the typical American grades.	CI
13	11/12/20	A parent contacted the Pennsylvania Commissioner. They family is making their final transition to their home of record in Oklahoma. They family will be driving to OK over the Thanksgiving holiday and has disenrolled from the PA school. Initially, the PA school said the family could retain the laptops for the drive. However it was under the impression that the family would just be going to Oklahoma for the holidays and returning back to PA to complete the semester. The parent does not have laptops of their own and would like PA to allow the kids to have the laptops for the drive. Is this covered under the compact?	C	PA	OK	NA	Providing laptops for PCSing military kids	Unfortunately, this scenario is not covered under the compact. It was explained to the family if they were returning to the PA district, they could retain the laptops for their travels. As this was not the case and the children disenrolled from the PA school, the laptops would need to be returned prior to their departure.	CI
14	11/13/20	Asked if there has been a growing number of cases arise where the student/students family wishes to maintain educational status via distance learning in one state, and move to another permanently? In the context of covid, has any states made long term accommodations? (i.e. more than 6 months or so?). That said, there could be some ways to support the family if they are only leaving for a temporary period due to military assignment orders, for example 3-5 months and then returning permanently to CA.	C	CA	NA	NA	Eligibility for remote learning in another state	We replied we are not aware of this occurring. The only state that allows this is Florida which allows military students enrolled in their Florida Virtual School Program (not remote learning) program to remain enrolled if they move out of state. The caveat is the parents must have FL residency. If the parents do not have residency, they must pay tuition to and enroll in the "Florida Virtual Global" program. Some accommodations under COVID have occurred for a student to complete the remainder of the quarter, however they have been under extenuating circumstances, AND the sending and receiving districts were both in remote learning at that time. In these cases, it was for a very short period of time, and not permanent. This scenario could be covered under the compact if the service member (such as a single family household) be deployed and the children reside temporarily with a family member or friend that resides outside of the school district (but within the same state). If the student moves outside of the state, the compact would not apply. Of course, a school could make the decision to allow them to remain enrolled in a virtual environment, however it would be an independent decision made by the school and not covered under the compact. (ref Chapter 600 - Eligibility, Sec 6.101 Eligibility for Enrollment.)	CI

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15	11/18/21	The State Dept of Education inquired regarding the student of a foreign country military officer assigned to the US. The student is attending a public charter school in the US and is simultaneously enrolled in a virtual school platform located in the foreign "home" country. The US school stated it was not legal for the student to attend two schools within the US, however questioned if this applied to a foreign student attending a US and a foreign school. The student is enrolled in classes in the home country so they remain on grade level upon their return in December. The foreign school work is supplemental to the work required while attending the US school.	S	Foreign virtual school	FL	NA	Attending a foreign virtual school and an US public charter school.	Informed that while this scenario was not covered under the compact, the student is attending the US school full-time and fulfilling course requirements based on the district standards. The foreign home school would need to reconcile the student's US transcripts upon their return. In addition, the US school was not required to add the virtual school courses to the transcript. Lastly, the student was attending the virtual classes in order to meet the promotion requirements for his home country. Therefore this scenario did not seem to be in conflict with the state's regulation.	CI
16	11/23/20	Parent requested assistance with daughter's transition from DODEA Kubasaki High School in Japan to San Diego Unified School District in California. The DODEA school was providing instruction in-person at a brick and mortar school on the quarters system for grading. San Diego USD is on block scheduling. Family was concerned the student would "lose credit" for the semester the student completed and be forced to repeat classes. The Regional SLO and Commissioner communicated with the DODEA school and parents. The family left Japan prior to the end of the first quarter so the student did not receive any credits for those classes from DODEA because of early disenrollment and a seat time requirement that is in place.	P	DODEA Japan	CA	CR	Art V-Placement & Attendance: Course Placement	The Regional SLO worked with San Diego USD and the Guidance Counselor at DODEA Kubasaki to develop a plan for the student where she would take earn her language arts, world history, and an elective credit during the first semester and then take the remainder of classes the next semester. CA Commissioner and Regional SLO stressed to the family the student's previous work at the DODEA school would give her a good foundation to be successful not to look at the situation as losing credit. The student is still on target to graduate.	LD
17	12/23/20	Retired Marine contacted the National Office regarding his family's final transition to Texas. The family moved to a school district in Texas that is low impacted and was seeking assistance with his son's GPA. The sending school offered pre-AP History and weighted the grade but the receiving school does offer a similar course so they amended the student's GPA to reflect what it would be in the receiving school's system.	P	NC	TX	NA	GPA and course weights	Referred the parent to the closest SLO and TX Commissioner Ramos for assistance. Commissioner Ramos had reached out to the parent but he admitted he had not responded to her inquiry. The National Office encouraged the parent to work with TEA and Commissioner Ramos because TEA might have options outside the Compact that could assist the student. Contact information for Ft. Worth and Navy Region SLO was provided.	LD
18	12/23/20	Contacted by USPHS spouse on Facebook message board requesting more information about Compact coverage for Commissioned Officers. Asked for clarification on if the Compact covers their families.	P	NA	NA	CR	Art III-Applicability	Confirmed coverage with the spouse and provided additional information about the Compact as well as directed them to the mic3.net website.	LD
19	1/12/21	Inquiry regarding the Compact rule on transitions for military special needs children.	E	NA	NA	CR	Art V-Placement & Attendance: SPED	Provided rule.	CI
20	1/7/21	Family is transitioning from Washington state to Fort Benning, GA and the parent wanted to know if they could enroll their student in a school other than the one they are zoned to attend.	P	WA	GA	NA	School choice	Spoke with the parent and clarified that school choice is not covered under the Compact. Directed the parent to the SLOs at Fort Benning to see if they could assist with the family's transition. Parent had no knowledge of the Compact until another spouse told them about MIC3 so I also offered her resources from the website and to provide her with a brief overview of the Compact.	LD
21	1/12/21	We have a military student that has entered Florida from New Jersey, and the sending state does not want to provide closeout grades due to their progression policy. The receiving school typically provide grades at the end of the year, whereas Florida provides semester grades.	C	FL	NJ	NA	???	Additional info was requested from Florida. The New Jersey Commissioner was copied on the email. Additional info pending.	CI

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22	1/13/21	<p>The Commissioner was contacted by a school to address a course placement issue presented by a military family. A sophomore student is currently enrolled in a PE/Health course to meet the GA and district graduation requirement. In the fall, the student was placed in the Introduction to Lifetime Sports class, and the same content he is learning was covered in this course. In addition, the student did not meet the health requirement in the sending state of Alabama as a result of improper course placement by the Alabama school guidance staff. Subsequently, the student was placed in another Georgia course which did not meet the health requirement. Due to this, this military child will have taken three additional semesters of PE in an attempt to meet one course requirement. Is it possible for the district to waive the course based on what has occurred? If it is available, the student would like to take Government and Public Service/Application of Law/Intro to Law, Public Safety, Corrections, & Security.</p>	C	AL	GA	CR	Art V-Placement & Attendance: Course Placement	<p>The Personal Fitness/Health class they are requesting to waive is a state required course which all students in the state of Georgia are required to take. This class is a semester long class with 9 weeks of personal fitness and 9 weeks of health which includes the Drug & Alcohol Awareness which is needed to apply for a driver's permit. If it was a local requirement perhaps this would be feasible, however the district feels it must make sure the student meets the district graduation requirements as well as the state requirements. Provided graduation waiver for courses rules language to the Commissioner for review. The Commissioner reported the family had withdrawn their inquiry - the student decided to take the class after all. The Commission noted the school counselor expressed appreciation for the information which may apply to future cases. The case was closed.</p>	CI
23	2/3/21	<p>National Office was contacted by a Program Instructor with the Exceptional Children's Assistance Center located near Seymour Johnson AFB in North Carolina. While the family was stationed in Germany the student attended a DODEA school, was evaluated, and received an IEP. Then the family transitioned to Maryland where the child attended a public school for 7 weeks where the IEP was implemented before their final transition to Seymour Johnson AFB, NC. The family contacted the Program Instructor at the ECAC for assistance because they felt the student's IEP was not being implemented at the new school. The National Office informed the appropriate School Liaisons, DoD Representative, and State Commissioner about the case and put the parties in contact with the Program Instructor at ECAC for more information so they could assist the family.</p>	O	NA	NC	CR	Art V-Placement & Attendance: SPED	<p>North Carolina Commissioner and WCPS Military Liaison Counselor responded quickly to the initial email and contacted the ECAC Program Instructor for additional information to assist the family. The ECAC Program Instructor assisted with the case but when she asked the family if she could refer them to the WCPS Military Liaison Counselor for further assistance to resolve or address the family's concerns the family asked that their contact information or details of their request for assistance not be shared. National Office followed up on the case and without the family's willingness to communicate the case/inquiry is considered closed.</p>	LD
24	2/4/21	<p>The Ex-officio member was contacted by a parent inquiring if the compact covered reciprocal driver's permit/licensing for students.</p>	E	NA	NA	NA	Student driver's permit and licensing reciprocity	<p>Informed the member the parent had also contacted the Commission. We informed the parent it is not covered by the compact as it is outside the scope of the compact authority. Licensing regulations are overseen by the Dept of Transportation, not the Dept. of Education. We had referred the parent to the NM Commissioner for advisement. The Commissioner informed the parent the student would need to take the test for the permit based on NM regulations. The parent asked for other options, we recommended they contact the NM Legislature, USDOD, MCEC who may want to advocate on the topic.</p>	CI

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25	2/9/21	A parent called the National Office regarding the student's International Baccalaureate letter grade since transitioning from Minnesota to Texas. The parent is attempting to get the student's number grade from the sending school district so the receiving school can recalculate the student's transcript. While the student attended school in Minnesota she took International Baccalaureate classes and received an "A". Since moving to Texas, the receiving schools grading scale differentiates between an "A" and an "A+". The parent reached back to sending school to get the student's number grade and was told the school does not provide number grades. The parent was informed that the Compact does not cover GPA but would provide contact information for the Commissioner to determine if anything could be done to assist her with getting the number grade for those classes from the sending school. One additional note, the family's transition was not related to a PCS. The military member was assigned to a new duty station and the family chose not to move with the military member but instead to relocate to a different location.	P	MN	TX	NA	Assistance with non-compact related documentation	Informed the parent that the Compact does not cover GPA, or in this case, the receiving school's determination to award an "A" versus an "A+" for IB courses taken at the sending school, but would provide contact information for the MN Commissioner to determine if he could assist with obtaining the number grades for the student. Parent stated they had worked with the MN Commissioner before during their transition into MN.	LD
26	2/19/21	A parent emailed and stated she has received further reprisal/exclusion from the district on a case. She recently attended a virtual PTA meeting attended by a legislator, and stated the Superintendent fabricated a strong partnership between the base and school district. The parent requested MIC3 connect her with the Texas Education Agency general counsel regarding the continued denial of rights for families and students.	P	NA	TX	NA	Grievance with the school district	Referred to Compact Commissioner and DOD Military Representative for follow up. In a follow-up email, the parent confirmed the case was not compact related or a compact issue.	CI
27	2/22/21	A retired military spouse contacted the national office requesting assistance regarding a non-compact related grievance with a school district. She asked to be connected to the Texas Education Agency's General Counsel and requested further mediation. Case specifics were not provided, and parent stated she has tried to reach the Commissioner.	P	NA	TX	NA	Assistance with non-compact related grievance with a school district.	As MIC3 staff was not familiar with the individual, the parent was referred to the state commissioner, TX DOD representative, and DOD Representative for assistance. The TX DOD representative provided her contact information to the parent.	CI
28	2/23/21	A student moved to the new district in their Junior year. The new school requires 27 credits to graduate, while the sending district requires 22 credits. The new school assessed the credits required and confirmed the student is able to obtain meet the graduation requirements to graduate on time. The Commissioner wanted to confirm this was okay, or if the new school was obligated to provide a reciprocal diploma since the new school requires more credits to graduate. Also, under the compact, can parents "choose" which diploma they want (sending or receiving school)?	C	ND	WY	NA	Can a parent choose to receive a reciprocal diploma?	Informed the Commissioner the provision is utilized when a student is not able to meet the graduation requirements of the new school district. In this case, the student has enough time and room in their schedule to take the classes and obtain the credits, therefore a reciprocal diploma is not required. In addition, parents are not able to "choose" which school diploma they want their child to receive.	CI

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29	2/23/21	A single enlisted parent currently stationed in GA is being deployed from mid-March-May. The high school student is currently attending in-person school. The parent is sending the student for the two months to live with his ex-wife in Virginia. Once the deployment ends, the student will return to GA live with the Dad. The Dad asked the school if the student can switch to the virtual school option to complete the last two months of school, to avoid the student starting a new school in the 4th quarter. The Virginia school the student would attend is currently in remote learning. The GA school has a 'no switch' policy. Dad has requested an exception, and the school has denied the request. The Commissioner feels the accommodation should be made as the school has a virtual option, it is temporary and to complete the last quarter of school, and the student will be returning to GA once the Dad's deployment ends. He has spoken with the School Liaison, and has a call pending with the Assistant District Superintendent.	C	NA	GA	CR	Art VI-Eligibility for Enrollment	Informed the Commissioner schools seem to be more flexible under the pandemic and rule 6.101 is applicable for this case. Advised the Commissioner to verify deployment orders with the parent and/or school liaison, and the details of the case with the school. It is unknown if there are other factors impacting the decision outside of the 'no switch' policy.	CI
30	3/2/21	Military dad will be deployed for 180 days, and student is currently enrolled in a public charter school which is currently in remote learning. Dad wants to send the student to reside in Nebraska with a friend while he is deployed and wants the student to continue attending the remote learning school program while residing in Nebraska. Is the school obligated to keep them in the program under the compact?	S	SC	NE	CR	Art VI-Eligibility for Enrollment	Under the deployment clause, if the student is returning to the school district after the Dad returns, the school district must retain the child, especially if the virtual learning platform is available as an option. However if the school returns to in-person learning and does not have a virtual learning option available, does the school need to continue the virtual learning platform for just the one student? Informed them in this scenario, the school will not be required to keep the platform for just one student. The ombudsman reported the student was allowed to remain in the virtual instruction for school coursework for as long as school had capabilities to provide this type of instruction; however when the school operational status returns to all face to face, the virtual instruction will no longer be provided for the student. Then the student will have to transfer and enroll in the school where she is residing with the dad.	CI
31	3/2/21	While most families transition directly to their new duty stations, others take extended leave along with their transition. The Commissioner was contacted by a parent who said she was moving from FL to CA and it would be 6 weeks between the time she withdrew her student to when they plan to arrive at their new duty station. Does the compact state how much time is a military family given to transition between schools?	C	FL	CA	NA	Taking extended leave for a PCS during the school year	Informed the compact does not provide a specific timeframe for a transition and expressed concern as 6 weeks was a significant amount of time to miss for the school year. The student's age and grade level was unknown however missing 6 weeks to take vacation or extended leave prior to arrival at the new locale may result in an impact to the student's promotion to the next grade level or obtain credits necessary to graduate. The Commissioner will follow up and seek more details regarding the case.	CI
32	3/9/21	Family moved from PA to CA in mid-December. The high school student left before the semester ended on January 9. The student did not finish their year-long courses. The CA school second semester began in January 4. The student reached back to the PA school and asked for grades to be awarded to the CA school could provide credit. The PA school said they are unable to provide credit for a year-long course. The contacted the national office on if the state is mandated under the compact to award grades and credit for courses that were not completed by the student.	C	PA	CA	NA	Awarding credits and grades for incomplete courses	The sending school is not mandated to award credits for classes that are not completed. However the receiving school will review the transcripts and coursework to determine how they can assist the student in staying on track to finish the coursework. This may require coordination with the sending school to assist in completion of the coursework in order to receive credit. In this case, the courses in question were year-long courses, and the receiving school is working on placement to help the student finish the coursework. Note: in some cases, the sending school has provided additional information on status of the course grades at the time of disenrollment which has assisted the receiving school with credits, especially if these were quarter or semester courses.	CI

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33	3/11/21	<p>Family moved from CA to Puerto Rico for a new assignment in July. Two children, one is in Pre-K and the other is in 1st grade. The Pre-K attends a private preschool. The first grader attends a DODEA school which was in remote learning however is moving back to in-person. The first grader has ASD (Autism Spectrum Disorder) and requires a 1:1 aide, and adult instruction. The student is non-verbal and requires an augmentive communication device; requires Occupational, Physical and Speech Therapy, and adaptive Physical Education. The student has not received these services since the move. The parent said the school is insisting the student return to in-person learning, while the parent was the student to continue in virtual format. The parent said the school Superintendent said they must disenroll the student from the school as the school is not able to provide the services needed. The parent said they have been paying out of pocket for the therapies and services needed for the child in the virtual schooling format. They want the child to finish the school year virtually and not return to the in-person setting.</p>	M	CA	Puerto Rico (DODEA)	NA	Preference to continue in remote learning if the school has returned to in-person setting	<p>The first grader was disapproved by EFMP as the location where they are stationed (and reside) does not have adequate schooling options considering the IEP. After the family arrived on the island and signed a lease (that they couldn't get out of), they contacted DoDEA Americas for schooling options for their children. When they were informed that the Special Arrangement contract school near their home did not have the staff or facilities to accommodate their son, they asked DoDEA Americas to allow an exception to policy to enroll their children in the schools at Fort Buchanan for School Year 2020-2021. The exception was granted. It just so happened that the school year started with remote instruction instead of in-person learning. This family was never enrolled in the DoDEA Virtual School. The students were enrolled in a regular in-person learning class that happened to be taught remotely because of the Health Protection (HPCON) level of Charlie in Puerto Rico. The level has now changed to Bravo and the students went back in the classroom on Monday. The students will be with the same classmates and follow the same curriculum with the same teacher as they did in remote learning. (The remote option is no longer available.) These students are still enrolled and expected in the classroom. DoDEA will be providing a formal response to the parents. They are currently waiting on the results from a CSC meeting to confirm that the DoDEA Virtual School cannot accommodate the student's needs according to his IEP and is not the correct placement for FAPE, if so the parents will be informed their only option in the DoDEA Americas school is in-person learning at Antilles Elementary. DoDEA also assured that they have never indicated that they wanted to have the children withdraw or disenroll. DoDEA is happy to have the children attend their schools and will be able to better accommodate the students once they begin their in person learning. It was the parents' choice to stay in the location where they are residing and to enroll in Antilles Elementary and they were informed at that time that they would be responsible for transporting the children to school once we went back to in-person learning. The family does have other options to send their students to the public school in Puerto Rico or place them in a private school at their own expense.</p>	CI
34	3/11/21	<p>A student will move to Virginia June 1, but would have finished her 9th grade year in California on June 18. The Virginia last day is also June 18. Currently, the student is in virtual learning, including all exams. The sending school district would like to keep the child enrolled in their remote learning program to finish the school year as it is only 14 school days. The student is on track to finish the school year in good standing. The school district asked if they are allowed to do this.</p>	C	CA	VA	NA	School desires to allow the student to finish the school year remotely	<p>Informed the Commissioner the pandemic has created extenuating circumstances and many districts have made this accommodation to assist students, especially if the receiving school is in remote learning as well. As the PCS is at the very end of the year, and the student is on track to complete the grade level and required courses. Although the accommodation is not covered under the compact, this is a local school decision and we appreciate the school making this accommodation.</p>	CI
35	3/24/21	<p>National Office was contacted by a parent requesting assistance with a waiver due to school rezoning. The family does not reside in the school district but currently pays tuition for their student to attend a specific school. The family was informed by the school district that the school was being rezoned and their student would attend a different school next year. The parent asked for a waiver, similar to the one previously granted, and was informed the school was not granting waivers this year. Parent asked if this was covered under the Compact.</p>	P	NA	AL	NA	School choice	<p>Informed the parent that the Compact does not cover school choice. The decision to rezone the school districts in the area is an action that will affect all students in the area not just military-connected students so it is being applied consistently and does not created an unfair situation for the military families in the area. The parent understood and appreciated the conversation. The father stated the student had already been to the new school, met the teachers and made the volleyball team for next year which was important to the student and parents because sports participation helps this student connect and make friends easier. Informed the AL Commissioner of the situation in case he receives additional inquiries.</p>	LD

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	Date	Inquiry/Case Description	Requestor	Sending State	Recvg State	Compact Related (CR) / Not Applicable (NA)	Topic (see Key)	Action Taken/Outcome	Staff
36	3/30/21	National office was contacted by parent whose son attended Palmetto Scholars Academy in Charleston, SC for first two years of high school. Many of his classes were honors classes with a more difficult work load. His GPA at PSA was 3.6, family moved to Yorktown, VA and GPA was downgraded to 3.2 and the courses weren't recognized. Parent asked if this was fair and covered under the Compact.	P	SC	VA	NA	GPA and course weights	Virginia's Commissioner Designee spoke with the parent on April 1st over the phone. He explained how his son's transcripts will provide a narrative which would summarize his GPA and course weights while in SC as well as explain the course weight calculations in VA and the differences between the two. He went on to explain how college and university admissions officers are fully aware the course weights vary from locality and that they are not likely to affect his ability to be considered for college admittance. He shared that his son would be given opportunity to explain how and why his GPA changed during his transition from SC to VA on his college application. Lastly, he explained how he can work up the school divisions and school boards chain of command should he wish to pursue a formal complaint about the change in his son's GPA.	MP
37	4/2/21	Family is moving from MD to Colorado Springs. Due to timing, the kids will be required to leave Maryland while it's still in session, but will arrive in Colorado after school is already out. Maryland schools are saying they will have to withdraw the kids, but there won't be a school for them to enroll in once they get to Colorado. And since they are being withdrawn, there's no guarantee their grades will carry over. The parent states this seems illogical since they are only going to miss 10 days school.	P	MD	CO	NA	Student leaving 10 days before the end of the school year	The Commissioner spoke with the father and indicated that the sending school would be able to assist the students for the 10 days until the school year ends. They have been in touch with the school system in Colorado and will assist the children in transition when they arrive. A pupil personnel worker has been assigned to assist with the transition to ensure transcripts are available, etc. for a smooth transition and to ensure the students have what they need.	CI
38	4/5/21	Spouse of an active duty Army member contacted the National Office regarding a redistricting plan in their school district in Pinehurst, NC. The district, Moore County Schools developed a redistricting plan to "recalibrate the demographic balance among our students" and her children will attend a new elementary school as a result of the redistricting. Her husband is stationed at Fort Bragg and previously her children attended Pinehurst Elementary and will be redistricted to Southern Pines Elementary. She applied for a transfer request and was denied. She is asking if this is covered under the Compact because they move frequently and would like to avoid disruption to their children.	P	NC	NC	NA	School Choice	North Carolina's Commissioner spoke with Rollie Sampson, the Moore County Schools military liaison, and she confirmed the proposed redistricting had been heavily advertised and properly handled by the school district. The new elementary school assigned to the family is just as well-resourced and high-performing academically as their prior school. North Carolina's Commissioner emailed the family with this information and informed them they had an appeals process available to them if they desired. He never heard back from the family on his correspondence.	MP
39	4/6/21	A member has two middle school kids. Their members orders end at the current duty station in early May. The member has new orders for Germany and plans to arrive there in late June. The family's personal effects will be packed up and picked up on May 24. The family will leave MA to travel to Puerto Rico prior to their move to Germany, they did not indicate why, however their travel to Puerto Rico is not PCS related. The current school district is in remote learning, however will move to in-person learning on April 28. In late March, the district asked parents to complete a survey regarding their learning model preference. The parents submitted their preference for the kids to move from hybrid to in-person learning on April 28. They have notified the school they will withdraw the kids on or around May 24. The last day of school is Fri, June 18. The member asked for the kids to be transitioned into remote learning for the last 3 weeks of school which was declined by the district. The district said because they are moving out of state, the kids must disenroll. The member is concerned about the loss of education and school when they PCS and is upset the school will not allow the kids to finish the school year remotely. Is the school mandated under the compact to keep the kids enrolled and move them to the remote learning platform if they are moving out of state?	C	MA	Germany (DODEA)	NA	Allowing continued enrollment in sending school through remote learning when a family PCS'	When the family PCS', a school is not mandated to continue the child's education. Typically, a student would disenroll once they are moving out of state. However, due to the unusual circumstances of the COVID pandemic, all schools were in virtual learning and states reported exceptions were made to allow kids to continue attending virtually when families moved, especially in cases where the receiving school was in remote learning. These decisions were made on a case by case basis and were not mandated by the compact and the accommodation was made with an 'end date' (end of quarter, semester). In this case, the school said their policy is to disenroll the student if they move out of the district. The district is allowing students with health issues or other special circumstances to continue with remote learning. The member feels the district is inflexible and disappointed in their decision to not allow the kids to finish the school year remotely when they PCS. The School Liaison worked with the school to obtain an early release for the students, the school will provide the closing grades.	CI

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	Date	Inquiry/Case Description	Requester	Sending State	Recvg State	Compact Related (CR) / Not Applicable (NA)	Topic (see Key)	Action Taken/Outcome	Staff
40	4/15/21	National Guard family on active duty orders is PCSing from Georgia to Texas in a few days. The family's high school student is a Junior. When the family transitions GA will still be finishing the quarter. The family was informed that if the student is withdrawn he will not receive credit for that quarter and thus not receive grades. The family inquired about virtual school but was told that is not an option for this student since he is also an athlete and the school has a policy that athletes must attend in-person classes to be eligible to compete.	P	GA	TX	CR	Art III-Applicability	Parent had not contacted the School Liaison because she thought since the family lived off base that was not an option. I provided her with the contact information for the SL at their current station and the SL where they are headed in Texas. I explained the SL in GA would be able to communicate with the school in Georgia to see if a solution could be found for this student, and could coordinate with the SL in Texas to assist with a smooth transition. Both Commissioners were also informed.	LD
41	4/16/21	An US Army soldier will be on orders in Vermont working at UVM. Based on the current housing market they found housing in Waterbury but want to send their rising 9th grader to CVU. The parent asked if Vermont has a program in place for active military to be able to send their dependents to a school outside of their zoned housing area? (He referenced Alabama that does this) The Commissioner inquired if this was covered under the compact.	C	Unknown	VT	NA	School choice	Informed Commissioner Vermont has a similar program with guidance posted on the Agency of Education website. Also advised to inform the parent they could contact CVU for more information and provided the program information and timeline which was posted on the receiving school's website.	CI
42	4/21/21	A student who is a Junior moved to Germany in March and enrolled in a DODEA school. The student was on track to receive an honors diploma in VA, however is unable to meet the criteria of the DODEA honors diploma which require have different requirements from VA and will receive a general diploma from DODEA. The compact requires member states to facilitate on-time graduation, which DODEA is accommodating. However, the student would like to receive the honors diploma from VA, and the state would like to make this accommodation.	C	VA	Germany (DODEA)	NA	Honors diploma	Agreed with the Commissioner that if the state would like to make this accommodation and work with the DODEA school to ensure the student met the VA requirements to provide the honors diploma, it was certainly in their ability to do so.	CI
43	4/22/21	A family with two students, Kindergarten and 4th grade) will PCS by June 1, 2021. The SC district year ends June 13, and the schools in IL end on May 25. The SC school is currently in remote learning and students/teachers will return to face-to-face learning on Monday, April 26. The parent wants to know if the compact allows for the students to finish the school year virtually although it is not being offered by the district.	S	SC	IL	NA	Family PCS and compact mandate to complete the school year virtually	The compact rules do not mandate for the school to allow or accommodate students to complete the classes virtually when a family moved, especially if this is not provided as an option by the school. We did note in similar cases, with less than 9 days left in the school year, the parent typically notifies the school they will withdraw on the specific date. And schools normally will provide grades and promotion to the next grade level as long as the student completed the work and end-of course testing before they leave. They usually have no issues doing this if the student leave more than two weeks prior to school year end, though this depends on the students' current attendance record and school rules. The State Liaison spoke with District Superintendent while he was on vacation and he was more than willing to allow these students to finish virtually when relocating out of state for the remainder of the school year. He was just asking for a copy of their orders and advised they would have to provide their own computers for the students.	CI

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	Date	Inquiry/Case Description	Requestor	Sending State	Recvg State	Compact Related (CR) / Not Applicable (NA)	Topic (see Key)	Action Taken/Outcome	Staff
44	4/23/21	A parent will deploy for two months, the child will move to a different state while the father is away. The parent asked for the child to remain enrolled in the CA school, and the school change him from current hybrid to distance learning. Under the compact, what is permitted regarding the student's enrollment considering the student will not be physically residing within the state? Does Chapter 600, Chapter 600, SEC. 6.101 paragraph a subparagraph 2 mandate the district to provide virtual learning while the student is residing out of state? The rule states: "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, may continue to attend the school in which he/she was enrolled while residing with the custodial parent." Note, once the deployment ends, the child will move back to CA and attend the same school	C	CA	?	NA	Allowing a child to attend remotely while residing in another state	Provided both paragraph 1 and 3 for context of the rule. The compact rule does not mandate for the school to allow or accommodate students when the parent is deployed and the student resides outside of the current state. Reference to the inability for the current school to charge tuition from the second school, and the clause for the guardian to provide transportation to and from the school clearly supports the understanding the child will be allowed to continue to attend the school as long as they are a resident of the current state. We did note under the pandemic, more flexibility was provided by schools due to the unusual circumstances and most districts were in remote learning - however this has changed as a majority of schools have returned to in-person learning, and many do not have a virtual learning platform available - in the district or within the state. Advised the Commissioner if the school wanted to provide this accommodation they could certainly do so and would be appreciated, though it is outside of the compact's scope.	CI
45	4/23/21	An Army family is moving this summer. The father will work at UVM. The family purchased a house in one district, however they want to send their rising 9th grader to a high school in outside of their zoned housing area. The parent asked if VT has a similar school choice program to AL.	C	AL	VT	NA	School choice	Informed School Choice is not covered by the Compact. Researched and provided the Commissioner with the Vermont School Choice Guidance posted on the VT Agency of Education website: https://education.vermont.gov/vermont-schools/school-operations/public-schools/public-high-school-choice . Informed the Commissioner could also contact the desired school for more information. The school posts guidance for out of district students on the application and timeline for the lottery process. https://docs.google.com/document/d/15SHh7qOiNedS6FylArXTIKW7-qXZuHl8hlZcnr42x9k/edit . It summary, it seemed the parent would be required to submit an application to their home school by March 1 for the upcoming year lottery. The Commissioner reported he suggested first an agreement between the two districts/SUs, using the following settings: 1) the ADM would automatically go to Harwood, then we could send Harwood a bill for tuition. District of Residence: (where the student lives), Admission Status: (01) Regular Student, Funding Source: (02) Other VT School District. A second option is to report the student as a Guest student however in that case no ADM is awarded to either school.	CI
46	4/23/21	Mother contacted the National Office, her husband is stationed at Fort Bliss in TX and has orders to report in early June to Fort Eustis in VA. She asked her daughter's middle school if they could make an early withdrawal due to her husband's military orders and the registrar said they don't do that at her school. She said her daughter is an A honor student and worried about losing her academic status if they're not able to enroll her in Virginia schools before the end of the year.	P	TX	VA	NA	Early Withdrawal	Case was forwarded to Texas Commissioner.	MP

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47	4/27/21	Active duty father contacted the National Office, they live in Virginia but his daughter is in a Florida virtual school setting. They want to transition to Fairfax Public Schools in Virginia but it does not have a gifted program, which his daughter has been in gifted programs for several years. They are trying to get a transfer to Lake Braddock, a local school that has a gifted program. The registrar in Fairfax Public Schools has told his wife this is not allowed and that she will have to attend Frost Middle School, her districted school, for a year before she is considered for a gifted program. He is asking if there is any assistance under the Compact for this.	P	FL	VA	CR	Art V - Placement and Attendance: Educ Program Placement	Virginia's Commissioner Designee spoke to the parent on May 6th. The parent informed Virginia's Commissioner Designee that the Fairfax County Public School staff member they first spoke to did not provide the correct response. He shared that other Fairfax County staff had contacted him and that proper placement of his student would take place. He asked for the parent to contact him should anything not move in that direction, he has not received any more correspondence from the parent so the issue has been resolved.	MP
48	5/11/21	Father contacted the National Office, he is retiring soon and would like to travel for a year before settling down in Tennessee. He wanted to find an online school for his daughters, 3rd and 6th grade. He also asked if there was financial assistance.	P		TN	NA	School choice	Tennessee's Commissioner emailed the parent with some additional questions in order to further direct him to the appropriate resources though the issue is not Compact-related. She did not receive a response from the parent.	MP
49	5/19/21	Army family transitioned from California to Fort Knox, KY. The service member is part of Army Recruiting Command and previously lived in an area of California that is lower impacted so the student attended a school that had few to no military-impacted students. Student has a GPA of 2.7 and an IEP noting mental health issues. Upon arriving at Fort Knox and being placed in the DoDEA school the Guidance Counselor (GC) reviewed the student's transcript and discovered the student, who is at the end of his Junior year, would be 2.5 credits short at the end of this school year from being classified as a Senior. The GC worked with school administration and all parties agreed to waive one of the credits needed, World Language, so the student would still need 1.5 credits. The classes needed are non-waivable core classes in math and science. The GC reached back to the sending school to inquire about a reciprocal diploma which the sending school was unwilling to offer. The GC informed the mother and offered two options to the family: online summer school, which would have a fee; or free virtual school through DoDEA. The mother, noting the students past mental health issues, requested a fifth year of high school for the student. The GC advised against this, again noting the social emotional wellbeing of the student. Case was referred to Kentucky Commissioner for assistance.	C	CA	KY	NA	Meeting graduation requirements for students transferring Junior Year	The Kentucky Commissioner reached out to the California Commissioner and arranged a call between the school administration at Fort Knox's DoDEA school and the sending school. The call included members of both the receiving and sending state: school liaisons, Guidance Counselors, Commissioners, and National Office staff. At this time the sending school is willing to work with the receiving school on a reciprocal diploma for the student to alleviate any stress or anxiety for the student. Even though the Compact speaks specifically to transfers of students in their Senior Year all parties agreed that several factors contributed to handling this student's case under the "Spirit of the Compact". Also, in the history of the Compact, this is not the first time a reciprocal diploma has been arranged for a student completing their Junior year. This case is pending while the student finishes his Junior year because he must pass all classes this semester to stay on track to graduate with a reciprocal diploma. It is also pending as the sending school works with the receiving school towards a reciprocal diploma.	CI/LD

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50	5/20/21	A mother contacted the National Office to ask if a charter school on base at Nellis Air Force Base in Nevada has to follow the Compact. She was told by the school registrar that my child will have to put on the waitlist.	C	?	NV	NA	School choice	Nevada's Commissioner said this was a communication issue between the parent, Nicole Hoskin, and the charter school and not related to the special needs of the child. The school never told the parent that they would not accept the child based on her special needs. The principal of the school spoke with the parent in February and told the parent that they could accommodate the special needs of the student. However, following the phone call with the principal, the parent did not apply for the lottery and assumed her daughter could just register for the next school year. When she discovered her mistake, she followed the late lottery process and was placed on a wait list. After Ms. Hoskin contacted my office, the school liaison, and the national office, it was explained that the Compact does not cover the bypassing of the lottery process. The parent understands and will keep her child on the wait list of the school.	MP
51	5/25/2021	A mother contacted the National Office who moved from VA to OR. IN VA, her son had an IEP for early intervention services. When they moved to OR they found him ineligible according to their criteria. She says he has a 504 in place for sensory processing and ADHD, and reported her son was recently diagnosed with Autism Spectrum Disorder so she'd like to get an IEP in place. According to the parent, the receiving school in OR stated they don't have time to do all the evaluations necessary to institute an IEP.	P	VA	OR	CR	Art V-Placement & Attendance: SPED	Case was forwarded to Oregon's Commissioner.	MP
52	6/2/2021	A mother contacted the National Office. Her husband will be deployed to Korea for the upcoming school year. She and her children will be staying at her parent's home. She asked if she could send her children to a school that is not in the district where her parents reside.	P	?	?	NA	School choice	Cherise is contacting the parent.	CI
53	6/8/2021	A mother contacted the National Office regarding her son who started high school in California and moved to Maryland in the middle of his freshman year. The Frederick, MD school did not recognize his Advanced Accelerated Integrative Math II. They are going to move to Oregon for his senior year. Her husband retired May 1, 2021 and she wants to know if her son is still covered under the Compact. Also, she inquired about the different graduation requirements in Oregon versus Maryland. She asked his new high school about the Compact and they had not heard of it.	P	MD	MD	CR	Art V-Placement & Attendance: Course Placement	Maryland's Commissioner contacted the parent but the parent had already spoken with a School Counseling Specialist in her office (Maryland Department of Education Division of Student Support, Academic Enrichment, and Educational Policy) and resolved the issue.	MP
54	6/4/2021	Parent contacted the National Office via Facebook requesting clarification regarding deployment. The service member will be deployed for a year but the mother and children will be going to Pennsylvania instead of moving to the service members next posting since he will be leaving on deployment. Parent asked if the children would be required to attend the school district they reside in or can they decide where the children attend if the parent will provide transportation	P	AZ	PA	NA	School choice	Parent was informed the deployment provision in the Compact applies to families that PCS with the service member. Since the family was choosing to go to PA the Compact would not apply. Recommended the parent contact the school liaison located nearest them in PA to determine if there are any waivers offered by the preferred school district that might allow the students to attend their school of choice. Provided the parent with contact information for School Liaison.	LD

Art III-Applicability
Art IV-Educational Records & Enrollment: Immunizations
Art IV-Educational Records & Enrollment: Unofficial/Hand carried Rec
Art IV-Enrollment-Kindergarten Entry
Art V-Placement & Attendance: Absence Related to Deployments
Art V-Placement & Attendance: Course Placement

Updated 8/13/2021

Note: This data reflects cases or inquiries to the National Office and is not reflective of the actual number of compact related cases that are addressed under the Compact. A majority of cases and inquiries are resolved at the state, district, and school levels.

P = Parent

BOLD = pending case

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	Art V-Placement & Attendance: Educ Program Placement							
	Art V-Placement & Attendance: Placement Flexibility							
	Art V-Placement & Attendance: SPED							
	Art VI-Eligibility for Enrollment							
	Art VI-Eligibility for Extracurricular Participation							
	Art VII-Graduation Req (Sr Year Transfers)							
	Art VII-Graduation: Exit/EOY Exams							

C = Commissioner
DS = District/School
M = Military