



MIC3 Military Interstate
Children's Compact Commission



Tennessee State Council Meeting

Friday April 8, 2016

1:00PM CST

Webinar

Agenda

- Welcome
- Call the Meeting to Order
- Roll Call
- Introduction of School Liaison Officers
- Purpose
- Tennessee Active Duty Military (Sponsors and Children) as of July 2014
- Key Issues Affecting Military Students
- Election of Officers
 - Vice Chairperson
- Children of the Deployed Video
- Review of 2015/2016 Tennessee Cases
- Open Discussion
- Important Links
- Adjourn

Welcome and Roll Call

- **Call the Meeting to Order – Commissioner McLaughlin**
- **Roll Call to Establish Quorum**
 - Deanna McLaughlin, Tennessee State MIC3 Commissioner
 - Carolyn Davis, Tennessee MIC3 Military Family Education Liaison
 - Nathan James, State Board of Education Designee
 - The Honorable Dolores R. Gresham, Tennessee State Senator
 - Many-Bears Grinder, Commissioner, Tennessee Department of Veteran Affairs
 - Dr. B J Worthington, Director of Schools, Clarksville-Montgomery County Schools
 - Dr. LaDonna Killen McFall, Director of Schools, Coffee County Schools
 - Tammy Mason, Superintendent of Schools, Arlington Tennessee
 - CPT Jim Bryson, Commanding Officer Naval Support Activity Mid-South Millington Naval Air Station
 - COL Robert Salome – Incoming Garrison Commander Ft. Campbell Kentucky
 - LTC Jim Reed– Director J9 Military and Family Readiness Programs

Introduction of School Liaison Officers

- Jennifer Lundy – Naval Support Activity Mid-South
Millington Naval Air Station
- Pauline Hutchinson - Army Support Ft. Campbell Kentucky
- Tayranette Williams – Army Support Ft. Campbell Kentucky

Our Purpose

Pursuant to the terms of the Interstate Compact on Educational Opportunity for Military Children, (the Compact”), the Tennessee State Council on Educational Opportunity for Military Children (the “Council”) is established to fulfill the objectives of the Compact, through a means of joint cooperative action among the Compacting States: to promote, develop and facilitate a uniform standard that eases the state to state transition of military personnel, their spouses and primarily their children as these children transfer from one state to another and from one school system to another as a direct result of the military parent’s frequent reassignments.

Tennessee Active Duty Military (Sponsors and Children) as of July 2014

Army	
Sponsors	Children 5-18
6,188	11,297
Marine Corps	
Sponsors	Children 5-18
196	315
Coast Guard	
Sponsors	Children 5-18
80	136

Navy	
Sponsors	Children 5-18
1,006	1,823
Air Force	
Sponsors	Children 5-18
402	672
DoD Total	
Sponsors	Children 5-18
7,792	14,107

Total	
Sponsors	Children 5-18
7,872	14,243

Key Issues Affecting Military Students

Academic

- Typical student experiences between 6-9 transitions between grades K-12
- 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

Key Issues Affecting Military Students

Interpersonal Issues Affecting Performance

- Social and Emotional Needs - New Friends/Peers
- 1 in 15 military dependents have lost a parent to war
- Typical deployments vary from 45 days – 1+ years
- Deployments can be sudden / no notice
- Recent Armed Forces 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

Election of State Council Vice Chairperson

Vice Chairperson

- The vice chairperson shall, in the absence or at the direction of the chairperson, perform any or all of the duties of the chairperson. In the event of a vacancy in the office of chairperson, the vice chairperson shall serve as acting chairperson until a new chairperson is elected by the Council.

Children of the Deployed

- [Children of the Deployed Video](#)

University of Southern California

- This video is a montage of testimonies of military students, describing their feelings on what it is like being part of a military family. This important video raises awareness regarding the challenges children face when their parents' deploy. These testimonies can be used to educate the added stressors of being part of a military family and how schools can alter their practices and school climate to help military students.

2015/2016 Tennessee – Case 1

We are a Navy family moving from TN to Ohio. My husband will be in Oxford, Ohio as the Miami University ROTC Commander. Our daughter will be a senior and will graduate in Spring 2016. She has already been accepted to the Ohio CCP program. She was already on track to graduate in TN with state honors, or with state distinction (ACT score still pending). I see that 4 credits are required for Ohio honors diploma, and she cannot make that up in one year...what can MIC3 do to help in this department? I would hate for her to not be looked at competitively for college, or for all her hard work so far to only reflect a typical diploma.

Thank you.

Action

- The Tennessee Commissioner partnered with the Ohio Commissioner
- The Tennessee Commissioner contacted the School Superintendent at the sending school system (LEA) to inquire about the possibility of the student graduating with a diploma from the sending school while walking at the graduation of the receiving school.
- Due to the fact that this case was initiated during the summer, it took several weeks for the guidance counselors at both schools to connect.
- Result – the student will walk at graduation at her sending school and receive a diploma from her sending school.

Rule – Chapter 400 – Graduation (C)

Transfers during senior year

- There may be cases in which a military student transferring at the beginning or during his or her senior year is ineligible to graduate from the receiving LEA after all alternatives have been considered. **In such cases the sending and receiving LEA's shall ensure the receipt of a diploma from the sending LEA**, if the student meets the graduation requirements of the sending LEA. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on time graduation of the student in accordance with Sections A and B of this Article.

2015/2016 Tennessee – Case 2

- I spoke with you earlier this month about my son whom is dyslexic. He was diagnosed in Texas and in the state of Texas dyslexia is a disability. In the state of Tennessee they said it is not a disability. I was not able to get an IEP before we PCS here to Tennessee, so they are going to write an IEP for the ADHD that my son has but they will not put dyslexia on his IEP. I really would like to apply for the Exceptional Family Member Program so that we can PCS to a state that will properly address his needs. However they want to wait until the end of January to write the IEP which will not have dyslexia on it as a disability. As of now he is failing in his classes, before we moved here he was doing very well. I hope that I am explaining myself so that you understand. I told his school about the MIC3 program but they are still telling me that dyslexia is not a disability here in Tennessee so they reclassify it as a reading problem and will not address the issue. Is there anything that I can do about this problem?

Action

- The Tennessee Commissioner contacted the receiving school administration
- The Tennessee Commissioner was referred to the Special Education Director for the school system. The Special Education Director stated that dyslexia is not a recognized learning disability.
- The Tennessee Commissioner the Military Interstate Children's Compact and Disabilities Eligible for Services in Tennessee
 - Specific Learning Disability - means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, and developmental aphasia.
- Result – the school system worked with the family to obtain reading assistance for the student.

Rule Chapter 500 – Placement & Attendance

SEC. 5.101 Course placement

- **The receiving school shall initially place a student who transfers before or during the school year in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the school in the sending state to the extent the educational courses are provided by the receiving school. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. 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 educational courses.**

Rule Chapter 500 – Placement & Attendance (cont)

SEC. 5.102 Educational program placement

- **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.

Rule Chapter 500 – Placement & Attendance (cont)

SEC. 5.103 Special education services

- (a) In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.A. Section 1400 et seq, the receiving state shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP); and
- (b) In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and **with Title II of the Americans with Disabilities Act, 42 U.S.C.A. Sections 12131-12165, 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.
- (c) The receiving school may perform subsequent evaluations to ensure appropriate placement and appropriate services. The receiving school shall follow any current regulations the receiving state has in place in order to comply with federal or state law.

2015/2016 Tennessee – Case 3

My son is a junior, and new student in Woodbridge, VA coming from Clarksville, TN. We are a military family. My reason for contacting you is, I need your assistance to assure that Interstate Compact on Educational Opportunity for Military Children is in accordance with and completely applies to my student/son, a military child.

My son was told to take a state comprehensive (SOL) exam without prior preparation and without your, the parent's knowledge/notification? My son was pulled from class on Thursday, 3 December to take a Biology SOL. When he told the test administrator that he had taken a required Biology exam in TN and had passed it, she sent him to see his counselor. When my son spoke to his counselor, he told my son that he had to take, not only that test, but 5 more tests to follow in order to graduate.

2015/2016 Tennessee – Case 3 (cont)

My son knows the importance of a good education. He's a good kid and works extremely hard. He passed all of his TN EOC/comprehensive exams. He was invited to apply for National Honor Society prior to leaving and at the beginning of 2015-2016 school year he entered PWCS with a total of 14 credits and a 3.6 GPA.

The notion that my son can take the exam several times over and colleges will not be privy to the scores is beyond the point if he has already taken the comprehensive exams and passed them. It is about acting in compliance with Interstate Compact on Educational Opportunity for Military Children. I pray that you will understand that my position comes from a place of concern and advocacy for my son. I would appreciate your assistance in resolving this matter. Thank you for your time.

Action

- The Tennessee Commissioner contacted the Lead Counselor, of Instruction and Curriculum Department at the sending school system.
- The Lead Counselor contacted the receiving school guidance counselor and emailed a copy of the exams that the student completed in the sending school.
- The sending school waived a couple of exams based on the exams that the student took at his sending school.

Rule – Chapter 400 – Graduation (B)

Transfers during senior year - Exit exams

States shall accept:

- 1) exit or end-of-course exams required for graduation from the sending state; or
- 2) national norm-referenced achievement tests or
- 3) alternative testing, in lieu of testing requirements for graduation in the receiving state.

In the event the above alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C shall apply.

www.mic3.net

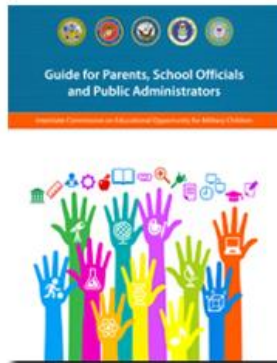
MIC3 Military Interstate Children's Compact Commission



🏠 ABOUT | FAQ | NEWS | RESOURCES | THE COMMISSION | MAP | CONTACT



ONLINE DIGITAL GUIDE



Resolving Education Transition Issues for Military Children

MIC3 in Your State

Use our interactive map to keep up-to-date with compacts around the U.S.



Helpful Links

- ▶ **NEW:** MIC3 News, Views, and Transitions-- December 2013 Issue
- ▶ MIC3 Advisory Opinion: 01-2013
- ▶ Read the Model Language for the Interstate Compact on Educational Opportunity for Military Children

www.mic3.net Resources Tab

RESOURCES

LINKS

Resources

- › [MIC3 Information Video »](#)
- › ["Resolving Education Transition Issues for Military Families" Printable Brochure »](#)
- › [Model Interstate Compact Language](#)
- › [Adopted Rules Rules »](#)

MIC3 Guide (April 2013)

- › [Main Guide for Parents, School Officials and Public Administrators»](#)
(Digital Version can be accessed here)

MIC3 One Page Reference Documents (One-Pagers)

- › [For Parents, Families and Guardians»](#)
- › [For Schools and Administrators»](#)
- › [For Parents, Schools and Administrators»](#)

MIC3 Power Points

- › [Interstate Compact on Educational Opportunity for Military Children Implementation Powerpoint Presentation »](#)
- › [Commissioner Training Presentation from 2010 National Conference Powerpoint Presentation in PDF »](#)
- › [Interactive map showing member and non member states available to download »](#)

www.mic3.net Resources Tab (cont)

MIC3 Webinars

Orientation - November 6, 2013

- Webinar power point slides
- Presentation with Audio (AVI File)
- Presentation with Audio (You Tube)

MIC3 Newsletter - News, Views, And Transitions

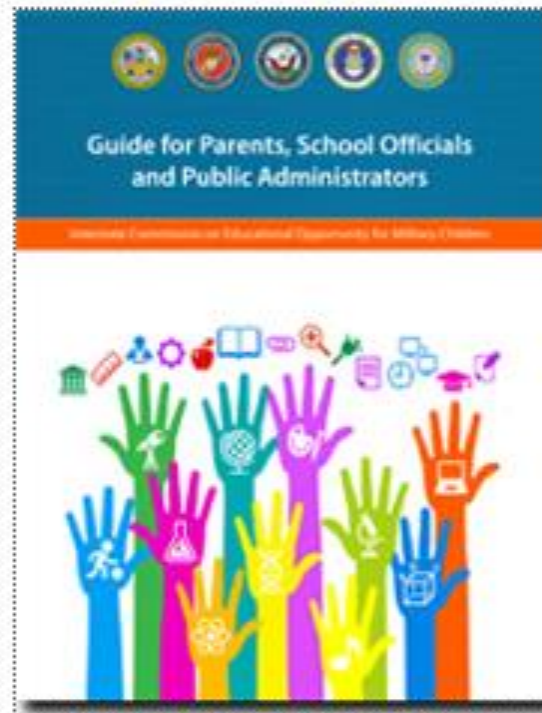
- May 2011
- September 2011
- December 2011
- March 2012
- June 2012
- December 2012
- March 2013
- June 2013
- September 2013
- December 2013

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Online Digital Guide

- <http://online.flipbuilder.com/rpryor/prlj/>

ONLINE DIGITAL GUIDE



Open Discussion

- Questions
- Comments



I'm a Military Child,
Where I'm from?
I'm a child of the world,
I bloom anywhere.
I'm on an incredible journey.
I know once we leave here, I will probably never walk this way again.
I'm an unrooted child.
My life is mostly in brown boxes.
One more time again I'm going to say goodbye to all that I know.
At this moment I don't belong anywhere;
Not in this place, and not in the new place I'm moving to.
It's a puzzle of a thousand pieces that has been turned upside down,
It's up to you to put the puzzle back together again.
I'm leaving behind all that is familiar, again.
I'm facing the unknown one more time.
My roots are short.
Unexpected separations.
Saying goodbye to friends.
Some lessons are harder than others.
But at the end, I have yet another success story.
I'm flexible.
I'm not going to bend out of shape.
Being strong is the only choice I have.
I'm walking this path.
We are heading to a bright future together as a family and as a nation.
I proudly contribute to the peace and freedom we all enjoy.
Sleep peaceably in your beds at night United States of America.
My family and I got your back.

-Laura C. Marin, 11, Military Child

Thank-You for Attending

- Visit www.mic3.net frequently for information
- Tennessee MIC3 Link
<http://www.tn.gov/sbe/MIC3.shtml>
- MIC3 Facebook Link
<https://www.facebook.com/pages/Military-Interstate-Childrens-Compact-Commission-MIC3/138282872875792?ref=hl>

