

Arizona State Council on the Education for Military Children

School Liaison Officer Conference Call Notes

November 1, 2012

12:30 p.m.

Governor's Staff Present: Chair Rebecca Gau, Veronica Metz, Dale Frost, and Kelly Hedman

School Liaison Officers in Call:

Stacy Dutton, Davis-Monthan AFB

Rocky Macy, Luke AFB

Elena McShane, Marine Corp Air Station Yuma

Kelli May, Regional School Liaison, Marine Corps Installations West

Council Website discussion:

Dale opened the discussion with URL Host and Location objection or suggestions. The current suggestion www.azmilitaryed.com has not been purchased yet it is advised no one try to search this in the web browser as it may cause it to be unavailable. There is the option of making the link .gov or .edu based upon where it is housed. Options for housing the site with Arizona Department of Education or within the Governor's office were presented.

Elena suggested we request a link be added to the Department of Education website as a means of driving traffic to the site.

A discussion of how many headers would be needed and what their titles should be. Rocky suggested keeping them broad. Rebecca named Military Families, Schools, and Administrators – as well as keeping a hidden frame for header addition in the future should it become necessary.

Directory Listings of the School Liaison Officers were not available in the packet, but need to be added to the web site. This should be listed somewhere before the resources.

Rather than put a .pdf file of the Guide for Parents, School Officials and Public Administrators, it was suggested a link to the MIC3 version of the document would be best in order to ensure our web site maintained the updated version.

Dale asked Veronica and Kelly to contact the AzSA and find out if there is an existing Administrative Procedure such as the sample provided from San Diego Unified Schools. Kelly contacted Deb Duvall, who will be consulting with Ronda Frueauff to determine if there is such a document or procedures in Arizona.

The K-12 Interstate Compact on Educational Opportunity for Military Children Page would be a nice landing page for the site with some revisions.

A question was presented as to whether there would be a secure area of the site made available. There will not be a secure portion of this site; it will be for public use and information only.

A concern was presented that SLO's need better contacts in order to assist families. Ideas were direct contacts at the Arizona Department of Education, backline numbers, secure log in on the site, updated directories. The directories outdate quickly, securing certificates for the site to maintain information pertaining to minors is not going to be feasible for the Council. Further discussion may be needed regarding communication lines with the state liaisons.

There is a need to continue looking into marketing the site, how to drive people to it – ideas such as asking for booths at ASBA events, links on Arizona Department of Education web site, swag in offices, family readiness centers.

The governor's office is in the planning stages for the Council meeting in December. At that meeting we hope to have a plan in print of what we would like to present on the web site. A target launch date before the first Council meeting in 2014 would be optimal.

Governor's Conference Call Meeting With School Liaison Officers

November 1, 2013
12:30 p.m.

Conference Call 1-877-820-7831 – Passcode 662478#

1) Introductions

Expected Attendees:

Dale Frost-Policy Advisor, Education
Rebecca Gau-Director of Education Innovation
Karla Phillips-AzDOE, Director of Cross Divisional Leadership Initiative
Stacy Dutton – School Liaison Officer, Davis-Monthan AFB
Rocky Macy – School Liaison Officer, Luke AFB
Erin Schnitger – School Liaison Officer, Fort Huachuca
Elena McShane – School Liaison Officer, Marine Corp Air Station Yuma
Kelli May – Regional School Liaison, Marine Corps Installations West

2) Opening Remarks-

Dale Frost & Rebecca Gau

3) Council Website Discussion - www.azmilitaryed.com

Site Name/Identification

Content of Site – Reference “*Compact Info for the Website*”

Web Hosting

Timeline for Implementation

Marketing/Public Awareness

Links on Related Sites

Link under Email Signatures

Business Card

Novelty Items

4) Open Discussion for Website

5) New Business

6) Adjourn

Compact Info for the Website

SLOs Want:

- Directory with Contact Information for all the installation school liaisons in Arizona (by County/District)
- MIC3 link/handout: Guide for Parents, School Officials and Public Administrators (*attached*)
- Sample Board Policy for facilitating smooth transitions for military students (*sample attached*)
- Form for counselors and school liaisons to use when assisting parents in determining whether an issue is compact related (*sample attached*)
- Sample parent letter to school administration regarding deployment related absences (*sample attached*)
- Scenarios Spreadsheet (*attached*)
- One Page Compact Summary (*samples attached*)
- School Transition Checklist (*attached*)
- Kindergarten Readiness Checklist (*attached*)
- Resolving Education Transition Issues for Military Families Handout (*attached*)



Guide for Parents, School Officials and Public Administrators

Interstate Commission on Educational Opportunity for Military Children

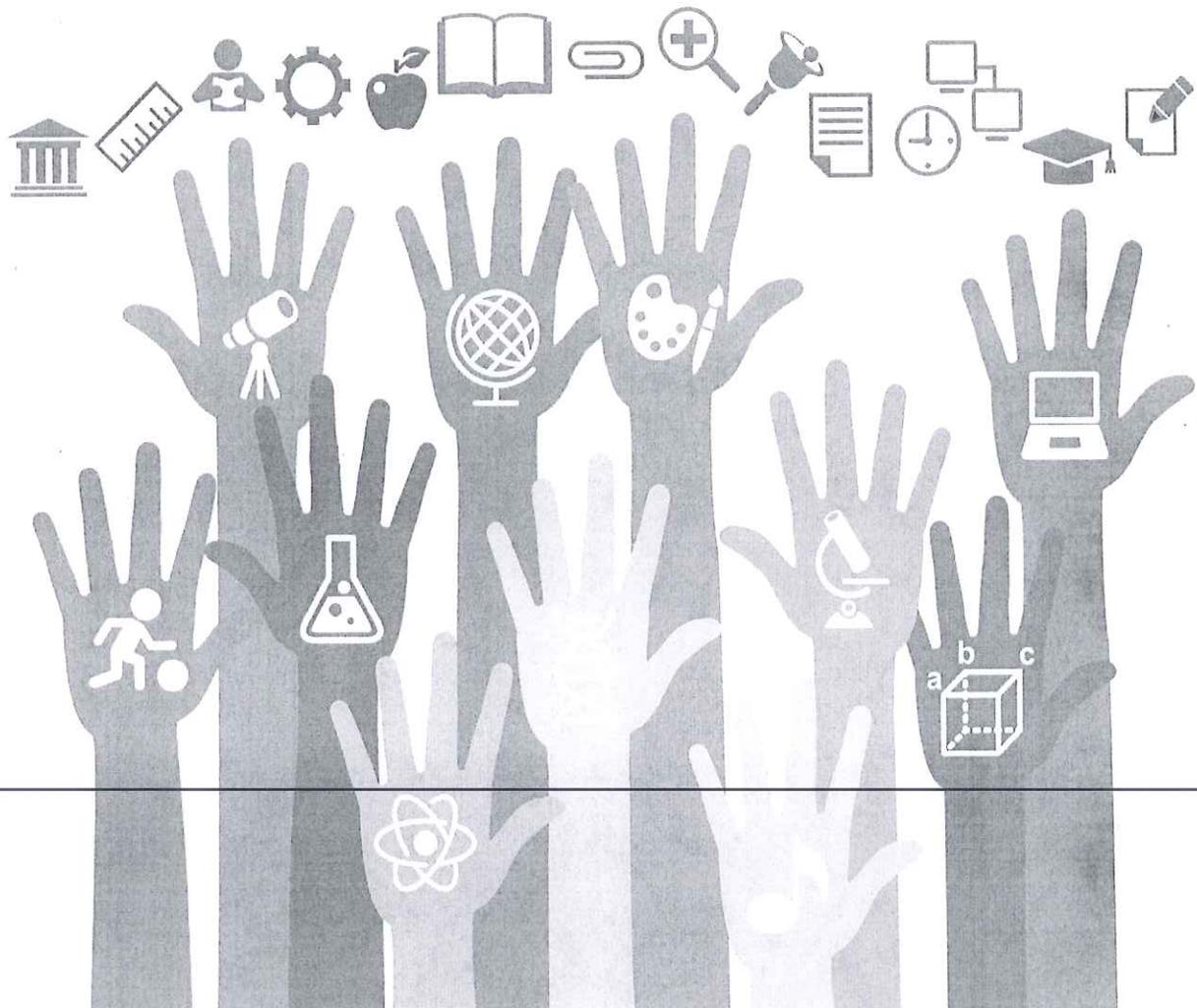


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What is the Interstate Commission on Educational Opportunity for Military Children?

The Compact deals with the challenges of military children and their frequent relocations. It allows for uniform treatment as military children transfer between school districts in member states. Each member state must adopt the Compact through legislation. Each Compact state will appoint representation to an on-going governing Commission which will enact necessary rules. The Compact calls for the development of State Councils in each member state. Each State Council may be tasked with development of policy concerning operations and procedures of the compact within the state.

The Council of State Governments (CSG), in cooperation with the U.S. Department of Defense, drafted the interstate compact to address the educational transition issues of children of military families. Since July 2006, CSG worked with a variety of federal, state and local officials as well as national stakeholder organizations representing education groups and military families to

create the Interstate Compact. While the Compact is not exhaustive in its coverage, it does address the key issues encountered by military families: eligibility, enrollment, placement and graduation. The Compact provides for the uniform treatment of military children transferring between school districts and states.

Military families move between postings on a regular basis, and while reassignments can often be a boon for career personnel, they can be difficult for the children of military families. The average military student faces transition challenges more than twice during high school and most military children will attend six to nine different school systems in their lives from Kindergarten to 12th grade. The Compact seeks to make transition easier for the children of military families, so they are afforded the same opportunities for educational success as other children, and are not penalized or delayed in achieving their educational goals.

As part of the Compact, the Interstate Commission on Educational Opportunity

for Military Children was established (also referred to as the Military Interstate Children's Compact Commission or MIC3). The Department of Defense continues to work with the Commission, Council of State Governments, national organizations, and state leaders to bring the remaining states on board. Member states are forming their State Councils and informing school districts of the terms of the Compact. The Commission has met annually since 2008 and is working to implement and communicate the requirements of the Compact.



Specific Impacts on Military Children

Transfer of Records

Official transcripts for military affiliated children often come from other states or overseas schools. Children are placed incorrectly because some schools refuse to accept hand-carried copies until the official version arrives. Because of the possible time lapse between entry into school and the arrival of school records, this process jeopardizes proper placement for all students and, in particular, those involved in Special Education, Gifted Education, English as a Second Language, and Advanced Placement Courses.

Course Sequencing

States have varying prerequisite course requirements that can result in thwarting students' academic advancement, repeating content or eliminating students from Honors or Advanced Placement courses.

Graduation Requirements

Graduation requirements vary from state to state. In some states, specific courses are required for graduation. The graduation of military students who transfer during their junior or senior year may be jeopardized if they are unable, due to state/local policies or scheduling constraints, to enroll in the necessary coursework.

Exclusion from Extra-Curricular Activities

Students who enroll in school after auditions, tryouts, elections and membership recruitments are often eliminated from activities that promote socialization and connectedness to their new school community. Often their skills and talents are not recognized or developed or are placed on "hold" because they are seen as transient or having arrived "too late." Organizations such as the National Honor Society permit local entrance requirements that can eliminate students even when they



have been members in their previous school.

Redundant or Missed Entrance/Exit Testing

Children who move frequently can be penalized for missing state mandated tests required to enter or exit various levels of the educational system. Tests are often specific to the state and therefore, entrance/exit tests taken in another state, are not recognized.

Kindergarten and First Grade Entrance Age Variances

Children enrolled in Kindergarten in one state may not qualify by age when transferred during the year to another state. Children who have completed Kindergarten in another state are

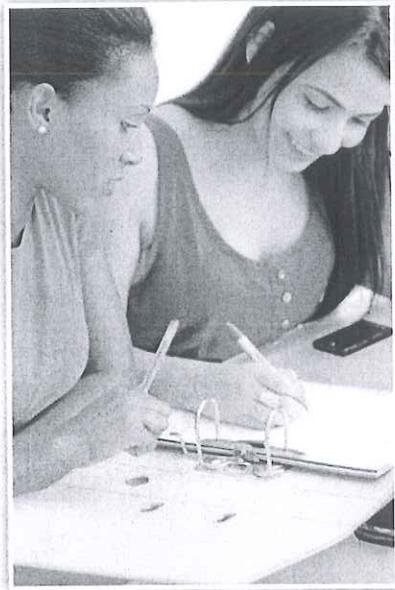
sometimes denied entry into first grade if they do not meet the age requirement.

Power of Custodial Parents While Parents are Deployed

Due to circumstances created by military deployment, there are times when children are placed in the care of designated guardians. Legislation is needed to protect the children of these families so that they may continue to attend their school or relocate to the neighborhood school of their newly appointed guardian.

This booklet is designed to help parents, families, guardians, school officials and public officials understand the Compact and navigate issues that may arise when dealing with a child from a military family.

There may be slight variations between the model compact language and the version adopted into your state's statute.



What Parents, Families and Guardians Should Know

Students Covered Under the Compact

- A student enrolled in K-12 in the household of a full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211.
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year.
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Students Not Covered Under the Compact

The Compact does not apply to children of:

- Inactive members of the national guard and military reserves
- Members of the uniformed services now retired not covered in the above
- Veterans of the uniformed services not covered in the above
- Other U.S. Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

Educational and Enrollment Records

Unofficial or "Hand-Carried" Education Records

- Custodian of Records sends unofficial records to parents.
- School shall enroll and appropriately place student pending validation of official records.

Official Education Records/Transcripts

- Receiving state shall request student's official education records from sending state. Sending state's school will furnish official education records within ten (10) days or reasonably determined time promulgated by the Interstate Commission.
- Immunization: student is given thirty (30) calendar days from the date of enrollment.
- For a series of immunizations, initial vaccinations must be obtained within thirty (30) calendar days.

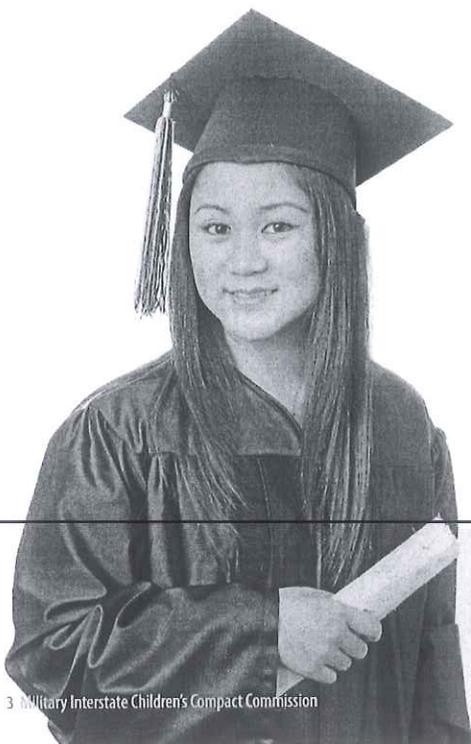
Kindergarten and First Grade Entrance Age

- The student shall be allowed to continue their enrollment at grade level in the receiving state, commensurate with their grade level (including Kindergarten) from a local education agency (LEA) in the sending state, at the time of transition, regardless of age. In the case of a Kindergarten student, the student must have been enrolled and attended class in the sending state in order to assure continued attendance in Kindergarten in the receiving state. A student that has satisfactorily completed the prerequisite grade level at the LEA in the sending state, shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age.

Graduation ▶

Waiver Requirements

Specific required courses shall be waived if similar course work has been satisfactorily completed. If a waiver is denied, LEA shall provide an alternative means of acquiring required coursework so the child may graduate on time.



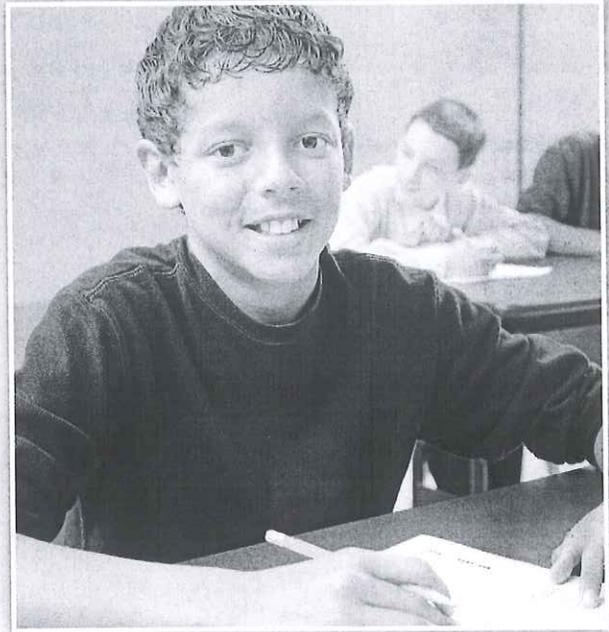
Responsibilities of Sending and Receiving Schools ▶

States shall accept:

- Exit or End-of-Course exams. National Norm-Referenced Achievement Test. Alternative Testing.
- If the above alternatives cannot be accommodated then the sending and receiving LEA shall ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements of the sending LEA.

Transferring Beginning or During Senior Year:

- Should a military student transferring at the beginning or during their Senior year be ineligible to graduate from the receiving LEA after all alternatives have been considered, the sending and receiving LEA shall ensure receipt of a diploma from the sending LEA, if the student meets the graduation requirements of the sending LEA.
- If one of the states in question is not a member of the Compact, the member state shall use best efforts to facilitate the on-time graduation in accordance with the Waiver Requirements and Exit Exams.



RECEIVING STATE ▶

The state to which a child of a military family is sent, brought, or caused to be sent or brought

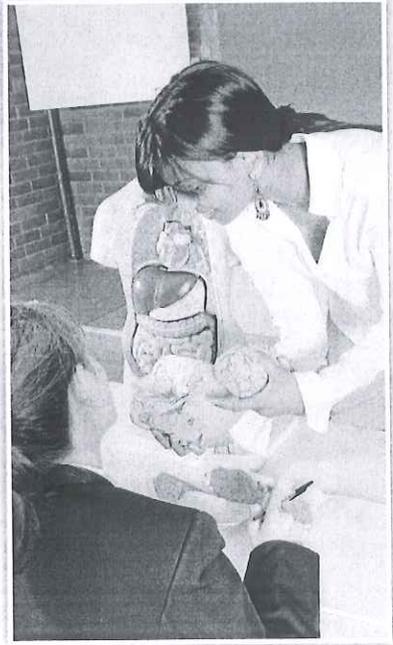
SENDING STATE ▶

The state from which a child of a military family is sent, brought, or caused to be sent or brought

Data the School Should Expect the Military Child/Family to be Able to Provide Upon Transfer

- Official military orders showing that the military member was assigned to the state (or commuting area) of the state in which the child was previously duly enrolled and attended school.
- If a military child was residing with a legal guardian and not the military member during the previous enrollment they will have a copy of the family care plan, or proof of guardianship, as specified under the Interstate Compact, or any information sufficient for the receiving district to establish eligibility under the compact.
- Evidence of date of birth.
- An official letter or a transcript, official or unofficial, from the proper school authority which shows record of attendance, academic information, and grade placement of the student.





Placement and Attendance

Course Placement

Receiving school shall honor placement based on student's previous enrollment and/or educational assessments. The receiving school is not barred from performing subsequent evaluations to ensure appropriate placement and continued enrollment.

Educational Program Placement

Receiving school shall honor placement based on current educational assessments. Receiving school is not barred from performing subsequent evaluations to ensure appropriate placement.

Special Education Services

- Comply with IDEA and provide comparable services based on his/her current IEP.
- Comply with Section 504 and Title II of the Americans with Disabilities Act.
- Shall make reasonable accommodations and modifications of incoming students with disabilities.
- Receiving school is not barred from performing subsequent evaluations to ensure appropriate placement.

Placement Flexibility

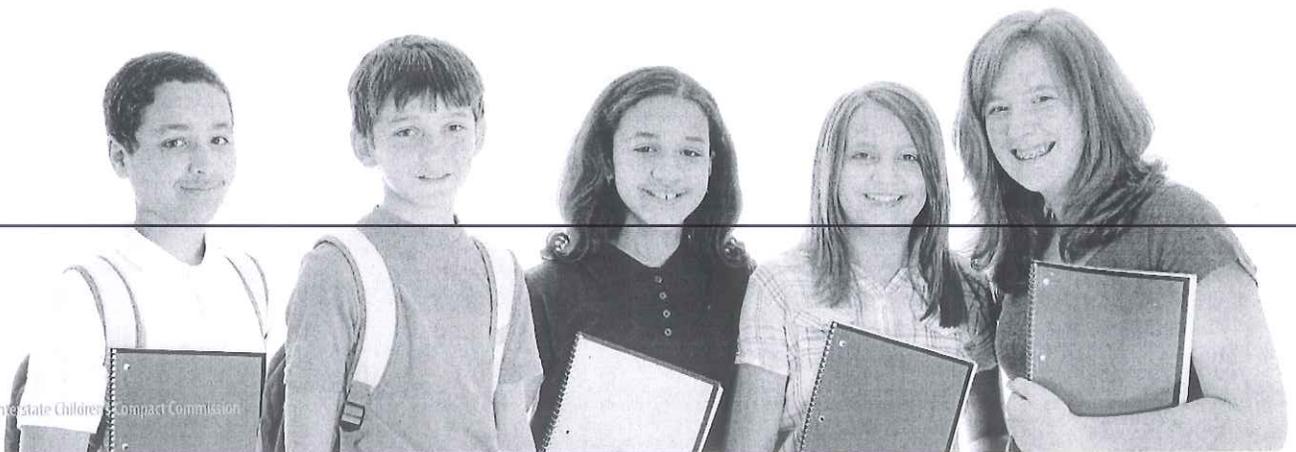
LEA officials shall have flexibility in waiving course/program prerequisites.

Absence as Related to Deployment Activities

The child shall be granted additional excused absences at the discretion of LEA superintendent.

Enrollment and Eligibility

- Special power of attorney or relative with guardianship can enroll a child.
- LEA shall not charge local tuition when a transitioning military child resides in a jurisdiction other than that of the custodial parent.
- Transitioning military children may continue to attend the school in which they were enrolled.
- Transitioning military children shall have the opportunity to participate in extracurricular activities, if qualified, regardless of application deadlines.



Public Sector Impact

State Council

Each state with adoption of the Compact, is required to develop a State Council to provide the coordination among its agencies of government, local education agencies and military installations concerning the state's participation in, and compliance with, this Compact. While each member state may determine the membership of its own State Council, its membership must include at least: the state superintendent of education, superintendent of a school district with a high concentration of military children, a representative from a military installation, a representative from the legislative, and executive branches of government, and other offices and stakeholder groups the State Council deems appropriate.

Military Family Education Liaison The State Council shall appoint, or designate, a military family education liaison to assist military families and the state in facilitating the implementation of this Compact.

National Coordination

Interstate Commission

The governing body of the Interstate Compact is currently composed of representatives from over 40 member states as well as various ex-officio members representing impacted stakeholder groups. The Interstate Commission, also known as the Military Interstate Children's Compact Commission (MIC3), provides general oversight of the Compact, creates and enforces rules governing the Compact's operation and promotes training and compliance with the Compact's requirements. Each state has one vote on compact matters. Voting privileges reside with the State Commissioner or their formal approved delegate. The Commission maintains an Executive Committee and four standing committees; Rules, Finance, Compliance and Training, Education and Public Relations. Rather than states operating under this Compact without any national coordination, the Interstate Compact and Commission provide the vehicle for solving interstate issues and disputes. The Commission also provides for a national staff that handles the administrative, logistical, public affairs, legal, legislative, and training functions.

Rulemaking

The Interstate Commission drafted and enforces rules for the operation of the Compact. While the interstate compact mechanism provides the skeletal structure of the agreement, the rules are the muscles or actuators of the contract. The Compact is basic in its scope and intent, therefore compelling the rules, and the rulemaking process to be dynamic in its ability to respond to changing issues, without rewriting the Compact at every turn. However, a rule may be voided should a majority of member state legislatures revoke the rule (check and balance).

Enforcement

The Interstate Commission has a responsibility to ensure that the Interstate Compact and the governing rules are applied and upheld by all member states and their local school districts. Unfortunately, not all issues can be resolved at the local and state level. The enforcement provisions of the Interstate Compact allow for the National Commission Office to intercede and mediate such issues and assist the states in finding equitable solutions, if possible. The contractual nature of the Compact requires all parties to the agreement (the member states) to abide by the commitments that have been made to each other when the compact was enacted by each state. The philosophy behind the enforcement clauses of the compact is to use the least amount of coercion necessary to bring about compliance. Most of the time this can be accomplished through technical assistance and training or through alternative dispute resolution processes such as mediation and arbitration, which are provided as alternatives under the Compact. While recourse to the legal process can be used as a last resort, experience has shown that this is seldom necessary. Questions of interpretation should be sent to the Executive Director through the State Commissioner.



Resolving Education Transition Issues for Military Children



Military Interstate Children's Compact Commission
2760 Research Park Drive | P.O. Box 11910 | Lexington, KY 40578-1910

Phone: (859) 244-8133 | Fax: (859) 244-8001 | mic3info@csg.org

www.mic3.net





ADMINISTRATIVE PROCEDURE

CATEGORY: Students, Admission/Withdrawal
SUBJECT: Enrollment of Children from Active Duty Military Families

A. PURPOSE AND SCOPE

1. The district recognizes the challenges to the academic success of children of military families caused by the frequent moves or deployments of their parents/guardians in fulfillment of military service. In accordance with law, the district shall provide such students with academic resources, services, and opportunities for extra-curricular and enrichment activities that are available to all district students.

The purpose of this document is to outline administrative procedures governing the enrollment, placement, education, and graduation requirements of children from active duty military families.

2. Related SDUSD Administrative Procedures:

Independent Study	4316
Graduation from Senior High School.....	4770
Preregistration and Registration, K-6	6120
Choice Enrollment.....	6127
Immunization Verifications	6355
Preregistration and Registration, 7-12	6123

3. Related Administrative Circulars:

Verification of Residence for Enrollment PurposesCircular No.13

B. LEGAL AND POLICY BASIS

1. **Reference:** Education Codes Sections 49700, 49701, 51251, 51747, Individuals with Disabilities Act, (34CFR Parts 300 and 301-2006), California Interscholastic Federation (CIF) Administrative Guidelines for CIF Member Schools, Understanding CIF Transfer Eligibility for Interscholastic Athletics.
2. **State Law:** AB 343 ratified (with revisions) the Interstate Compact on Educational Opportunity for Military Children, Oct. 2009.
3. **Federal Law:** The Interstate Compact on Educational Opportunity for Military Children, 2008.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Student Services Division, Children and Youth in Transition Department.

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2. **Definitions.**

a. **"Children of Military Families"** means a school-aged child or children, enrolled in kindergarten through twelfth (12th) grade in the household of an active duty member as defined below (Education Code 49701):

- 1) Members who are in full-time active duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC Chapter 1209 or 1211.
- 2) Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement.
- 3) Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death.

b. **"Deployment"** means: the period one (1) month prior to the service members' departure from their home station on military orders though six (6) months after return to their home station.

"Education(al) records" means those official records, files, and data directly related to a student and maintained by the school or local education agency, including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

c. **"Extracurricular activities"** means a voluntary activity sponsored by the school or local education agency or an organization sanctioned by the local education agency. Extracurricular activities include, but are not limited to, preparation and/or involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

d. **"Receiving state"** means the state to which a child of a military family is brought, or caused to be sent or brought.

e. **"Sending state"** means the state from which a child of a military family is sent, brought or caused to be sent or brought.

f. **"Student"** means the child of a military family for whom the local education agency receives public funding and who is formally enrolled in kindergarten through twelfth

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(12th) grade.

- g. “**Uniformed Services**” means the U.S. Army, Navy, Air Force, Marine Corps, or Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the U.S. Public Health Services.

D. IMPLEMENTATION

- 1. ENROLLMENT AND PLACEMENT:** The district shall facilitate the enrollment of children in military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from a previous school district and/or variations in entrance or age requirements.
- a. **Immunizations.** The district shall allow 30 days from the date of enrollment to obtain all required immunizations. For a series of immunizations, initial vaccinations must be obtained within thirty (30) days.
- b. **Kindergarten and First Grade Entrance Age.** Children of military families transferring into the district from another state shall be allowed to continue their enrollment in the grade level of their sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring into the district after the start of the school year shall enter school on his or her validated level from an accredited school in the sending state.
- c. **Course Placement.** When a child of a military family transfers before or during the school year, the district shall initially honor placement of the student 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 if the courses are offered and there is space available, as determined by the school district. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. Continuing the student’s academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude the district from performing subsequent evaluations to ensure the appropriate placement and continued enrollment of the student in the course(s).
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- d. **Placement Flexibility.** District administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the district.
- e. **Children Placed in Care of Non-Custodial Parent.** A military child, placed in the care of a noncustodial 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 or she was enrolled while residing with the custodial parent.

2. EDUCATIONAL RECORDS

- a. When a child of a military family is transferring out of the district, the district shall provide the student's parents/guardians with a complete set of the student's educational records or, if the official student record cannot be released, an unofficial or "hand-carried" record.
- b. Upon request from the receiving district, the San Diego Unified School District shall provide a copy of the student's record to the receiving district within 10 days. (Education Code 49701)

3. SPECIAL EDUCATION SERVICES AND SECTION 504 PLANS

- a. **Special Education Services.** When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC Sections 1400-1482, the district shall provide comparable services to the student based on his/her current Individualized Education Program (IEP).
- b. **Section 504 Plan.** When the child of a military family transferring into the district is eligible for services under the Section 504 of the federal Rehabilitation Act, the district shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 Plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

4. ELIGIBILITY FOR EXTRACURRICULAR PARTICIPATION

- a. When possible, the district shall facilitate the opportunity for children of military families to be included in extracurricular activities regardless of deadlines as long as the child is otherwise qualified. All students, including children of military families,
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participating in California Interscholastic Federation (CIF) sports, must adhere to the eligibility regulations of the CIF.

5. STUDENT ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES

- a. When a student's parent/guardian is an active duty member and is called to duty, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the district may grant additional excused absences to the student to visit with his/her parent/guardian. Deployment window is defined as one (1) month before the member's departure from his or her home station through six (6) months after return to his or her home station. (Education Code 49701)
- b. Parent requests for additional excused absences to allow their student to visit with his/her parent/guardian related to deployment activities must be approved by the principal. The principal may consider factors such as student's prior attendance record and academic performance in responding the request. In most cases the additional excused absences will not exceed ten (10) days for any one deployment.
- c. In the case of a parent request of a student absence of five (5) or more consecutive days, an **independent study agreement** may be used to earn academic credit and generate ADA according to SDUSD Administrative Procedure 4316, Independent Study. To generate academic credit and ADA, a signed agreement must be in effect on or before the first day of the assignment and the academic work must be completed by the date indicated.

6. GRADUATION

- a. **Supplemental Instruction**. The district shall facilitate the on-time graduation of children of military families by providing supplemental instruction to incoming students as necessary to enable them to meet the district's graduation requirements. (Education Code 49701)
 - b. **Course Equivalency/Waiver Requirements**. The district shall use best efforts to waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the district shall use best efforts to provide an alternative means of acquiring required coursework so that graduation may occur on time. (Education Code 49701)
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- c. **Exit Exam.** The passage of the California High School Exit Examination (CAHSEE) is required for the student to graduate if the diploma is to be issued by a California public school. (Education Code 49701)

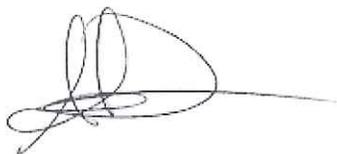
- d. **Student Transfers During Senior Year.** Should a child of a military family transfer at the beginning of or during his or her senior year be ineligible to graduate from the district after all alternatives have been considered, the sending (previous) local education agency and the receiving (new) district shall make best efforts to ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. (Education Code 49701)

E. FORMS AND AUXILIARY REFERENCES

Interstate Compact on Education Opportunity for Military Children
http://www.csg.org/programs/policyprograms/NCIC/interstatecompact_militarychildren_edop.aspx

F. REPORTS AND RECORDS

G. APPROVED BY



Interim General Counsel, Legal Services
San Diego Unified School District

SAMPLE—PLEASE DO NOT DISTRIBUTE

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Assistance Request Intake Form
(See CONFIDENTIALITY NOTICE on page 4)

The Interstate Compact for Educational Opportunities for Military Children (ICEOMC) applies to the children of Active Duty servicemen and others listed below. Please indicate which applies to your family.

Children of Active Duty: Full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.

Children of Severely Injured Members: Children of members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement.

Children of Deceased Members: Children of members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

If none of the three categories above applies to your family, your child(ren)'s educational situation is **not covered by the Interstate Compact**. Even so, you may contact your installation's School Liaison Officer to see if he/she is able to offer a recommendation or otherwise direct you regarding your child's educational situation.

Servicemember's Name:

(Last, First, MI)

Servicemember's Rank (Grade):

Branch of Service:

Air Force	Coast Guard
Air Force Reserve	Coast Guard Reserve
Air National Guard	Marine Corps
Army	Marine Corps Reserve
Army Reserve	Navy
Army National Guard	Navy Reserve

Spouse's Name: *if applicable*

Telephone number:

Email address:

Contact name: *if not parent*

Relationship to student(s):

Contact telephone number:

CHILDREN OF MILITARY FAMILIES

"Children of military families" means: a school-aged child or children, enrolled and attending Kindergarten through Twelfth (12th) grade, in the household of an active duty member," or children of qualifying severely injured or deceased member for one year. PLEASE COMPLETE A SEPARATE FORM FOR EACH STUDENT EXPERIENCING A COMPACT-RELATED ISSUE.

Child's Full Name:

Date of Birth:

Current Grade:

SAMPLE-PLEASE DO NOT DISTRIBUTE

CONTACT INFORMATION FOR RECEIVING (NEW) SCHOOL

Name of New School: *(to which student has transferred)*

Name of School District and County:

Date of Transfer:

School Contact

Name:

Position:

Phone:

Email:

CONTACT INFORMATION FOR SENDING (PREVIOUS) SCHOOL

Name of Previous School: *(from which student transferred)*

Name of School District and County:

School Contact

Name:

Position:

Phone:

Email:

DETAILS OF MILITARY CHILD'S EDUCATIONAL SITUATION

Your military child's educational inquiry falls under which scope(s) of the interstate compact? Check all that apply.

*If your child(ren)'s educational situation is not covered under Articles IV through VII of the Interstate Compact listed below, your child(ren)'s educational situation is **not covered by the Interstate Compact**. Even so, you may contact your installation's School Liaison Officer to see if he/she is able to offer a recommendation or otherwise direct you regarding your child's educational situation.*

Article IV, Educational Records and Enrollment

- (A) **Unofficial or "hand-carried" education records** - In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission to the extent feasible. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.
- (B) **Official education records/transcripts** - Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten (10) days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission to the extent practicable in each case.
- (C) **Immunizations** - Compacting states shall give thirty (30) days from the date of enrollment or within such time as is reasonably determined under the rules promulgated by the Interstate Commission, for students to obtain any immunization(s) required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

SAMPLE—PLEASE DO NOT DISTRIBUTE

- (D) **Kindergarten and First (1st) grade entrance age** – Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) from a local education agency in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on his or her validated level from an accredited school in the sending state.

Article V, Placement and Attendance

- (A) **Course placement** - When the student transfers before or during the school year, the receiving state school shall initially honor placement of the student 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 if the courses are offered and there is space available, as determined by the school district. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).
- (B) **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, provided that the program exists in the school and there is space available, as determined by the school district. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.
- (C) **Special education services** - 1) 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 2) 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 Section 504 or Title II Plan, to provide the student with equal access to education. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.
- (D) **Placement flexibility** - Local education agency administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the local education agency.
- (E) **Absence as related to deployment activities** - A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the local education agency superintendent to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

Article VI, Eligibility

(A) Eligibility for enrollment

- (1) Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.
- (2) A local education agency shall be prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.
- (3) A transitioning military child, placed in the care of a noncustodial 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.

- (B) **Eligibility for extracurricular participation** - State and local education agencies shall facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified and space is available, as determined by the school district.

SAMPLE—PLEASE DO NOT DISTRIBUTE

Article VII, Graduation

In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:

- (A) **Waiver requirements** - Local education agency administrative officials shall use best efforts to waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the local education agency shall use best efforts to provide an alternative means of acquiring required coursework so that graduation may occur on time.
- (B) **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; or 4) in California, the passage of the exit examination adopted pursuant to Section 60850 is required for the student to graduate if the diploma is to be issued by a California public school, as long as it is a requirement in California. 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 Section C of this Article shall apply.
- (C) **Transfers during Senior year** - Should a military student transferring at the beginning or during his or her Senior year be ineligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies shall make best efforts to ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. 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.

PLEASE TYPE ANY ADDITIONAL INFORMATION REGARDING YOUR CHILD'S EDUCATIONAL SITUATION AS IT RELATES TO THE INTERSTATE COMPACT:

WHAT IS THE SPECIFIC RESOLUTION YOU ARE SEEKING?

CONFIDENTIALITY NOTICE

Information provided by families (and authorized representatives) to California's Commissioner to the Military Interstate Children's Compact Commission (MIC3) and/or their military installation's School Liaison Officer will be treated in a sensitive manner. [Privacy Act of 1974, 5 U.S.C. 552a] The information is not privileged. While the information solicited is intended to aid the Commissioner and/or School Liaison Officers in assisting families in resolving their Interstate Compact-related issues, data may be collected and shared with the California State Council for the Interstate Compact on Educational Opportunity for Military Children in order to evaluate the effectiveness of the Interstate Compact, and may be provided to others as required by law or regulation.

By affixing my signature below, I affirm that I am the parent, guardian, or legal caregiver (authorized by the attached Power of Attorney, Affidavit, or other legal document) of the aforementioned military child.

Signature:

Date:

**SAMPLE LETTER FROM PARENT TO SCHOOL REGARDING
STUDENT'S DEPLOYMENT-RELATED ABSENCES**

[Date]

Dear Superintendent _____:

The (father/mother) of my child, _____, is (on leave/returning home from/departing for) military deployment on _____. My child will be absent from school from _____ to _____ to allow for quality time with (his/her) military parent.

New California legislation (AB 387) amended Education Code Section 48205 to include deployment-related absences as "excused." The passage of AB 343 in 2009 also established California's participation in the Interstate Compact on Educational Opportunities for Military Children, providing the following guidance as it pertains to absences:

*When a student's parent/guardian is an active duty member and is called to duty, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, **the Superintendent or designee may grant additional excused absences** to the student to visit with his/her parent/guardian. (Education Code 49701)*

(I/we) respectfully request that (my/our) child's absences, which are incurred due to our allowance of time to bond with (his/her) parent immediately prior to, during, and/or after an extended and stressful deployment serving our country, will be considered "excused" and not "truant." We are willing to have our child complete an independent study contract to ensure all schoolwork is completed, thereby allowing the school to receive ADA funding for our child through the absence period.

If you have any questions regarding the absence, please do not hesitate to contact me. If you have specific questions about the Interstate Compact, please contact the (Service Branch) School Liaison at (xxx) xxx-xxxx.

Thank you in advance for the many ways your care and attention will help my child cope throughout this period of change.

Sincerely,

Parent Signature: _____

Parent Name (Print): _____

Phone Number: _____

cc: Teacher
 Principal

Category	Topic	Issue	Receiving State	Sending State	Process to Resolve	Final Resolution	COMMENTS
Placement	Honors Placement	Freshman transfer from VA Middle School and has taken Algebra I Honors in 8th grade. High school counselor transferred the course as a regular course, not honors.	Texas	Virginia	Mother scheduled appointment with Asst. Superintendent. She explained the situation and brought course catalogs.	Asst. Superintendent contacted counselor and instructed the course be changed to Honors.	The issue could have been solved at a lower level with proper information & awareness of the Compact.
	Similar Course Not available at new duty station	Junior moving mid-year to a school that did not have a class similar to what he was taking.	Florida	Virginia	The counselor at the HS reached out to the SLO to get her connected with previous school district for information on what had been covered thus far in course.	Student took mid-year course assessment at receiving school and upon passing was issued 1/2 credit for completing one semester. Student enrolled in another course for next semester.	The receiving school offered a very good and reasonable solution. Alternative: May consider a virtual option to finish the course in the future rather than taking half credit.
	Placement issues due to calendar differences at schools	HS student in an AB schedule transferring to new school with very different calendar. There could potentially be issues due to course sequencing and timing.	Florida	Washington	Parent contacted the SLO at sending installation. SLO connected parent with receiving school counselor to discuss how to avoid any problems with placement.	Receiving counselor worked with sending school district to ensure proper placement without loss of credit.	Being proactive and addressing any possible issues prior to the transfer is the most effective way to ensure a smooth transfer.
	Grade level placement	Student PCS from OCONUS and enrolled in private HS in FL as a freshman. 1 year later the student PCS'd again and enrolled in public school in FL. Because the private school awarded grades on a different system, the public school wanted to have the student repeat freshman year.	Florida	Germany DoDEA	Parent took course catalogs, school handbook and other materials to receiving public school for a meeting with counselor and principal.	The principal reviewed the materials provided and enrolled the student as sophomore.	Two important items: 1. Parents need to be educated that private schools are not covered under the Compact. 2. Parents need to be vigilant about keeping course syllabi, course catalogs and school handbooks for all schools their children attend.
	IB Program deadline	Student missed the deadline for application to the IB program and was told by the receiving HS that he would not be able to apply.	Maryland	California	SLO took the Compact to the school and met with the parent and Coordinator of Advanced Programs for the school systems.	The student was permitted to apply for IB online since there were still openings and the "late" status was waived.	If all schools had application deadlines for programs online for parents, this child possibly could have applied online prior to PCSing to avoid the issue. This comes with being proactive prior to PCS.

					Compact language and contacted the Superintendent with the request and informing him of the language in the Compact related to the issued.	policy to National Guard Commander.	
					The family contacted the SLO who in turn contacted the district attendance office. The SLO explained the Interstate Compact and provided the language related to absence and the employee referred the SLO to the Asst. Principal in charge of attendance. The SLO explained the Compact and language related to absence to the Asst. Principal.	The Principal understood and was willing to excuse the absence with the stipulation that the family provide some sort of written documentation that the absence was related to deployment. The documentation could be orders, or a letter from the Command. The family provided the school with a copy of the orders and the absences were excused.	Not all Commands receive orders to deploy and it is a burden for a command to provide each Service member with a letter. Understanding the school needs documentation for annual attendance audits, this does create a potential problem. Could one form letter from a Commander suffice?
Deployment related absence	Two sisters missed 2 days of school because of their father's delayed departure for a 7month deployment. The school would not excuse the absences.	Arizona	Arizona		Parent contacted the School Liaison asking if there was any policy or legislation in place that would allow the school to excuse the 3 days. The SLO	The 3 days were marked as excused absences.	A template of a letter informing the school of an impending absence with the Compact language included (and SLO contact) could be provided to parents. A template for this letter is
Deployment Related Absence	School district would not excuse 3 days of absence for a child to attend his father's homecoming and to have 2 reintegration days.	California	California				

						<p>shared the Interstate Compact with the family. The family brought the Compact to the school when they delivered the note stating that their child would be absent for 3 days because of the Marine's homecoming from Afghanistan.</p>		<p>provided at this link: Parent's Letter to School absences deployment.doc</p>
<p>Exit Exams & End of Course Testing</p>	<p>State Assessment</p>	<p>Student transferred late in the school year during her senior year. She had missed the Florida State Assessment required for graduation.</p>	<p>Florida</p>	<p>Alaska</p>	<p>The SLO worked with the family to get the testing information from the sending state. Alaska confirmed the student has passed their exit exam.</p>	<p>Florida accepted Alaska's passing exam scores and allowed the student to graduate with FL diploma.</p>		
	<p>End of Course Testing</p>	<p>11th grade student was told that he would need to complete Standards of Learning (SOLs) for course work completed in 9th and 10th grade in sending state even though end of the year assessments had been completed and passed in the sending state.</p>	<p>Virginia</p>	<p>Arizona</p>	<p>After many unsuccessful attempts to cancel the requirement in the receiving school, the parent contacted the School Liaison. The SL contacted the state commission chairman, district personnel, and MIC3 representatives with specifics of the case. The IC council for</p>	<p>The council ruled that the requirement should be waived and the end of coursework tests from the sending state were accepted.</p>	<p>This ruling set a precedent in VA and guidance was sent to all districts in the state. Excellent use of the State Council.</p>	

					<p>director the Compact and pointed out the guidance regarding the topic.</p>	<p>arrived.</p>	
<p>Enrollment</p>		<p>Immunizations</p>	<p>The student's immunization record was packed with the household goods and had not arrived in time for school registration.</p>	<p>Florida</p>	<p>The receiving school was well-versed with the Compact and worked with the parent with little help required. The parent, however did not understand the difference between a "test" and an "immunization"</p>	<p>The child had to get a PPD prior to attending. Since this is a test and not an immunization it is not covered under the Compact. For all other immunizations, the student was allowed to enroll and provide the immunization record upon receipt of household goods.</p>	<p>There is a need to educate parents on the difference between tests and immunizations.</p>
		<p>Immunizations</p>	<p>Receiving school district would not allow student to start school without required immunizations.</p>	<p>Mississippi</p>	<p>The parent contacted the SLO. The SLO took the Compact to the superintendent to discuss the guidance regarding immunizations.</p>	<p>The school district allowed the child to enroll and the child got all necessary immunizations within a week.</p>	
	<p>No school transcripts</p>		<p>Student arrived from Japan without providing any transcripts or education documentation.</p>	<p>Florida</p>	<p>The receiving school contacted the SLO for assistance. The SLO contacted the DoDEA school and arranged to have temporary documentation faxed to receiving school.</p>	<p>The student was allowed to enroll with the temporary records and was placed in classes similar to those on the temporary documents. The placement became permanent when the official records were</p>	<p>This was NOT during voluntary departure.</p>

					not meet all of the TX requirements.				
					Parent contacted the SLO with concerns after unsuccessful attempts to resolve the issue with the school guidance counselor and principal. The SLO initiated a meeting with the parent, guidance counselor, the principal and the superintendent to discuss why the child was not receiving proper credit for the AP courses taken successfully in FL. The SLO brought the Compact to the attention of the group. The Superintendent was very knowledgeable of the Compact, but the principal and guidance counselor were not.	Arizona	Florida		<p>The SLO reports that the support of the Superintendent was instrumental in this decision, and has led to awareness training for all principals in the district.</p> <p>The issue of military children not being eligible for Valedictorian can come into play in many aspects due to transiency: 1) some districts do not weigh grades which alter GPA; 2) Some schools have a policy that a student must have attended the HS for a certain amount of time to be eligible. The compromise in this situation was an effective alternative.</p>
					Military child transferred at the beginning of senior year from FL to AZ. In Florida the student was ranked #1 in his class. When he moved to ZA, the school did not give the student credit for some of the completed courses taken in FL because they were not offered at the school in AZ. As a result, the student fell to #2 in overall class ranking.				<p>After several months of discussions, an acceptable resolution was attained and the principal agree to have Co-Valedictorians. Both students received the honor and gave speeches at graduation.</p>
					Student enrolled in Special Education transferred from Oklahoma to Louisiana for senior year. The student needed to take a high level math course and a history course to meet Louisiana graduation requirements. The student's				<p>An agreement was reached between the two schools which allowed the student to graduate under the Oklahoma curriculum. The student was able to participate in the Louisiana graduation</p>
					Graduation requirements				<p>This is a good practice for any student, not just a student with special needs.</p>

			<p>mother objected as she felt that her daughter could not successfully handle such a curriculum in addition to her other courses.</p>			<p>passed the senior year courses.</p>	<p>ceremony, but she received an Oklahoma diploma.</p>	
	<p>Foreign student graduation eligibility</p>	<p>Canadian Service member contacted the SLO at Ft. Leavenworth. His daughter was supposed to be a senior in Canada, however, she did not have enough credits in Kansas to be a senior so she was placed in 11th grade and was also told that she would need to take some additional credits through a local community college.</p>	<p>Kansas</p>	<p>Canada</p>	<p>The SLO, counselors from the Kansas and Canadian schools, the parents and the Canadian Consulate worked together to find a solution based on the Compact even though Canada is not a member.</p>	<p>An agreement was reached and the student was able to use the courses she took in Kansas to graduate from her high school in Canada on time.</p>	<p>The Canadian school was very willing to work with the Kansas school to find a solution for this child. It is a great example of how the Compact can be utilized as a best practice anywhere.</p>	



Interstate Compact on Educational Opportunities for Military Children

One Page Summary

The Interstate Compact on Educational Opportunities for Military Children directs the governor of Arizona to enter into a compact with other states to remove barriers to educational success that are imposed on children of military families (military children) because of frequent moves and deployment of parents. 43 U.S. States belong to this compact.

The Interstate Compact enacts the following provisions:

- Facilitates the timely enrollment of military children because of difficulties in the transfer of education records from a previous school district or because of variations in entrance or age requirements;
- Facilitates the student placement process by allowing waivers to ensure that military children are not disadvantaged by variations in attendance requirements, scheduling, grading, course content or assessment;
- Streamlines qualifications and eligibility for enrollment, educational programs and participation in extracurricular programs for military children;
- Facilitates the on-time graduation of military children;
- Promotes flexibility and cooperation among the educational system, military parents, and military children to achieve educational success for the student.

****Note-** The compact applies to public schools only

Contact MCAS Yuma School Liaison, Elena McShane for more information:

(928) 269-5372

mcshaneea@usmc-mccs.org



The Interstate Compact

On Educational Opportunity for Military Children

USMC School Liaisons

MCAS Yuma

(928) 269-5373

MCAS Miramar

(858) 577-6633

(858) 577-8625

MCAGCC Twenty-Nine Palms

(760) 830-1574

MCLB Barstow

(760) 577-6675

MCB Camp Pendleton

(760) 763-7385

(760) 763-7386

MCRD San Diego

(619) 524-0916

MWTC Bridgeport

(760) 932-1521

(760) 932-4548

MCI West

(760) 583-0683

Making Smoother School Transitions

The Interstate Compact was developed to meet the challenges military children face due to frequent relocation. It allows for uniform treatment for military students as they transition between member states. As of July 1, 2012 there are 43 member states.



The compact covers the following areas:

*The compact applies to public schools only

Enrollment

- Educational Records
- Immunizations
- Kindergarten and First Grade Entrance Age

Eligibility

- Eligibility for Student Enrollment
- Eligibility for Extracurricular Participation

Placement and Attendance

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

Graduation

- Waiving Courses required for graduation if similar coursework has been completed
- Flexibility in accepting 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 instead of the receiving school

Students covered under the compact:

- Enrolled K-12 students of Active Duty Military Personnel
- Enrolled K-12 students of Reservists or the National Guard on active duty orders.
- Enrolled K-12 students of Veterans who are severely injured and medically discharged or retired. (**Up to one year after medical discharge or retirement**)
- Enrolled K-12 students of Military Personnel who die on active duty or as a result of injuries sustained on active duty. (**Up to a one year period after death**)

Kindergarten Readiness Checklist



USMC School Liaisons

MCAS Yuma
(928) 269-5373

MCAS Miramar
(858) 577-6633
(858) 577-8625

MCAGCC Twenty-Nine Palms
(760) 830-1574

MCLB Barstow
(760) 577-6675

MCB Camp Pendleton
(760) 763-7385
(760) 763-7386

MCRD San Diego
(619) 524-0916

MWTC Bridgeport
(760) 590-3015

MCI West
(760) 583-0683

In the state of Arizona, a child is eligible for admission to kindergarten if the child is 5 years of age by August 31st. However, age is only one factor in determining kindergarten readiness. Social, emotional, cognitive and physical development should also be taken into account. The following list will give you an idea of the necessary skills a child should have mastered in order to receive the greatest benefit from his/her kindergarten experience.

Social & Emotional Development

- Use words instead of being physical when angry
- Listen to stories without interrupting
- Follow two-step directions
- Ask for help when necessary
- Pay attention for short periods of time to adult-directed tasks
- Stay with an activity to completion
- Initiate and sustain appropriate play with other children
- Begin to share with others and understand taking turns
- Comply with rules, limits, and routines
- Be able to recognize authority
- Interact appropriately with adults
- Respect the rights, property, and feelings of others
- Begin to control themselves
- Dress themselves (button shirt, pants, coat)
- Manage bathroom needs independently
- Separate from parents for extended period of time
- Attempt new tasks knowing it's ok to make mistakes

Motor Skills

- Hold scissors correctly
- Holds a pencil, crayon, or marker properly
- Put together a 10-12 piece puzzle
- Ride a tricycle
- Run, jump, and skip
- Walk backwards

Language

- Speak in complete sentences of 5-6 words
- Use descriptive language
- Sing and/or recite nursery rhymes
- Pretend, create, and make up songs-stories
- Talk about everyday experiences
- Tell or retell stories
- Enjoy having books read to him/her
- Ask questions
- Verbally and appropriately respond to a topic and express her/his ideas so others can understand her/him

Academic

- Look at pictures and then tell stories
- Identify some alphabet letters
- Count to 10
- Correctly count at least 3 objects
- Identify own first name in writing
- Attempt to print own first name
- Recognize and identify 5 colors
- Understand concepts such as in/out, under/on, on/off, front/back
- Participate in art and music activities
- Know her/his body parts (head, shoulder, knees, etc.)
- Draw picture of her/himself including head, body, arms, and legs
- Use words like bigger, smaller, heaviest

CONTACT YOUR SCHOOL LIAISON FOR ANY QUESTIONS ABOUT KINDERGARTEN READINESS, SCHOOL OPTIONS OR REGISTRATION INFORMATION

Who Do I Contact in my State or School District to Learn More About What Is and Is not Covered in the Compact?

You should contact your State Compact Commissioner.

Is There a Person at the Military Installation who can Help me Understand the Compact Issues and Requirements for Local School Districts?

You should contact the School Liaison Officer at your local installation. For a listing of School Liaisons in your area, visit the Military K-12 Partners Web site at

http://militaryk12partners.dodea.edu/reference_SLOsexplained.html

What Happens if the Member State does not Comply with the Compact?

The Compact provides for a governance structure at both the state and national levels for enforcement and compliance.

Where is the Compact in Terms of Implementation at the National and State Levels?

Twenty-seven states have adopted the Compact. The Department of Defense will continue to work with the Commission, Council of State Governments, national organizations, and state leaders to bring the remaining states on board. Member states are beginning to form their State Councils and inform school districts of the terms of the Compact. The Commission has met twice and is working to implement and communicate the requirements of the Compact.

For Further Information, Visit the Web site

www.csg.org/militarycompact

Resolving Education Transition Issues for Military Families



Who Are We?

*Interstate Compact on Educational
Opportunity for Military Children*

March 2010

What Are the Issues?

Military families encounter school challenges for their children for enrollment, eligibility, placement and graduation due to frequent relocations in service to our country.

What is the Compact?

The Compact provides for the uniform treatment of military children transferring between school districts and states. It was developed by The Council of State Governments' National Center for Interstate Compacts, the Department of Defense, national associations, federal and state officials, departments of education, school administrators and military families.

How Does a State Join the Compact?

Each state must adopt the Compact through their legislative process. Participation is voluntary.

What Happens After a State Joins the Compact?

Each state appoints representation to a governing commission responsible for enacting rules to implement the Compact. Each participating state also creates a state council based on the requirements of their state legislation.

How Do I Learn More About the Compact?

You should visit the Council of State Government's Web site at

www.csg.org/militarycompact

What Children Are Eligible for Assistance Under the Compact?

- Children of
- Active duty members of the uniformed services, National Guard and Reserve on active duty orders
 - Members or veterans who are medically discharged or retired for (1) year
 - Members who die on active duty

What Children Are Not Eligible for Assistance Under the Compact?

- Children of
- Inactive members of the National Guard and Reserves
 - Members now retired not covered above
 - Veterans not covered above
 - Dept of Defense personnel, federal agency civilians and contract employees not defined as active duty

What Are Some of the Specific Educational Issues that the Compact Covers?

Enrollment

- Educational Records
- Immunizations
- Kindergarten & First Grade Entrance Age

Placement & Attendance

- Course & Educational Program Placement
- Special Education Services
- Placement Flexibility
- Absence Related to Deployment Activities

Eligibility

- Eligibility for Student Enrollment
- Eligibility for Extracurricular Participation

Graduation

- Waiving courses required for graduation if similar course work has been completed
- Flexibility in accepting 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 instead of the receiving school



ADMINISTRATIVE PROCEDURE

CATEGORY: Students, Admission/Withdrawal
SUBJECT: Enrollment of Children from Active Duty Military Families

A. PURPOSE AND SCOPE

1. The district recognizes the challenges to the academic success of children of military families caused by the frequent moves or deployments of their parents/guardians in fulfillment of military service. In accordance with law, the district shall provide such students with academic resources, services, and opportunities for extra-curricular and enrichment activities that are available to all district students.

The purpose of this document is to outline administrative procedures governing the enrollment, placement, education, and graduation requirements of children from active duty military families.

2. Related SDUSD Administrative Procedures:

Independent Study	4316
Graduation from Senior High School.....	4770
Preregistration and Registration, K-6	6120
Choice Enrollment.....	6127
Immunization Verifications	6355
Preregistration and Registration, 7-12	6123

3. Related Administrative Circulars:

Verification of Residence for Enrollment PurposesCircular No.13

B. LEGAL AND POLICY BASIS

1. **Reference:** Education Codes Sections 49700, 49701, 51251, 51747, Individuals with Disabilities Act, (34CFR Parts 300 and 301-2006), California Interscholastic Federation (CIF) Administrative Guidelines for CIF Member Schools, Understanding CIF Transfer Eligibility for Interscholastic Athletics.
2. **State Law:** AB 343 ratified (with revisions) the Interstate Compact on Educational Opportunity for Military Children, Oct. 2009.
3. **Federal Law:** The Interstate Compact on Educational Opportunity for Military Children, 2008.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Student Services Division, Children and Youth in Transition Department.

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2. Definitions.

a. **"Children of Military Families"** means a school-aged child or children, enrolled in kindergarten through twelfth (12th) grade in the household of an active duty member as defined below (Education Code 49701):

- 1) Members who are in full-time active duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC Chapter 1209 or 1211.
- 2) Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement.
- 3) Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death.

b. **"Deployment"** means: the period one (1) month prior to the service members' departure from their home station on military orders through six (6) months after return to their home station.

"Education(al) records" means those official records, files, and data directly related to a student and maintained by the school or local education agency, including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

c. **"Extracurricular activities"** means a voluntary activity sponsored by the school or local education agency or an organization sanctioned by the local education agency. Extracurricular activities include, but are not limited to, preparation and/or involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

d. **"Receiving state"** means the state to which a child of a military family is brought, or caused to be sent or brought.

e. **"Sending state"** means the state from which a child of a military family is sent, brought or caused to be sent or brought.

f. **"Student"** means the child of a military family for whom the local education agency receives public funding and who is formally enrolled in kindergarten through twelfth

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(12th) grade.

- g. “**Uniformed Services**” means the U.S. Army, Navy, Air Force, Marine Corps, or Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the U.S. Public Health Services.

D. IMPLEMENTATION

- 1. ENROLLMENT AND PLACEMENT:** The district shall facilitate the enrollment of children in military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from a previous school district and/or variations in entrance or age requirements.
- a. **Immunizations.** The district shall allow 30 days from the date of enrollment to obtain all required immunizations. For a series of immunizations, initial vaccinations must be obtained within thirty (30) days.
- b. **Kindergarten and First Grade Entrance Age.** Children of military families transferring into the district from another state shall be allowed to continue their enrollment in the grade level of their sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring into the district after the start of the school year shall enter school on his or her validated level from an accredited school in the sending state.
- c. **Course Placement.** When a child of a military family transfers before or during the school year, the district shall initially honor placement of the student 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 if the courses are offered and there is space available, as determined by the school district. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. Continuing the student’s academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude the district from performing subsequent evaluations to ensure the appropriate placement and continued enrollment of the student in the course(s).
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- d. **Placement Flexibility**. District administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the district.
- e. **Children Placed in Care of Non-Custodial Parent**. A military child, placed in the care of a noncustodial 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 or she was enrolled while residing with the custodial parent.

2. EDUCATIONAL RECORDS

- a. When a child of a military family is transferring out of the district, the district shall provide the student's parents/guardians with a complete set of the student's educational records or, if the official student record cannot be released, an unofficial or "hand-carried" record.
- b. Upon request from the receiving district, the San Diego Unified School District shall provide a copy of the student's record to the receiving district within 10 days. (Education Code 49701)

3. SPECIAL EDUCATION SERVICES AND SECTION 504 PLANS

- a. **Special Education Services**. When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC Sections 1400-1482, the district shall provide comparable services to the student based on his/her current Individualized Education Program (IEP).
- b. **Section 504 Plan**. When the child of a military family transferring into the district is eligible for services under the Section 504 of the federal Rehabilitation Act, the district shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 Plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

4. ELIGIBILITY FOR EXTRACURRICULAR PARTICIPATION

- a. When possible, the district shall facilitate the opportunity for children of military families to be included in extracurricular activities regardless of deadlines as long as the child is otherwise qualified. All students, including children of military families,
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participating in California Interscholastic Federation (CIF) sports, must adhere to the eligibility regulations of the CIF.

5. STUDENT ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES

- a. When a student's parent/guardian is an active duty member and is called to duty, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the district may grant additional excused absences to the student to visit with his/her parent/guardian. Deployment window is defined as one (1) month before the member's departure from his or her home station through six (6) months after return to his or her home station. (Education Code 49701)
- b. Parent requests for additional excused absences to allow their student to visit with his/her parent/guardian related to deployment activities must be approved by the principal. The principal may consider factors such as student's prior attendance record and academic performance in responding the request. In most cases the additional excused absences will not exceed ten (10) days for any one deployment.
- c. In the case of a parent request of a student absence of five (5) or more consecutive days, an **independent study agreement** may be used to earn academic credit and generate ADA according to SDUSD Administrative Procedure 4316, Independent Study. To generate academic credit and ADA, a signed agreement must be in effect on or before the first day of the assignment and the academic work must be completed by the date indicated.

6. GRADUATION

- a. **Supplemental Instruction.** The district shall facilitate the on-time graduation of children of military families by providing supplemental instruction to incoming students as necessary to enable them to meet the district's graduation requirements. (Education Code 49701)
 - b. **Course Equivalency/Waiver Requirements.** The district shall use best efforts to waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the district shall use best efforts to provide an alternative means of acquiring required coursework so that graduation may occur on time. (Education Code 49701)
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- c. **Exit Exam.** The passage of the California High School Exit Examination (CAHSEE) is required for the student to graduate if the diploma is to be issued by a California public school. (Education Code 49701)

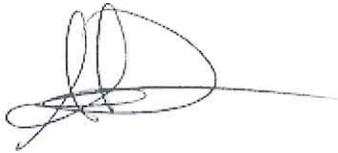
- d. **Student Transfers During Senior Year.** Should a child of a military family transfer at the beginning of or during his or her senior year be ineligible to graduate from the district after all alternatives have been considered, the sending (previous) local education agency and the receiving (new) district shall make best efforts to ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. (Education Code 49701)

E. FORMS AND AUXILIARY REFERENCES

Interstate Compact on Education Opportunity for Military Children
http://www.csg.org/programs/policyprograms/NCIC/interstatecompact_militarychildren_edop.aspx

F. REPORTS AND RECORDS

G. APPROVED BY



Interim General Counsel, Legal Services
San Diego Unified School District
