



MIC3 Military Interstate
Children's Compact Commission



Tennessee State Council Meeting

Wednesday April 29, 2015

1:00PM

Tennessee State Board of Education

Agenda

- Welcome
- Purpose
- Call the Meeting to Order
- Roll Call
- Introduction of State Council Members
- MIC3 Overview
- Bylaws Amendment Discussion
- Election of Officers
 - Chairman
 - Vice Chairman
 - Secretary
- Review of 2014 Tennessee Cases
- Strategy to Reach Individual School Registrars and Guidance Counselors
- Open Discussion
- Important Links
- Adjourn

Welcome and Roll Call

- Call the Meeting to Order – Commissioner McLaughlin
- Roll Call to Establish Quorum
 - Deanna McLaughlin Tennessee 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
 - CPT Douglas Walker – Commanding Officer Naval Support Activity Mid-South Millington Naval Air Station
 - Col David Dellinger Garrison Commander | Fort 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.

Introduction of State Council Members

- Deanna McLaughlin - Tennessee Commissioner
- Carolyn Davis - Military Family Education Liaison
- Senator Delores Gresham – Tennessee State Senator
- Commissioner Many-Bears Grinder – Tennessee Department of Veterans Affairs
- CPT Douglas Walker – Commanding Officer Naval Support Activity Mid-South Millington Naval Air Station
- COL David Dellinger – Garrison Commander Ft. Campbell Kentucky
- Nathan James- State Board of Education
- Dr. B.J. Worthington – Director of Schools Clarksville-Montgomery County Schools
- Dr. LaDonna McFall – Director of Schools Coffee County Schools

Introduction of Pending State Council Members (Pending DOD Approval)

- COL Robert Salome – Incoming Garrison Commander Ft. Campbell Kentucky (appointment pending)
- LTC Jim Reed– Director J9 Military and Family Readiness Programs (appointment pending)
- CPT Jim Bryson – Incoming Commanding Officer Naval Support Activity Mid-South Millington Naval Air Station (appointment pending)

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

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

Background & Status of MIC3

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

Compact Highlights

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

Compact Highlights

- Compact not intended to impact curriculum or local standards of education
- Recognizes the authority and responsibility of states and local education agencies
- Would have been a major obstacle in obtaining state membership

National Commission Duties

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

Member State Duties

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

Roles of State Commissioner

- ◎ Compact mission & purpose are promoted
- ◎ Appointment is compliant with Statute
- ◎ State Council is functioning
- ◎ Adequate Resources are available
 - Staff
 - Training
 - Capabilities/ Technology

State Council Responsibilities

- ① Designed to serve as an advisory and advocacy body
- ① May be tasked with development of policy concerning operations and procedures of the compact within that state.
- ① Assist the State Commissioner with their responsibilities.
- ① Promote and advocate the Interstate Compact to school administrators.

Roles of National Office

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

National Office Services Provided

- ◎ Serve the Commission
 - Assist Commission, Committees & State Commissions in carrying out respective missions/goals

 - Logistical support
 - Teleconference/Web conferences
 - On-site Meetings/Trainings

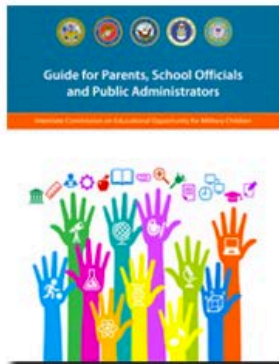
MIC3 Military Interstate Children's Compact Commission



🏠 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 »](#)

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

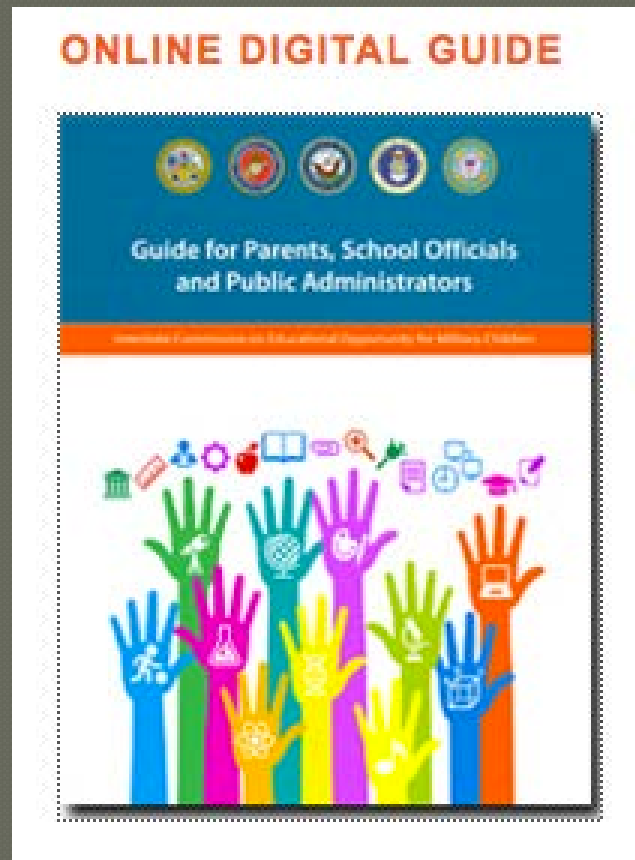
- ▶ [May 2011](#)
- ▶ [September 2011](#)
- ▶ [December 2011](#)
- ▶ [March 2012](#)
- ▶ [June 2012](#)
- ▶ [December 2012](#)
- ▶ [March 2013](#)
- ▶ [June 2013](#)
- ▶ [September 2013](#)
- ▶ [December 2013](#)

www.mic3.net

Online Digital Guide

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

/



Bylaws Discussion

- Bylaws were emailed along with the meeting agenda and webinar information

Election of Officers

- ◉ DOD employees are not eligible to serve as officers of the state council
- ◉ State Council Chairman (Deanna McLaughlin current Chairman)
- ◉ State Council Vice Chairman (replace Trina Gilliam)
- ◉ State Council Secretary (replace Scott Eddins)

2014 - 2015 Tennessee Cases

- A Sophomore relocated to a Tennessee high school from a DODEA high school in Yokosuka .
- The student received a report card from the Tennessee high school with his cumulative GPA. The parent was shocked to see how low the GPA was, 2.9.
- The Tennessee high school took the numerical grades from Japan and applied their grade weighting system to them.
 - For example - an "A" in Japan is a 90 or 92. At the Tennessee high school a 95 or higher is an A.
I thought when transferring schools only the Alphabetical grades were transferred and or weighted to the present school GPA?
 - **THIS IS NOT A COMPACY ISSUE**

Compact does not address GPAs

- The Interstate Compact does not address the GPA because of different weighting from school district to school district and state to state. Where the Interstate Compact is concerned, an "A" is an "A." An example of the problem that occurs is illustrated below:
- *A student completed a course in Virginia with a "C." The percentage of an 82 would have a "B" in Colorado, but the student completed the course in Virginia where it is a "C." A state does not have the right to alter any grade given in another state. The grading criteria for each state are different. To calculate by GPA rather than letter grade would require each state to re-evaluate a student's grades with each subsequent move. Consequentially, a 82 - B in Colorado would become a "C" in Virginia. This would not be fair to any student, whether they are from a military family or not.*

Result

- The Tennessee Commissioner contacted the parent and the school administrators to explain MIC3's position on this issue.

2014 - 2015 Tennessee Cases

- A high school Senior transferred to a Tennessee high school prior to the beginning of the school year.
- The parent discovered that Tennessee high school adjusted the weighting of her son's grades from his previous two high schools. The Tennessee school system weights an "A" at 93% or higher and the two previous LEA's weighted an "A" at 90% or higher. Due to the re-weighting of the student's grades from his two previous LEA's the parent stated that her son is now ineligible for a handful of college scholarships that he was planning on applying for.
- **THIS IS NOT A COMPACT ISSUE**

Result

- The Tennessee Commissioner contacted the school administration and them about this issue.
- The Tennessee school system agreed to write a letter that explaining the weighting of the grades that the student could send with his scholarship applications.

2014-2015 Tennessee Cases

- A current Tennessee high school junior has all credits to graduate with the exception of half credits in Economics, Government and Personal Finance. She has taken all AP and honors courses for her academic schedule.
- Her Senior year will be in Alabama. The parent contacted the Tennessee Commissioner prior to the relocation of the family to see what needed to be done under the compact to make the educational transition as smooth as possible.
- The Tennessee commissioner recommended that the parent contact the school administration in Alabama to see what would be required for graduation.
- The guidance counselor at the receiving school stated that the student lacked state requirements and the high school's requirements for graduation are English IV (English III AP is two English credits but the state requires English IV) and .5 credits in personal finance, economics and government.
- The guidance counselor was uncertain if Alabama would accept an on-line class for English IV and was also uncertain if the state would take credits from a junior college in Alabama and toward a diploma in Tennessee.

Rule 4.101

Waiver Requirements

- Waiver requirements – LEA administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another LEA 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 LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on time. If the receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA specific requirements, the receiving LEA may waive those requirements.

Result

- The Tennessee Commissioner contacted the Alabama Commissioner.
- The Alabama Commissioner communicated with the school administration to discuss the compact.
- Issues were resolved and this student will graduate next month.

2014-2015 Tennessee Cases

- A sophomore at a Tennessee high school was notified that the German 1 and Algebra 1 credits that he received in Virginia are not going to be accepted by the Tennessee high school.
- The Tennessee Commissioner contacted the administrators at the Tennessee high school to inquire about the credits and to explain the compact.

Rule 4.101

Waiver Requirements

- Waiver requirements – LEA administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another LEA 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 LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on time. If the receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA specific requirements, the receiving LEA may waive those requirements.

Result

- The Tennessee Commissioner contacted the school administration and spoke to the compact.
- The school gave the student credit for the courses that he took in Virginia.

2014 - 2015 Tennessee Cases

- A family was moving from Ft. Campbell to Rutherford County due to retirement.
- The family will not locate to Rutherford County until nine days after school starts, August 15th. The school district where they currently reside will start school on August 6th.
- The mother does not want to enroll the kids and unenroll eight days later. However, Rutherford county told her the kids would be counted truant from school.
- **THIS IS NOT A COMPACT ISSUE.**

2014 - 2015 Tennessee Cases

- A family transferred to Tennessee from overseas with three talented and gifted children
- The Tennessee schools would not enroll them in advanced courses with out an IEP.
- Parent contacted Tennessee Commissioner

Section 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.

Result

- Tennessee Commissioner contacted the school administration and shared the compact rules with them.
- The children were moved into the advanced placement courses.
- The IEP results verified that the children are talented and gifted.

Orientation Guide & Leadership Manual

- ⦿ <http://mic3.net/pages/commissioners/documents/MIC3StateCouncilandCommissionerManualFY15.pdf>

Strategy to Reach Individual School Registrars & Counselors

- Ideas?

Open Discussion

- ⦿ Compact Rule Book – Did everyone receive theirs?
- ⦿ Questions
- ⦿ Comments

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>



MIC3 Military Interstate
Children's Compact Commission

