

SENATE OF VIRGINIA

JOHN MILLER
1ST SENATORIAL DISTRICT
ALL OF THE CITY OF POQUOSON; PART OF
YORK COUNTY; AND PART OF THE CITIES OF
HAMPTON AND NEWPORT NEWS
POST OFFICE BOX 6113
NEWPORT NEWS, VIRGINIA 23606



COMMITTEE ASSIGNMENTS:
EDUCATION AND HEALTH
GENERAL LAWS AND TECHNOLOGY
REHABILITATION AND SOCIAL SERVICES
TRANSPORTATION

December 22, 2012

The Honorable Robert F. McDonnell
Governor of Virginia
Patrick Henry Building, 3rd Floor
1111 East Broad Street
Richmond, Virginia 23219

Virginia General Assembly
Members of the Virginia General Assembly
General Assembly Building
Richmond, Virginia 23219

Dear Governor McDonnell and Members of the General Assembly:

As chairman of the Virginia Council on the Interstate Compact on Educational Opportunity for Military Children and in accordance with § 22.1-361, *Code of Virginia*, I am pleased to submit an executive summary of the interim activity and work of the Virginia Council for 2012.

The Virginia Council may consider any and all matters related to the Interstate Compact on Educational Opportunity for Military Children which seeks to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The executive summary provides information regarding the meetings that the Virginia Council convened in 2012, as well as other actions that were taken during 2012 to disseminate information regarding the Compact to school divisions, military families, and other affected entities. Included in the appendix of the executive summary are presentations that were made to the Council throughout the year.

The Virginia Council is grateful for the support that the Governor and General Assembly give to the dependents of military families in the Commonwealth, especially as they transition in and out of our great public schools.

Sincerely,

A handwritten signature in blue ink that reads "John C. Miller".

Senator John C. Miller

Enclosures

2012

Annual Executive Summary of the
Interim Activity and Work of the

**Virginia Council on the Interstate
Compact on Educational Opportunity
for Military Children**

Presented to
the Governor
and the General Assembly

December 22, 2012

**Members of the
Virginia Council on the Interstate Compact
on Educational Opportunity for Military Children**

as of July 1, 2012

Dr. William C. Boshier Jr., Distinguished professor of public policy at the Wilder School of Government and Public Affairs of Virginia Commonwealth University

Professor Marlena E. Bremseth, Military spouse and mother

Dr. Bobby R. Browder, Superintendent of Prince George County Public Schools

The Honorable M. Kirkland Cox, Virginia House of Delegates

Ms. Susan McIntosh, Education Services Officer, Marine Corps Base Quantico

Dr. James G. Merrill, Superintendent of Virginia Beach Public Schools

The Honorable John C. Miller, Senate of Virginia (Council Chairman)

Dr. Patricia I. Wright, Superintendent of Public Instruction

Statutory Requirements for the Executive Summary

The *Code of Virginia*, § 22.1-361 states:

The chairman of the Virginia Council shall submit to the Governor and the General Assembly an annual executive summary of the interim activity and work of the Virginia Council no later than the first day of each regular session of the General Assembly. The executive summary shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports and shall be posted on the General Assembly's website.

Executive Summary

Introduction

The Virginia Council on the Interstate Compact on Educational Opportunity for Military Children was created in 2009 to consider any and all matters related to the Interstate Compact on Educational Opportunity for Military Children. The Military Compact seeks to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The Compact addresses such issues as timely enrollment and placement, on-time graduation, and sharing of information between states to ensure a smooth transition for dependents of military families as they move in and out of public schools in the Commonwealth.

In nearly every community in Virginia, there are children with parents or guardians on active duty with the armed forces. 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 therefore seeks to make transition easier for the children of military families so that they are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals.

A key focus of the Virginia Council in 2012 was providing training for educators at the school level and military families on the components of the Compact and resources available to assist military connected students. The Virginia Council held three meetings in 2012, and has taken on many important issues related to the education of children of military families. The military family education liaison, on behalf of the Virginia Council, participated in numerous professional development events and trainings to spread the word about the Compact and answer questions about its implementation in the Commonwealth. This executive summary provides an overview of the work of the Council in 2012.

Virginia Council Meetings

The Virginia Council on the Interstate Compact on Educational Opportunity for Military Children held three public meetings in 2012. The meetings were attended by school liaison officers, school representatives, military officials, educational organizations, Virginia Department of Education (Department) staff, and other members of the public. The meetings' agendas have covered a number of issues related to the education of children of military families in the Commonwealth. Additional detail about each meeting is included below:

- *May 3, 2012 Virginia Council Meeting*
At the first meeting of 2012, Senator Miller provided a brief update regarding Virginia High School League (VHSL) eligibility issues related to military children.

Members also received a briefing on legislation passed by the 2012 General Assembly affecting military families.

Dr. Judy Douglas, director of dispute resolution and administrative services at the Virginia Department of Education, provided the Council with information on the transfer of military children with disabilities and special education protections. Dr. Douglas discussed common complaints regarding the transfer of children with special education needs, what the law says regarding transfer students, who is responsible for consultation, what "consultation" means in terms of determining comparable services, what "comparable services" means, and what resources are available to parents in a dispute.

Council members also discussed the need for additional training opportunities for school personnel. Public comment was received as well.

- *July 18, 2012 Virginia Council Meeting*
Blue Star Families presented the results of the 2012 Military Lifestyle Survey, identifying key concerns of military families. Virginia's areas of strength included creating a smooth transition into the school, accessibility to previous school records, providing academic and extracurricular activity support, engaging in parent/teacher conference, providing school counseling services, and utilizing peer support programs. Areas of possible improvement in Virginia included creating opportunities to celebrate and include the military members in the classroom, use of the Military School Liaison, and adherence to the Interstate Compact on Educational Opportunity for Military Children.

The meeting also included a presentation from Old Dominion University's Center for Educational Partnerships on the Teaching, Education and Awareness for Military-connected Students (TEAMS) initiative. Public comment was received as well.

- *December 6, 2012 Virginia Council Meeting*
Senator Miller provided a brief update regarding Virginia High School League (VHSL) eligibility issues related to military children. The Partnership Office of Virginia Beach City Public Schools provided information to the Council on the outreach initiatives

underway in Virginia Beach to ease the transition for military-connected children. Some of the programs in Virginia Beach include peer to peer support, welcome packets for military families, monthly workshops for parents, military-connected counseling, STEM career conferences involving military personnel, deployment support groups, anti-bullying programs, a Military Child and Families Education Graduate Certificate and a Counselor Transition Training Program at ODU.

General Norman Arflack, executive director of the Interstate Commission on Educational Opportunities for Military Children, provided Council members an update on the work of the national commission to expand the Compact.

Melissa Luchau, military family education liaison, updated Council members on the Military Interstate Children's Compact Commission (MIC3) Annual Meeting, and presented a draft of the Council's Executive Summary Report for 2012.

Military Family Education Liaison

Pursuant to § 22.1-361, the Department of Education employed a military family education liaison to provide staff support to the Virginia Council and to assist military families and the state in facilitating the implementation of the Compact.

The military family education liaison provides for the coordination among state agencies of government, local education agencies, and military installations concerning the state's participation in, and compliance with, the Interstate Compact on Educational Opportunity for Military Children. A key function of the position is to assist military families and local education agencies in implementation of the Compact to ensure a smooth academic transition for military children in the Commonwealth of Virginia. The liaison works with families and school divisions to resolve problems related to educational records and enrollment, course placement, graduation requirements, and other important issues. The liaison also serves as a policy consultant on issues related to military transfer students, including drafting guidance documents for distribution to school divisions, maintains communication with school liaison officers, and maintains the military resources' Web pages.

Melissa L. Luchau
Military Family Education Liaison
PO Box 2120
Richmond, VA 23218
804-225-2924 (office)
Melissa.Luchau@doe.virginia.gov

Dissemination of Information

Through a variety of mediums, the Department of Education, on behalf of the Virginia Council, has disseminated timely and relevant information related to the education of military children to school divisions, school liaison officers, military organizations and other important stakeholders.

- *Dedicated Web page* – The Department of Education, on behalf of the Virginia Council, has developed and maintained a Web page dedicated to the Military Compact (http://www.doe.virginia.gov/support/student_family/military/index.shtml) with resources for military families including guidance documents issued by the Superintendent of Public Instruction to Virginia school divisions related to the Compact. A template for Compact training is available on the Web site for use by school liaison officers, educators, military personnel, or anyone interested in the components of the Compact. The resource page also includes links to relevant legislation, contact information for school liaison officers, and links to external resources and military affiliated organizations. The Department has also maintained a Web page dedicated to the Virginia Council (http://www.doe.virginia.gov/support/student_family/military/va_council/index.shtml). This Web page includes the Council’s meeting schedule, agendas and minutes from previous meetings, and presentations given at Council meetings. Both Web pages are updated regularly.
- *Superintendent's Memoranda* – The Department of Education, on behalf of the Virginia Council, has previously issued numerous Superintendent’s Memoranda to school divisions related to implementation of the Compact. These guidance documents are disseminated regularly to educators participating in professional development trainings.
- *Training Opportunities* – The Department of Education, on behalf of the Virginia Council, has presented information about the Compact and the Virginia Council to educators, military families, and other interested stakeholders at the following events in 2012:

 1. *February 28, 2012 - Education Leadership Summit at Quantico Marine Corps Base* - presentation with Q & A on Compact.
 2. *April 12, 2012 - School Support Services Workshop at Ft. Belvoir* - presentation with Q & A on Compact.
 3. *July 31, 2012 - Virginia School Boards Association Annual Conference in Richmond* - three small group workshops on Compact with legislators, school board members, and educators.
 4. *August 14, 2012 - Joint Expeditionary Base Little Creek-Fort Story Ombudsman Meeting* - presentation with Q & A on Compact with over 100 ombudsmen.
 5. *October 2, 2012 - Mt. Vernon High School Training* - small group training workshop on Compact.
 6. *November 1, 2012 - 2012 Hampton Roads Area Military Child Education Summit at Old Dominion University* - two presentations with Q & A on Compact, and Commanding Officers and School Superintendent Working Meeting.
 7. *November 14, 2012 - Education Week Celebration at Norfolk State University* - presentation with Q & A on Compact with 100 per-service educators.
- *Communication with School Liaison Officers* – The military family education liaison is in regular communication with the school liaison officers via conference calls and e-mails.

These communications serve as opportunities to discuss any issues with implementation of the Military Compact in between Virginia Council meetings and share updated resources.

Partnerships with Other Organizations

The Department of Education, on behalf of the Virginia Council, has partnered with several organizations throughout 2012 to disseminate information about the Military Compact and resources provided by the military family education liaison, identify additional resources that are available to military families, and coordinate the assistance of children of military families.

- *Virginia Operation Military Kids* – The military family education liaison serves on the State Team for Operation Military Kids (OMK) in Virginia. OMK creates state and local community support networks for military youth when military parents are deployed, and delivers a wide range of recreational, social and educational programs for military youth.
- *“Serving our Service Member Families” Initiative* – The Serving our Service Member Families (SOS) Initiative of First Lady of Virginia Maureen McDonnell is focused on serving and supporting servicemen and women and their families. SOS connects these families with businesses, churches, and civic and volunteer organizations to meet their needs while a service member is away, on duty, or wounded while serving. The military family education liaison serves on the SOS workgroup, providing an opportunity for open communication and the sharing of ideas among the many organizations who work with and for military families.
- *Virginia Military Advisory Council (VMAC) and the Quality of Life Subcommittee* – Department staff, on behalf of the Virginia Council, attend the quarterly VMAC meetings and participate on the Quality of Life subcommittee. The Quality of Life subcommittee discusses issues such as education, child care, and employment which are important to the quality of life for all military families.

Military Interstate Children’s Compact Commission

The Military Interstate Children’s Compact Commission (MIC3) is the national organization that oversees the implementation of the Interstate Compact on Educational Opportunity for Military Children. Each state in the Compact is represented by a Compact commissioner at its annual meeting and subcommittee meetings. The Department of Education, on behalf of the Virginia Council, is in regular communication with MIC3 to disseminate policy information related to the Military Compact. The military family education liaison also works with Commission staff in some cases where a military family’s transfer in or out of Virginia schools needs assistance.

The 5th Annual Meeting of the Interstate Commission on Educational Opportunities for Military Children took place in Charleston, South Carolina November 15-17, 2012. The meeting

expanded on previous years, bringing together experienced members who shared their experiences with those recently appointed.

Virginia's Commissioner-designee participated on a panel for new members regarding state Council coordination and promotion of the Interstate Compact.

The business meeting included updates from the standing committees - Compliance, Rules, PR and Training, and Finance:

- The training committee developed a "Toolkit" with case studies, brochures, informational videos, sample Council agendas, etc. to aid Commissioners in implementation of the Compact. The training committee is also organizing contact with stakeholders, including state superintendents, principals, guidance counselors, school boards, etc. to deliver presentations and have a presence at national meetings. A digital guide for parents, school officials, and public administrators was created and distributed to Commissioners for use at trainings.
- The rules committee discussed a proposed rule change to the Compact which would require a student, who falls under the provisions of the Compact, to have been enrolled and attended class in the sending state in order to continue enrollment in kindergarten in the receiving state, if they do not otherwise meet the receiving state's age requirement for enrollment.

The Virginia Council discussed the proposed rule change at numerous public meetings in 2011 and 2012. Members of the Council raised concerns that the proposed rule change would adversely impact military families who often move in the summer, because a family, or portion of a family, would now be required to stay behind so that the child could attend one day or more of kindergarten in order to be eligible to continue his enrollment in the receiving state. Rather than removing barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents, the purpose of the Interstate Compact, the Virginia Council felt that this proposed rule change places additional requirements and burdens on military families.

Additionally, the proposed rule change is not consistent with an advisory opinion issued by the Commission February 9, 2011, which states that "a prospective kindergarten student who has not yet started school prior to transition but who is eligible for enrollment in the sending must have pre-registered with the LEA in the sending state in order to be eligible for enrollment in Kindergarten after the parental military transfer to the receiving state regardless of age under Article IV, Section D. of the Compact." The Virginia Department of Education (VDOE) issued guidance to school divisions in accordance with the Commission's advisory opinion, and the policy has been well received by the military community and school divisions in the Commonwealth.

The Virginia Council unanimously passed a motion to support the MIC3 advisory opinion issued on kindergarten enrollment, which provides that a prospective kindergarten student who has not yet started kindergarten prior to transferring, but who is

eligible for enrollment in the sending state, must have registered with the LEA in the sending state in order to be eligible for enrollment in kindergarten after the parental military transfer regardless of age under Article IV, Section D of the compact. The motion noted that the guidance issued by MIC3 and subsequently VDOE has worked well in Virginia. The motion also noted that there is no need for adding an attendance requirement.

On behalf of the Virginia Council, Senator Miller submitted a letter opposing the proposed rule change, which was presented at the MIC3 business meeting during public comment.

Commissioners debated the proposed rule change, and ultimately voted to pass the rule change regarding kindergarten enrollment. Commissioners noted that Virginia, and any other state, can continue to operate under a more flexible policy.

The business meeting also included a presentation from the Hawaii Department of Education (HIDOE) on their efforts to ease the transition for military connected children. Hawaii's Council includes members from the executive branch, Senate and House education committee chairs, five military installation representatives from all services, US Pacific Command, HIDOE State Superintendent, four HIDOE area superintendents, and the HIDOE military liaison. They provide training through the school liaison officers, town halls, community events, complex area principal meetings, and military impacted principal meetings. Hawaii presented a collaborative model in which all partners work together to support the community network, respecting the agencies policies and process, yet remaining flexible. Some of Hawaii's outreach initiatives include nationally recognized transition centers, a military culture course, an Army school-based mental health program, an Air Force JROTC Flight program, and commendation awards for military friendly schools.

Finally, the business meeting concluded with break-out sessions in which state Commissioners shared case studies, implementation status, and best practices.

Top Issues

Throughout 2012, several issues related to the transition of military connected students surfaced as reoccurring concerns. The Council will continue to discuss these important issues with its partners, and provide leadership in finding solutions to these challenges.

Eligibility for extracurricular activities continues to be a large topic of concern for many military families. Specifically, concerns have been expressed related to military families who are deemed "key and essential" and must live on base, thus limiting their option to choose what school their children attend. If these military parents choose to send their children to a school different from their designated school, they are not eligible to participate in Virginia High School League (VHSL) activities for one year. Several other cases have surfaced in which a military-connected student's eligibility was limited due to VHSL - a private nonprofit organization - policies. VHSL policies should be examined to allow for additional flexibility for military-connected children.

While professional development opportunities and training on the Interstate Compact increased throughout 2012, there is still a need for more training due to high turnover and the range of educators who work with military connected children. The Council is focusing its efforts on trainings for educators who interact directly with military-connected children - guidance counselors and teachers.

Transfers of special education students are a particularly difficult issue for military families because their children move more frequently than traditional students. While a guidance document has been prepared and shared with educators and families on special education protections for children with disabilities who transfer, additional training would be helpful for special education directors. A work group has been developed to identify specific resource needs for special education transfers.

Finally, there remains a challenge in identifying military-connected children in Virginia schools, as the enrollment paperwork varies from school division to school division. Identifying these children is important in connecting military-connected children with counselors for academic, social, and emotional support.

Conclusion

Throughout 2012, the Virginia Council has taken on many important issues related to the education of children of military families. The Council made clear their intent to enroll military children in kindergarten if they were registered to attend kindergarten in their sending state. The Council provided numerous training opportunities to educators and military families on the provisions of the Compact. Additional guidance was given to school personnel and school liaison officers regarding special education student transfers. The Council shared best practices of outreach initiatives for military-connected children, and championed more flexible policies regarding extracurricular activity eligibility.

In nearly every community in Virginia, there are children with parents or guardians on active duty with the armed forces. While their parents honorably serve our nation and our Commonwealth, we should recognize military children's contributions and celebrate their spirit. The Virginia Council on the Interstate Compact on Educational Opportunity for Military Children is proud to recognize the service of our military servicemen and women, their families and their children.

Appendix

- A. May 3, 2012 Meeting Agenda, Minutes, and Materials
 - a. Briefing on Children with Disabilities who Transfer and Special Education Protections
 - b. Interstate Compact Training Template

- B. July 18, 2012 Meeting Agenda, Minutes, and Materials
 - a. 2012 Military Family Lifestyle Survey Analysis and Findings by Blue Star Families
 - b. Teaching, Education and Awareness for Military-connected Students (TEAMS)

- C. December 6, 2012 Meeting Agenda, Minutes, and Materials
 - a. Interstate Commission Perspectives and Update from MIC3 Executive Director
 - b. Update from Military Interstate Children's Compact Commission (MIC3) Annual Meeting
 - c. Easing the Transition for Military Connected Children: An Overview of Virginia Beach Public Schools' Outreach Initiatives

Appendix A

May 3, 2012 Meeting Agenda, Minutes, and Materials

Briefing on Children with Disabilities who
Transfer and Special Education Protections

Interstate Compact Training Template

Agenda

The Virginia Council on the Interstate Compact on Educational Opportunity for Military Children
May 3, 2012 at 2 p.m.
22nd Floor Conference Room, James Monroe Building
101 N. 14th Street, Richmond, Virginia

- I. Call to Order and Opening Remarks
Senator John C. Miller, Chairman
- II. Educational Opportunities for Military Families: Highlights from the 2012 General Assembly Session
Brandon de Graaf, Assistant Secretary of Veterans Affairs & Homeland Security
- III. Children with Disabilities Who Transfer – Special Education Protections
Dr. Judith A. Douglas, Director, Dispute Resolution and Administrative Services, Virginia Department of Education
- IV. Discussion: Training Opportunities for School Personnel
Melissa Luchau, Military Family Education Liaison, Virginia Department of Education
Virginia Council Members
- V. Public Comment
- VI. Closing Remarks
Senator John C. Miller, Chairman
- VII. Adjourn

Next Meeting: Wednesday, July 18, 2012 at 2:00 pm

Virginia Council for the Interstate Compact on
Educational Opportunity for Military Children
Minutes: May 3, 2012

Council Members in Attendance:

Senator John C. Miller, Chair
Dr. William C. Bosher, Jr.
Dr. Bobby R. Browder, Superintendent of Prince George County Public Schools
Ms. Susan McIntosh
Dr. James G. Merrill, Superintendent of Virginia Beach Public Schools
Dr. Patricia I. Wright, Superintendent of Public Instruction

Council Members not in Attendance:

Delegate M. Kirkland Cox
Professor Marlena E. Bremseth

Department of Education Staff in Attendance:

Melissa Luchau, Military Family Education Liaison
Michelle Vucci, Director of Policy

Senator Miller called the meeting to order and welcomed Council members and guests. In his opening remarks, Senator Miller announced he recently attended an event at Lee Hall Elementary School in Newport News, where Dr. Jill Biden, wife of U.S. Vice President Joe Biden, recognized Virginia as a leader in military friendly policies. Senator Miller thanked the school liaison officers in attendance for their work to ease the transition of military children.

Senator Miller provided a brief update regarding Virginia High School League (VHSL) eligibility issues related to military children. Concerns have been expressed related to military families who are deemed “key and essential” and must live on base, thus limiting their option to choose what school their children attend. If these military parents choose to send their children to a school different from their designated school, they are not eligible to participate in VHSL activities for one year. Senator Miller noted that the VHSL Board is considering an exemption for those required to live on base, and a vote will be taken at their next meeting in September.

The first item on the agenda was a briefing on legislation passed by the 2012 General Assembly affecting military families. The following legislation was discussed:

- HB 937 (L. Scott Lingamfelter) - Requires a regulatory board within the Department of Professional and Occupational Regulation, the Department of Health Professions, or any board named in Title 54.1 to expedite the

issuance of a license, permit, certificate, or other document, required for the practice of any business, profession, or occupation in the Commonwealth, of an applicant (i) holding the same or similar license, permit, certificate, or other document required for the practice of any business, profession, or occupation issued by another jurisdiction; (ii) whose spouse is the subject of a military transfer to the Commonwealth; and (iii) who left employment to accompany the applicant's spouse to Virginia if, in the opinion of the board, the requirements for the issuance of the license, permit, certificate, or other document in such other jurisdiction are substantially equivalent to those required in the Commonwealth.

- HB 938 (L. Scott Lingamfelter) - Requires the regulatory boards within the Department of Professional and Occupational Regulation, the Department of Health Professions, or any board named in Title 54.1 except the Board of Medicine and the Board of Dentistry, to accept the military training, education, or experience of a service member returning from active military service in the armed forces of the United States, to the extent that such training, education, or experience is substantially equivalent to the requirements established by law and regulations of the respective board for the issuance of any license, permit, certificate, or other document, however styled or denominated, required for the practice of any business, profession, or calling in the Commonwealth.
- HB 195 (Lynwood W. Lewis) - Requires the governing boards of each public institution of higher education to implement policies that award academic credit to students for educational experience gained from military service.
- HB 548 (Barbara J. Comstock) - Requires public institutions of higher education to implement policies that recognize the scheduling difficulties and obligations of active duty military personnel.
- HB 640/SB 190 (Christopher P. Stolle/John C. Miller) - Clarifies language relating to enrollment of students pursuant to a special power of attorney to correspond to language in the Interstate Compact on Educational Opportunity for Military Children.
- HB 253 (Christopher P. Stolle) - Adds the surviving spouse or child of a veteran killed in the line of duty to the preference in state employment for veterans. The bill defines child to mean a person under the age of 27 years.

The following bills did not pass the 2012 General Assembly, but were noted:

- SB 269 (Thomas K. Norment) - Requires local school boards to accept participation in the Junior Reserve Officers Training Corps as fulfillment of any high school physical education requirement.
- SB 605 (Jeffrey L. McWaters) - Provides that, for current and former military personnel and their dependents, the intent to attend a public institution of higher education in the Commonwealth is sufficient for the

purpose of establishing domiciliary intent and determining eligibility for in-state tuition rates.

- HB 644 (Christopher P. Stolle) - Provides that any member of the Virginia National Guard residing in Virginia shall be eligible for in-state tuition at a public institution of higher education. This is broader than the current provision, which requires a guard member to be (i) activated or mobilized or on temporary active orders for six months or more, (ii) stationed or assigned by military service to a work location in Virginia, and (iii) residing in Virginia.
- SB 508 (Frank W. Wagner) - Provides that any member of the Virginia National Guard residing in Virginia who is not eligible for in-state tuition shall be eligible for a grant for an amount up to the difference between in-state and out-of-state tuition, to the extent funds are available for such purpose.

The Council members also received a briefing from Dr. Judith Douglas, director of dispute resolution and administrative services at the Virginia Department of Education, on the transfer of military children with disabilities and special education protections. Dr. Douglas discussed common complaints regarding the transfer of children with special education needs, what the law says regarding transfer students, who is responsible for consultation, what "consultation" means in terms of determining comparable services, what "comparable services" means, and what resources are available to parents in a dispute. She distributed a briefing and frequently asked questions which are available [here](#).

Council members noted that transfers of special education students are a particularly difficult issue for military families because their children move more frequently than traditional students. Members discussed the need for additional information on issues dealing with the education of military children and training on special education regulations for local special education directors. A Council member asked for clarification on the number of complaints the Dispute Resolution and Administrative Services Office receives. Dr. Douglas replied that the office processes about 200 complaints a year, with about 5% from military connected families. The dispute resolution office also processes about 500 inquiries a year (requests for information regarding the application of regulations as opposed to official complaints), and about one third are from military families. Another member asked how the receiving state is notified of a student currently in mediation in the sending state. Dr. Douglas noted that this information should be included in the student's educational records shared with the receiving school, and often times the parents notify the receiving school.

Melissa Luchau, military family education liaison, provided the Council members a brief update on Military Interstate Children's Compact Commission (MIC3) issues and training opportunities for school personnel. Ms. Luchau indicated MIC3 will consider a rule change related to kindergarten eligibility at their annual fall meeting. The proposed rule change would require a student to have attended class for at least one day in the sending state in order to continue enrollment in kindergarten in the receiving state, if they

do not otherwise meet the receiving state's age requirement for enrollment. The proposed rule change will be posted on the MIC3 Web site for public comment at least 30 days before the MIC3 meeting in November 2012. Council members noted their continued opposition to the proposed rule change and plan to submit public comment.

Ms. Luchau noted several trainings provided to school personnel on the Interstate Compact, including the School Support Services Workshop at Ft. Belvoir in April, and the Leadership Summit at MCB Quantico in February. A power point for training school administrators, teachers, and guidance counselors is available online and has been distributed to school liaison officers.

Council members discussed the need for additional trainings, particularly in the Hampton Roads and Central Virginia regions of the Commonwealth. A Council member noted that school liaison officers can partner with others who have put on such trainings to develop programs in their respective areas. Another suggestion included reaching out to school divisions with cable channels to possibly run brief trainings on their channels. Another Council member also noted the importance of interfacing between education and veterans' organizations, and reaching out to pre-service institutions.

The Council then received public comment from two members of the audience. The first commenter suggested working with the military's transfer process to provide brief training videos about the Interstate Compact. Another individual noted her appreciation for the Interstate Compact and its impact on her son's ability to graduate on-time.

Senator Miller closed the meeting by thanking the Council members and guests. The next meeting of the Virginia Council for the Interstate Compact on Educational Opportunity for Military Children is scheduled for July 18, 2012.

Presentation materials from the meeting can be found at:

http://www.doe.virginia.gov/support/student_family/military/va_council/index.shtml.



COMMONWEALTH OF VIRGINIA
Department of Education
Division of Special Education and Student Services
Office of Dispute Resolution & Administrative Services

BRIEFING

TO: Virginia Council on the Interstate Compact on Educational Opportunity for Military Children

FR: Judy Douglas
Director, Dispute Resolution & Administrative Services

DATE: May 3, 2012

TOPIC: **CHILDREN WITH DISABILITIES WHO TRANSFER –
SPECIAL EDUCATION PROTECTIONS**

Most Common Complaints

- Children transferring to new school division and not receiving comparable services consistent with their incoming IEPs. (Individualized Education Program – IEP)
- School personnel claiming that there are insufficient resources to meet the provisions of the incoming IEP.
- IEP teams delay writing IEPs in order to conduct evaluations.
- Incoming student's IEP expires during transfer; therefore, school division will not implement IEP, delay in writing IEP in order to conduct evaluations.
- School personnel not providing parents with procedural safeguards information.

What Does the Law Say Regarding Transfer Students
34 Code of Federal Regulations §300.323(e)(f) and (g); corresponding Virginia Regulations at 8 VAC 20-81-120

- A. The receiving LEA (local educational agency/local school division) must provide a free appropriate public education (FAPE)
- ❖ in consultation with the parents,
 - ❖ including comparable services to those described in the student's incoming IEP until the receiving LEA:
 - ✓ adopts and implements the student's incoming IEP with parental consent; OR

- ✓ evaluates the student, and develops and implements a new IEP with parental consent.
 - The receiving LEA may develop and implement an interim IEP with parental consent while obtaining and reviewing any new information.

Note: If the receiving LEA is unable to obtain an IEP from the previous LEA or the parent, the receiving LEA is not required to provide special education and related services to the child. The receiving LEA places the child in a general education program and evaluates the child if the LEA determines that an evaluation is necessary.

- ❖ During the evaluation process, the LEA must provide the child services in accordance with the existing IEP and the IEP team's determination of comparable services.
- ❖ The LEA must exclude any section of the IEP that is not in accordance with the federal and state regulations governing special education.

B. Who "Consults" with the Parents; What Does "Consultation" Mean

- ❖ The responsibility for consultation with the responsibility of determining comparable services rests with the IEP team. The U.S. Department of Education's Office of Special Education Programs (OSEP) clearly directed this mandate in its Commentary and Analysis of the federal regulations governing special education. (Federal Register, 2006, p. 46681).
- ❖ The school division must ensure that the parent is provided the opportunity to provide input on the child's educational needs, as well as for the school division to provide information to the parent about the division.
- ❖ Parental consent is not required.

[VDOE, Frequently Asked Questions (FAQ) #007-10; see attached]

C. What Does "Comparable Services" Mean

From OSEP:

We do not believe it is necessary to define "comparable services" in these regulations because the Department [U.S. ED] interprets "comparable" to have the plain meaning of the word, which is "similar" or "equivalent." Therefore, when used with respect to a child who transfers to a new public agency from a previous public agency in the same State (or from another State), "comparable" means services that are "similar" or "equivalent" to those that were described in the child's IEP from the previous public agency, as determined by the child's newly designated IEP Team in the new public agency.

[Federal Register, 2006, p. 46681]

- ❖ In protecting the child's entitlement to FAPE, services may not be interrupted.

- An LEA may not request the transfer child to remain at home without receiving special education and related services until the receiving LEA develops an IEP, even if the receiving IEP has expired.

[OSEP Q&A, June 1, 2010, “IEPs, Evaluations and Reevaluations,” #A.1 and A.3]

- An LEA must initiate steps to process the transfer child “within a reasonable period of time” to avoid undue interruption in the provision of required special education and related services.

[OSEP Q&A, *Id.*, #A.4]

- ❖ School divisions may organize and implement their approaches to services in ways that meet the child’s needs differently, although as effectively.
- ❖ The decision as to what is “comparable services” rests with the IEP team of which the parent is a member.
- ❖ Parental consent is not required.
- ❖ LEAs may not preclude/deny/delay services based on administrative reasons (i.e., insufficient funds, personnel, other resources.)

Note: If the LEA determines an evaluation is needed and the parent refuses consent, the LEA may: (1) initiate its dispute resolution options of mediation and due process to override the parent’s refusal, or (2) agree not to evaluate the child. In both cases, the LEA treats the student as a general education student. The LEA may also agree with the parent not to evaluate and adopt the incoming IEP. [OSEP Q&A, *Id.*, #A.5]

D. What Recourses Are Available to Parents in a Dispute

- ❖ Dispute resolution options: mediation, complaints, due process
http://www.doe.virginia.gov/special_ed/resolving_disputes/

Contact Information:

Office of Dispute Resolution and Administrative Services

General phone number: 804-225-2013

Voice/Relay: 1-800-292-3820. Text users dial 711 for Relay Services

Mailing address: P. O. Box 2120, Richmond, VA 23218-2120

Fax number: 804-786-8520

Web site for directory for ODRAS Staff:

http://doe.virginiainteractive.org/vdoe_directories/StaffByDivisions.aspx?o=Dispute%20Resolution%26Administrative%20Services&w=true

FREQUENTLY ASKED QUESTIONS

007-10 STUDENTS WHO TRANSFER

The Regulations Governing Special Education Programs for Children with Disabilities in Virginia, at 8 VAC 20-81-120 A.2, indicate that for transfer students, the new LEA shall provide a free appropriate public education (FAPE) "...in consultation with the parent(s)..." until the LEA either adopts the IEP from the previous LEA or conducts an evaluation and develops and implements a new IEP.

- What does "in consultation with the parent(s)" mean?
- How must the "consultation" be documented?
- Who is responsible for this consultation process?

This regulation also directs the new LEA to provide FAPE "including services comparable to those described in the child's IEP from the previous" school division.

- What does "comparable services" mean?
- Who determines "comparable services"?
-

The provisions of 8 VAC 20-81-120 A.2 ensure that children with disabilities who transfer from school divisions located in Virginia or elsewhere are provided FAPE while the new school division works to secure information from the previous school division. These requirements protect the child's FAPE entitlement by ensuring that the right to services is not interrupted. The requirements also take into consideration the fact that school divisions may organize and implement their approaches to services in ways that meet children's needs differently, although as effectively, and that other states may have requirements that differ in some respects from those in Virginia.

Virginia's regulation noted above mirrors the federal regulation at 34 CFR § 300.323 (e) and (f). The LEA must consult with the parent(s) and determine comparable services. The language in this provision does not specifically direct who is responsible for the "consultation" with the parent(s) and the determination of "comparable services". In the context of addressing the meaning of "comparable services", however, the U.S. Department of Education's Office of Special Education Programs (OSEP) places this responsibility squarely with the IEP team. OSEP states in its commentary on the IDEA regulations:

We do not believe it is necessary to define "comparable services" in these regulations because the Department [U.S. DOE] interprets "comparable" to have the plain meaning of the word, which is "similar" or "equivalent." Therefore, when used with respect to a child who transfers to a new public agency from a previous public agency in the same State (or from another State), "comparable" means services that are "similar" or "equivalent" to

those that were described in the child's IEP from the previous public agency, as determined by the child's newly designated IEP Team in the new public agency. [emphasis added]
[Federal Register, 2006, p. 46681]

The language in the regulation joins the responsibility for the consultation with the responsibility of determining comparable services. These responsibilities are not separate and distinct. For this reason and since OSEP clearly directs the IEP team to determine comparable services, the IEP team is responsible also for the consultation process.

"In consultation with the parent(s)" means ensuring that the parent is provided the opportunity to provide input on the child's educational needs, as well as for the school division to provide information to the parent about the division.

The regulations do not require specific documentation of the consultation process or determination of comparable services; thus, giving school divisions some flexibility to develop their own mechanisms for ensuring compliance with the requirement. For example, a school division might document the process on a form that specifies basic data information, summary of the discussions and determinations, including what services will be provided, and the signature of persons present, including the parent.

The requirements for Prior Written Notice will also document the IEP team's determinations. It is important to note, however, that the regulations do not require parental consent for the school division to initiate services comparable to those in the child's current IEP. Parental consent follows the IEP team's determination to adopt the child's IEP from the previous LEA, or pursuant to the team's development of an interim or new IEP.

Important

Remember that both federal and state regulations governing special education provide flexibility to school divisions to amend a child's IEP without a meeting. (8 VAC 20-81-110 B.9). Recognizing that it may take some time to convene an IEP meeting at a mutually agreed upon time and place, the school division and parent may agree not to convene an IEP meeting for this purpose. Recall that in this instance the school division must ensure that the child's IEP team is informed about the comparable services to be provided the child until the LEA either adopts the IEP from the previous school division or conducts an evaluation and develops and implements a new IEP.

Practice Tip

Please note that the IEP team's decision may be challenged by a parent in a state complaint or a due process hearing. As a result, it is advisable for the IEP team to carefully document its reasoning with regard to the comparability of services, especially in cases where the services in the previous IEP are not being identically replicated.

Interstate Compact on Educational Opportunity for Military Children

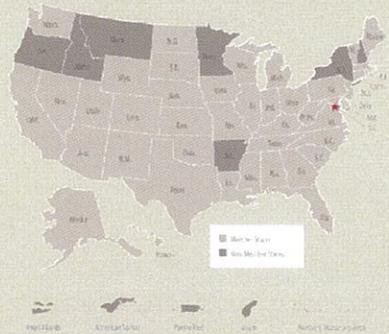


Facts about Military Families

- There are approximately 80,000 students living in Virginia with one or both parents on active duty
- Virginia has the largest number of students in military families of any state, followed by:
 - ✓ Texas – 75,387 children
 - ✓ California – 63,560 children
 - ✓ North Carolina – 50,687 children
 - ✓ Georgia – 41,541 childrenTotal Active Duty, Assigned FY 13
- On average, a military student transfers to different school divisions more than twice during high school
- Most military children attend schools in six to nine different school divisions from kindergarten to 12th grade

Background and Status

- Developed by The Department of Defense, with the assistance of The Council of State Governments
- Input and assistance from national associations, federal and state officials and departments of education and superintendents
- Adopted by 43 states
- States are in the process of establishing internal Councils



Compact Overview and Introduction

- The goal of the compact is to replace the widely varying policies that affect transitioning military students with a comprehensive approach that provides a consistent policy in every school district and in every state that chooses to join.
- The compact addresses key transition issues encountered by military families including enrollment, placement, attendance, eligibility and graduation.
- Compact not intended to impact curriculum or local standards of education.
- 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 (1) year are eligible for assistance under the compact

Note – the compact applies to public schools only.



Compact Content

- Article I – purpose
- Article II – definitions
- Article III – applicability
- **Article IV – enrollment**
- **Article V – placement and attendance**
- **Article VI – eligibility**
- **Article VII – graduation**
- Article VIII – state coordination
- Article IX – interstate commission



Article IV - Enrollment: Educational Records

What's included:

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

What's not covered:

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



Article IV - Enrollment: Immunizations

What's included:

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

What's not covered:

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



Article IV - Enrollment: Kindergarten and First Grade Entrance Age

What's included:

- A student can continue in the same grade in the receiving state regardless of entrance age requirements if he or she has enrolled (registered) in kindergarten or 1st grade in a public school in the sending state and as long the student meets age requirements in the sending state
- A student may go to the next grade regardless of age requirements, if he or she has successfully completed kindergarten or 1st grade in the sending state

What's not covered:

- A student who has not registered for kindergarten, even though they are of eligible age to have started



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

What's included:

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



What's not covered:

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



Article V - Placement and Attendance: Special Education Services

What's included:

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

What's not covered:

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



Article V - Placement and Attendance: Placement Flexibility

What's included:

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

What's not covered:

- Mandatory waivers of prerequisites or preconditions



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

What's included:

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

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



What's not covered:

- Requiring more than "reasonable accommodation"

Note: this provision provides discretion and flexibility to the LEA and school superintendent during state testing periods or if the student has already missed so much school that additional absences will be detrimental



Article VI - Eligibility: Eligibility for Enrollment

What's included:

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



Article VI - Eligibility: Eligibility for Extracurricular Participation

What's included:

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



What's not covered:

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



Article VII - Graduation

What's included:

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

What's not covered:

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



Reference Resources

- **Interstate Compact Commission** <http://www.mic3.net>
- **Virginia Department of Education Guidance Documents**
http://www.doe.virginia.gov/support/student_family/military/index.shtml
- **Virginia Council on the Interstate Compact on Educational Opportunity for Military Children**
http://www.doe.virginia.gov/support/student_family/military/va_council/index.shtml



The Compact provides a valuable tool to help our families!

Questions?

Melissa Luchau
Military Family Education Liaison, VDOE
804-225-2924
Melissa.luchau@doe.virginia.gov



Appendix B

July 18, 2012 Meeting Agenda, Minutes, and Materials

2012 Military Family Lifestyle Survey Analysis and Findings by Blue Star Families

Teaching, Education and Awareness for Military-connected Students (TEAMS)

Agenda

The Virginia Council on the Interstate Compact on Educational Opportunity for Military Children

July 18, 2012 at 2 p.m.
22nd Floor Conference Room, James Monroe Building
101 N. 14th Street, Richmond, Virginia

- I. Call to Order and Opening Remarks
Senator John C. Miller, Chairman
- II. Blue Star Families 2012 Military Lifestyle Survey Results: Outlook on Military Child Education
*Dr. Kathleen Levingston, Assistant Professor, Department of Counseling and Human Services,
Old Dominion University*
- III. TEAMS: A research-based grounded higher education response to meeting the needs of military-connected students through pre and in-service educator development
*Dr. John Nunnery, Executive Director, Center for Educational Partnerships
Dr. Kathleen Levingston, Assistant Professor, Department of Counseling and Human Services,
Old Dominion University
Dr. Joanna Garner, Research Assistant Professor, Center for Educational Partnerships
Mrs. Pamela Arnold-Puchalski, Research Associate, Center for Educational Partnerships*
- IV. Public Comment
- V. Closing Remarks
Senator John C. Miller, Chairman
- VII. Adjourn

Next Meeting: Thursday, December 6, 2012 at 2:00 p.m.

Virginia Council for the Interstate Compact on
Educational Opportunity for Military Children
Minutes: July 18, 2012

Council Members in Attendance:

Senator John C. Miller, Chair
Dr. William C. Bosher, Jr.
Professor Marlena E. Bremseth
Dr. Bobby R. Browder, Superintendent of Prince George County Public Schools
Dr. Patricia I. Wright, Superintendent of Public Instruction

Council Members not in Attendance:

Delegate M. Kirkland Cox
Ms. Susan McIntosh
Dr. James G. Merrill, Superintendent of Virginia Beach Public Schools

Department of Education Staff in Attendance:

Melissa Luchau, Military Family Education Liaison
Anne Wescott, Assistant Superintendent for Policy and Communications
Michelle Parker, Senior Policy Analyst

Senator Miller called the meeting to order and welcomed Council members and guests.

The first item on the agenda was a presentation from Blue Star Families on the 2012 Military Lifestyle Survey Results. A copy of the presentation can be found [here](#). The presentation included the following highlights:

- The key concerns identified by the responding military family members were pay/benefits, with specific emphasis on changes to retirement benefits, the effect of deployment on children, general operational tempo, military spouse employment, and issues surrounding Post Traumatic Stress (PTS), combat stress, and Traumatic Brain Injury (TBI). Eight percent of respondents indicated education was a top issue nationally.
- Parents' perceived benefits for their military child included exposure to different cultures/people, adaptability/independence, and appreciation of the sacrifice parent has made.
- Parents' concerns for their military child included challenges with Permanent Change of Station (PCSing), emotional effects, and deployments.
- 92 percent of respondents were confident that they make positive educational decisions during a deployment.
- 64 percent reported that their spouse's last or current deployment has affected their child's participation in extracurricular activities.

- Virginia's areas of strength included creating a smooth transition into the school, accessibility to previous school records, providing academic and extracurricular activity support, engaging in parent/teacher conference, providing school counseling services, and utilizing peer support programs.
- Areas of possible improvement in Virginia included creating opportunities to celebrate and include the military members in the classroom, use of the Military School Liaison, and adherence to the Interstate Compact on Educational Opportunity for Military Children.
- The 2012 Military Family Lifestyle Survey recommendations for education included:
 - Work with the Department of Education to increase training for educators about military children.
 - Support the Interstate Compact on Educational Opportunity for Military Children at the state level through both additional state participation as well as implementation at the state level through formations of state commissions and allocations of state funds. Additionally, raise awareness of the Compact with military parents and civilian educators so that they understand the requirements of the compact.
 - Develop curriculum and lesson plans to discuss deployment and current military actions so that military children and their civilian peers can process these abstract ideas more easily.
 - Work with school systems to build awareness of and access to the Military School Liaison program.
 - At the university level, support universities that are focusing on the education of military connected students in their teacher education and mental health programs with initiatives such as “Operation Educate the Educators.”

Council members discussed the challenges in identifying military-connected children in schools, and the importance of connecting military-connected children with counselors for academic, social, and emotional support.

The next item on the agenda was a presentation from Old Dominion University's Center for Educational Partnerships on the Teaching, Education and Awareness for Military-connected Children (TEAMS) initiative. A copy of the presentation can be found [here](#). The presentation included the following highlights:

- TEAMS conducted a needs assessment of military-connects schools in Virginia, finding that few educators reported receiving preparation specific to military-connected students, but educators recognize military students as a unique population and report a desire for more specific preparation in how to effectively educate them.
- The categories of school needs identified by principals, teachers, and counselors included academic support, social-emotional support, school leadership and student records, cultural awareness and responsiveness, and school-military community partnerships.

- ODU offers a Military Child and Families Education Graduate Certificate to provide educators with specialized expertise in meeting the academic, social, and emotional needs of military-connected students.

Council members discussed specific challenges for military-connected children including:

- Identifying and tracking of military-connected students as they move throughout the year.
- Different curricula from state to state.
- Transfer of IEP records and issues with service delivery.
- Establishing of procedures and routines in the classroom at the beginning of the year, before military-connected children may have PCSed.
- Families not having knowledge of the interstate compact.
- Mathematics and social studies are often areas of particular challenge.

Council members also noted that in many provisions of the interstate compact, the local school division has flexibility in defining the requirements and procedures. There was a suggestion for the TEAMS initiative to include a recognition program for schools, to encourage teams of educators at a school to participate in the program.

The Council then received public comment from two members of the audience. Mr. Bill Flanagan spoke on behalf of Delegate Cox and commended the Council and the Department for the work they are doing to make Virginia a leader on military issues. Mr. Tom Baker noted an opportunity to participate in an Army Educator Tour, a time for community and education leaders to see how the Army operates a training facility for new Soldiers.

Senator Miller closed the meeting by thanking the Council members and guests. The next meeting of the Virginia Council for the Interstate Compact on Educational Opportunity for Military Children is scheduled for December 6, 2012.

Presentation materials from the meeting can be found at:

http://www.doe.virginia.gov/support/student_family/military/va_council/index.shtml.



Blue Star Families
 ★★★★★

2012 Military Family Lifestyle Survey Analysis and Findings

Funding for the Military Family Lifestyle Survey and event was provided by the Blue Shield of California Foundation, Care.com, Facebook, and the Leitchlag Foundation.

Research Objective and Methodology



Objective: Obtain a better understanding of military families' concerns and track trending patterns in data collected in previous years

Survey Design:

- Online survey approximately 15-20 minutes in length
- Distributed via numerous trusted partner organizations' websites, electronic newsletters, and local offices/centers

Sample:

- 4,234 survey participants
- "N" varies per question per applicability to respondent
- Respondents:
 - Spouses (68.4%)
 - Self (16.9%)
 - Parent (6.3%)
 - Child (5.2%)
 - Sibling (1.4%)
 - Other – including domestic partnership, civil union (1.8%)
- Respondents represent all regions of the U.S. as well as overseas military installations

Timing: Survey was accessible online from November 1, 2011-December 5, 2011

Blue Star Families partnered with many of the country's most respected military service organizations to distribute our survey online via partner websites, member newsletters, and through physical locations.




Demographics



Branch of Service Members

Air National Guard	2%
Coast Guard	3%
Army National Guard	10%
Marine Corps	11%
Air Force	15%
Navy	21%
Army	38%

Age of Respondents

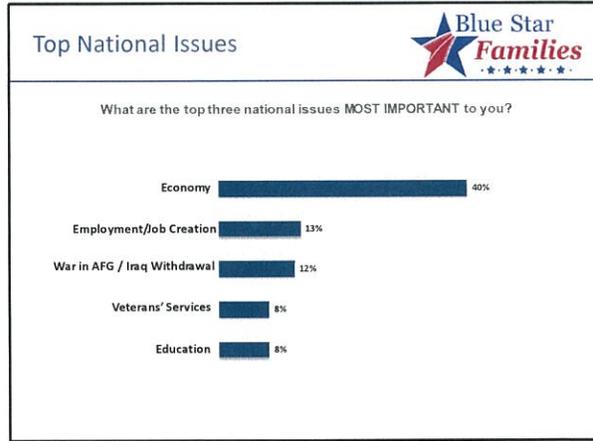
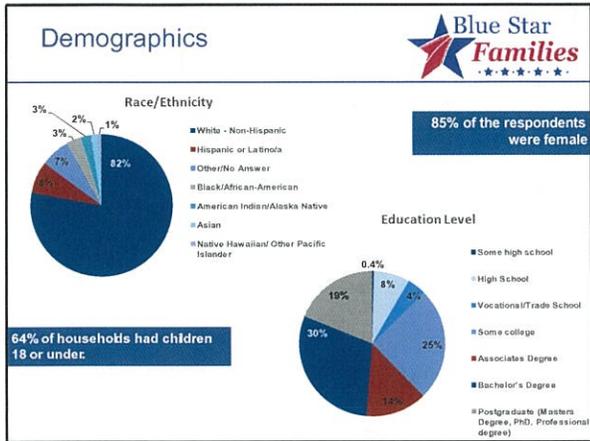
18-24	8%
25-34	34%
35-44	30%
45-54	15%
55-64	8%
65+	4%

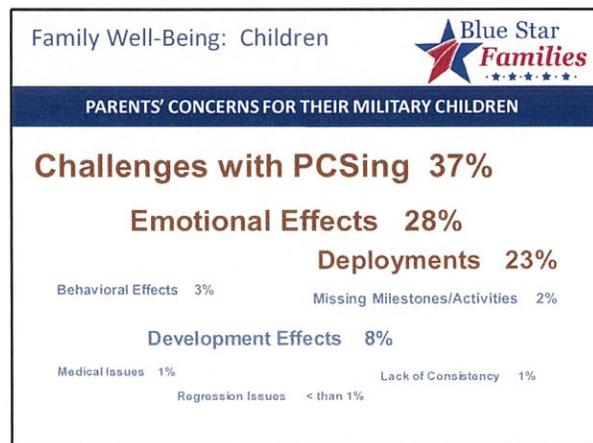
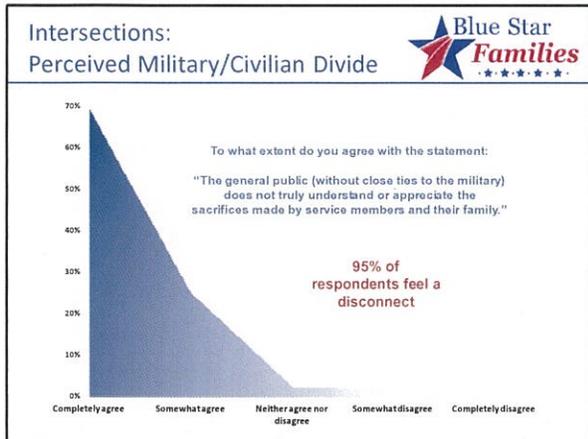
Rank of Service Member

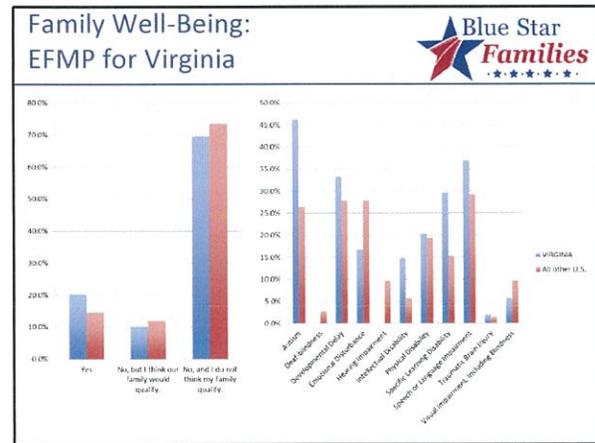
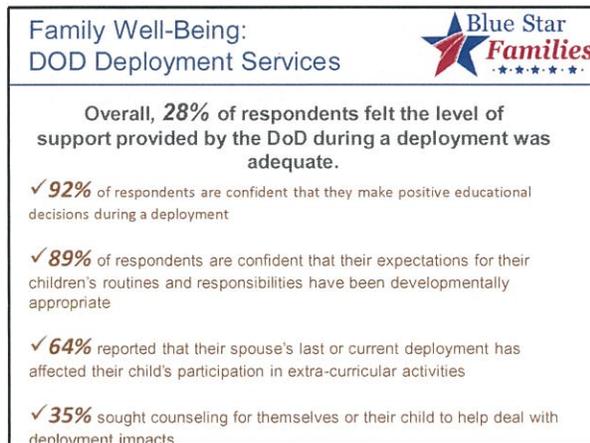
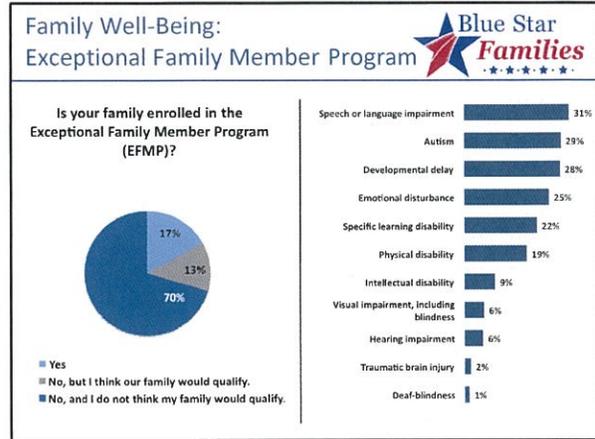
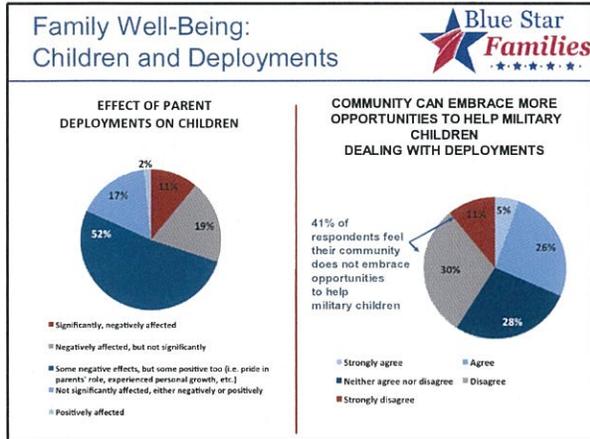
Junior Enlisted (E1-E4)	17%
Senior Enlisted (E5-E9)	48%
Warrant Officer (W1-W5)	2%
Company Grade Officer (O1-O3)	12%
Field Grade Officer (O4-O6)	18%
Generals/Flag Officer (O7-O10)	1%

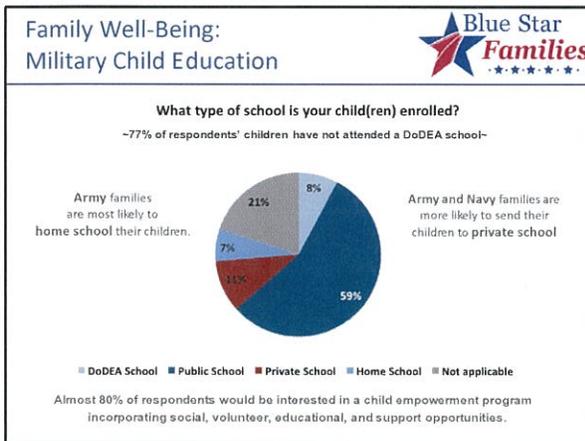
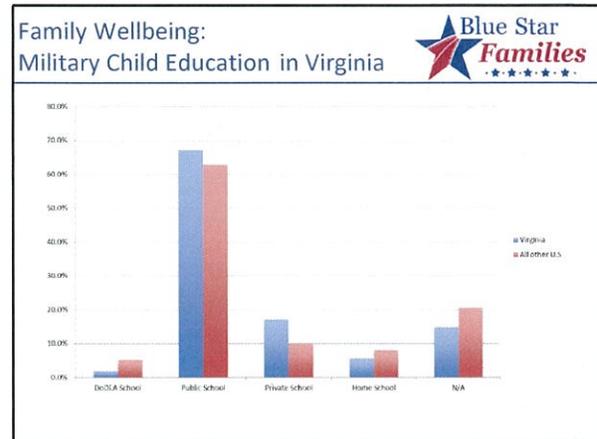
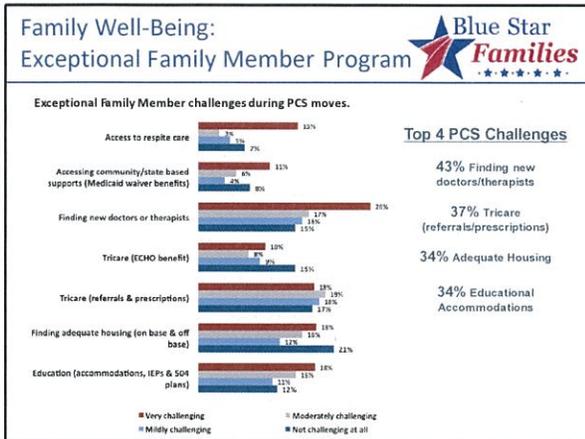
Region of Residency

Alaska or Hawaii	3%
Overseas Military	4%
Mid-Atlantic	11%
Southwest	13%
West	15%
Northeast	15%
Midwest	16%
Southeast	23%









Family Well-Being: Military Child Education

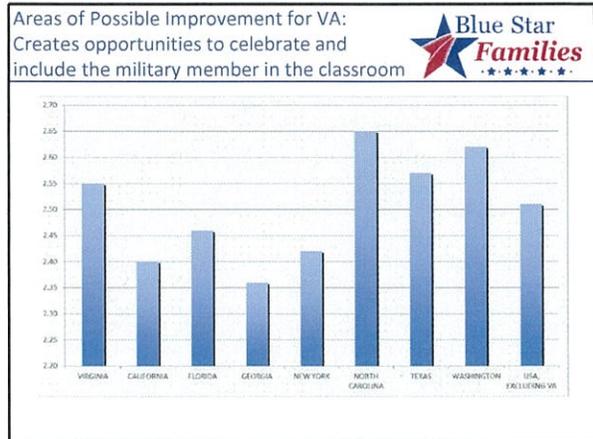
How would you rate your school in the following areas?

Area	DoDEA		Public		Private		Home School	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
Adheres to the Interstate Compact on Educational Opportunity for Military Children	85.8%	14.2%	57.5%	42.5%	60.7%	39.3%	37.3%	62.9%
Uses the Military School Liaison	79.7%	20.3%	32.8%	67.2%	29.3%	70.7%	42.8%	57.2%
Creates a smooth transition into the school	76.0%	24.0%	64.5%	35.5%	76.7%	23.3%	49.9%	50.1%
Accesses previous school records	80.4%	19.6%	78.2%	21.8%	80.2%	19.8%	63.5%	36.5%
Provides academic and extracurricular activity support	71.5%	28.5%	70.3%	29.8%	81.0%	18.4%	51.2%	48.8%
Engages in parent/teacher conferences	86.8%	13.2%	86.3%	13.7%	91.7%	8.3%	65.5%	34.5%
Creates opportunities to celebrate and include the military member in the classroom	71.2%	28.8%	49.4%	50.6%	64.0%	36.0%	40.8%	59.2%
Provides school counseling services	76.9%	23.1%	77.3%	22.7%	65.1%	34.9%	60.6%	39.4%
Uses peer support programs	64.9%	35.1%	46.7%	53.3%	45.7%	54.3%	37.5%	62.5%





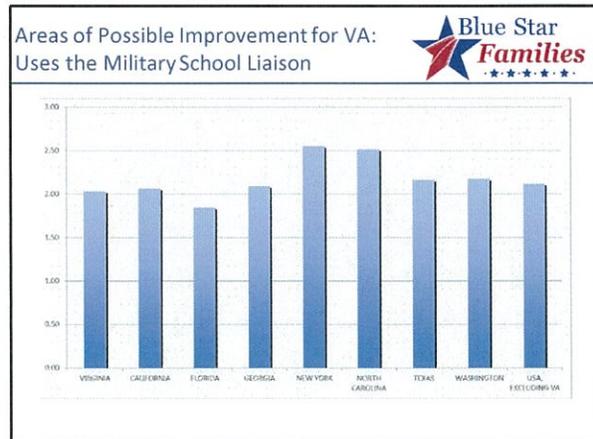
**Military Child Education:
Comparison of Results for VA**

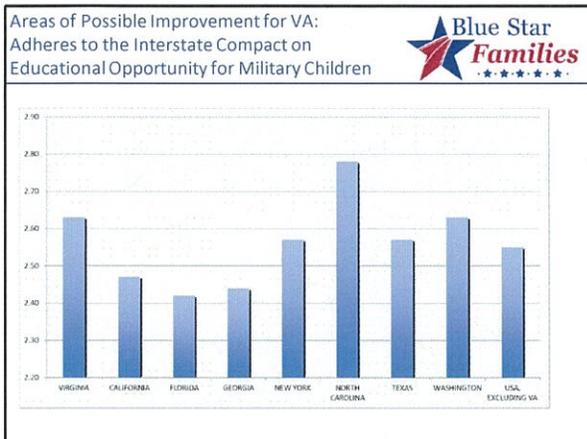


Areas of Strengths:
 Compared to Responses from the SE region



Creates a smooth transition into the school	Access previous school records	Provides academic and extracurricular activity support
Engages in parent/teacher conferences	Provides school counseling services	Utilizes peer support programs





- Education Recommendations
- Work with the Department of Education to increase training for educators about military children.
 - Support the Interstate Compact on Educational Opportunity for Military Children at the state level through both additional state participation as well as implementation at the state level through formations of state commissions and allocations of state funds. Additionally, raise awareness of the Compact with military parents and civilian educators so that they understand the requirements of the compact.

Recommendations

- Education Recommendations
- Develop curriculum and lesson plans to discuss deployment and current military actions so that military children and their civilian peers can process these abstracts ideas more easily.
 - Work with school systems to build awareness of and access to the Military School Liaison program.
 - At the university level, support universities who are focusing on the education of military connected students in their teacher education and mental health programs with initiatives such as "Operation Educate the Educators."





Teaching, Education and Awareness
for Military-connected Students



TEAMS advances a vision for
Military Conscious Schools:

Where every military child is educated by individuals who are well prepared to effectively respond to the unique learning and social-emotional needs of military-connected children. TEAMS augments and facilitates, rather than duplicates, the missions of other agencies and programs.





TEAMS INTERDISCIPLINARY RESEARCH



TEAMS has conducted a needs assessment of military-connected schools in Virginia

Setting:
Eight public elementary schools purposively selected because they serve significant populations of military children from all branches

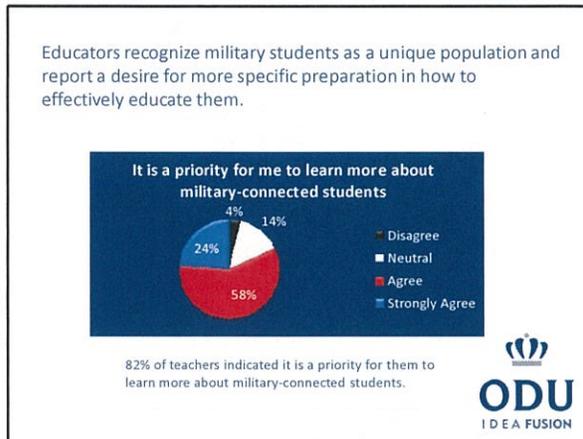
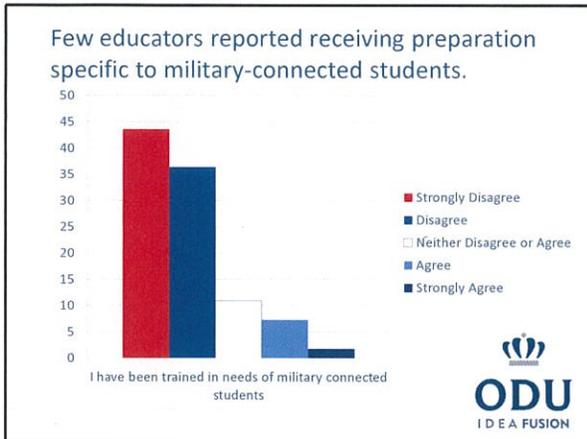
Participants:

- ✓ 7 principals
- ✓ 16 school counselors
- ✓ 59 general and special education teachers
- ✓ 2 school data administrators
- ✓ 4 specialists

Mixed Methods:

- Principal Interviews
- Counselor Interviews
- Teacher Focus Groups
- Teacher Questionnaire



Categories of School Needs and Response Identified by Principals, Teachers and Counselors Educating Military-connected Students in VA Public Schools

Academic Support Instructional placement, assessment, curriculum, remediation, student academic performance.
Social-emotional Support Students' mental and emotional wellbeing, social and peer relationships, emotional resiliency, social support, school counselor and teacher activities.
School Leadership and Student Records Administrative processes or activities such as record keeping, data gathering and usage, student records transfer; policies including attendance, discipline, structure of the school day; activities of the principal or division leaders.
Cultural Awareness and Responsiveness Knowledge and consideration for the life experiences of military children and families; utilization of experiences in the classroom.
School-military-community Partnerships Mechanisms for communicating with the military community, including the command post, school liaison officers and families.



The ODU Military Child and Families Education Graduate Certificate prepares educators to provide sustainable, comprehensive school-based responses

Foundations Assessment Service Delivery Design Embedded Field Implementation

- ✓ Interdisciplinary cohorts of teachers, counselors, administrators, service providers
- ✓ 3 sequenced 4-credit courses
- ✓ 12 graduate credits total
- ✓ Integrated service learning components in each course
- ✓ Blended on-line delivery
- ✓ Customized partnerships with school districts and agencies

The Military Consciousness Assessment Toolkit (Mil-CAT)

The Military Consciousness Assessment Toolkit (Mil-CAT) provides schools with tools to assess need and responsiveness

<p>Need/ Response Domain</p> <ol style="list-style-type: none"> 1. Academic support 2. Social emotional support 3. School Leadership and Student Records 4. Cultural Responsiveness 5. School Military Community Partnerships 	<p>Needs Assessment</p> <p>Logic Model/ Formative Evaluation</p> <p>Summative Program Evaluation</p>	<p>Rubric Dimension</p> <ol style="list-style-type: none"> 1. Comprehensiveness 2. Impact 3. Sustainability 4. Consistency 5. Customization 6. Research base
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The Mil-CAT enables schools to plan and assess system-wide changes in the ability to respond to the needs of military-connected children

Mil-CAT_{PLAN} Conduct needs assessment
Generate goals and strategies
Design logic model

Mil-CAT_{RESPOND} Assess implementation fidelity
Monitor progress
Inform program changes

Mil-CAT_{DISPLAY} Apply rubric
Communicate outcomes
Display growth



ODU's TEAMS initiative has forged partnerships that directly benefit school divisions in Virginia



ODU's TEAMS initiative has forged partnerships that directly benefit school divisions in Virginia



ODU's TEAMS initiative has forged partnerships that directly benefit school divisions in Virginia

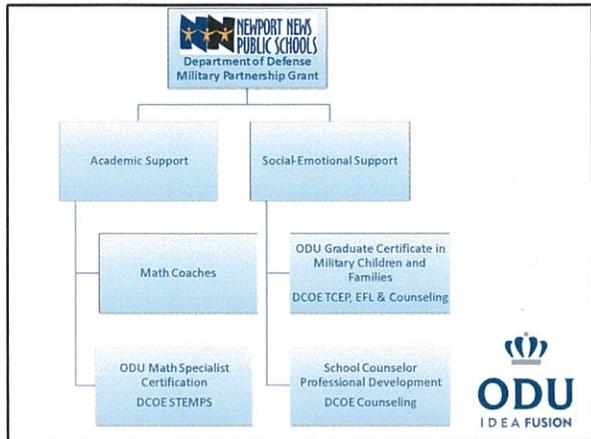


ODU's TEAMS initiative has forged partnerships that directly benefit school divisions in Virginia



DODEA funding supports innovative work involving TEAMS faculty in the Hampton Roads region





Appendix C

December 6, 2012 Meeting Agenda, Minutes, and Materials

Interstate Commission Perspectives and Update from MIC3 Executive Director

Update from Military Interstate Children's Compact Commission (MIC3) Annual Meeting

Easing the Transition for Military Connected Children: An Overview of Virginia Beach Public Schools' Outreach Initiatives

Agenda
The Virginia Council on the Interstate Compact
on Educational Opportunity for Military Children

December 6, 2012 at 2 p.m.
22nd Floor Conference Room, James Monroe Building
101 N. 14th Street, Richmond, Virginia

- I. Call to Order and Opening Remarks
Senator John C. Miller, Chairman
- II. Update on Virginia High School League (VHSL) Eligibility for Military Children
Senator Miller
- III. Easing the Transition for Military Connected Children: An Overview of Virginia Beach Public Schools' Outreach Initiatives
Laura Smart
Partnership Coordinator, Virginia Beach Public Schools
- IV. Interstate Commission Perspectives and Update
BG(R) Norman E. Arflack
Executive Director, Interstate Commission on Educational Opportunities for Military Children
- V. Update from Military Interstate Children's Compact Commission (MIC3) Annual Meeting
Melissa Luchau
Military Family Education Liaison, Virginia Department of Education
- VI. Presentation of the Executive Summary of the Interim Activity and Work of the Virginia Council
Melissa Luchau
- VII. Public Comment
- VIII. Council Discussion
- IX. Closing Remarks
Senator Miller

Adjourn

Virginia Council for the Interstate Compact on
Educational Opportunity for Military Children
Minutes: December 6, 2012

Council Members in Attendance:

Senator John C. Miller, Chair
Dr. William C. Bosher, Jr.
Professor Marlena E. Bremseth
Dr. Bobby R. Browder, Superintendent of Prince George County Public Schools
Dr. James G. Merrill, Superintendent of Virginia Beach Public Schools

Council Members not in Attendance:

Delegate M. Kirkland Cox
Dr. Patricia I. Wright, Superintendent of Public Instruction

Department of Education Staff in Attendance:

Melissa Luchau, Military Family Education Liaison
Anne Wescott, Assistant Superintendent for Policy and Communications

Senator Miller called the meeting to order and welcomed Council members and guests.

Senator Miller provided an update from the Virginia High School League (VHSL) on eligibility issues for military children. Concerns had been expressed related to military families who are deemed “key and essential” and must live on base at Langley, thus limiting their option to choose what school their children attend. If these military parents choose to send their children to a school different from their designated school, they are not eligible to participate in VHSL activities for one year. Senator Miller indicated that VHSL tabled a waiver related to this issue, and is working directly with Hampton City Public Schools to resolve this issue for families.

The meeting included a presentation from the Partnership Office for Virginia Beach City Public Schools regarding the outreach initiatives underway in Virginia Beach to ease the transition for military-connected children. A copy of the presentation is available [here](#).

Some of the outreach initiatives and programs in Virginia Beach include:

Actively Engaging the Community: *A Military Presence in Schools*

A. Partners in Education, Volunteers and Mentors

1. VASS and NMSI—Initiative for Military Families Now in Three High Schools
2. 21 Model Partnerships with Military Recognized for Best Practices

3. Hampton Road STEM Academy and Summer Camp
 4. STEM Career Conferences
 5. STEM Robotics Challenge
 6. Classroom Enrichment Opportunities – Military Parents Involved in Field Trips, Projects and Activities
- B. Parent Connection
1. Guest Columns to address topics of interest/need
 2. Welcome Packets
 3. Monthly Workshops
- C. Targeted Guidance Services
1. Deployment Groups
 2. Anti-bullying Activities/Programs
 3. Individual and Small Group Counseling
 4. SAT/ACT Test Prep Support

Grants to Support Military Students and Families

- A. Military-Connected Academic Support Program (MCASP)
1. Military Child and Families Education Graduate Certificate (ODU)
 2. Counselor Transition Training Program (ODU)
 3. Military-Connect Guidance Counselors at Six Target Schools
 - a. Student to Student (MCEC Training)
 - b. Parent Connection Centers in Schools
 4. K-12 Professional Development Program (NIA)
 5. Military Parent/Guardian Advisory Committee
- B. Strategic Foreign Language Expansion Program (S-FLEP)
- C. Two 21st Century Community Learning Center Grants
1. College Readiness and Career Workforce Focus
 2. Integrated Parent Training
 3. Tutoring and Homework Assistance
 4. Summer Programs

Council members praised Virginia Beach City Public Schools for their outreach initiatives, and asked to what extent Partnership Offices were present in other school divisions. Dr. Merrill, superintendent of Virginia Beach City Public Schools, thanked the school liaison officers for their support of these programs.

The meeting also included an update on the Interstate Commission from General Norman E. Arflack, executive director for the Interstate Commission on Educational Opportunities for Military Children. General Arflack discussed the role of the Commission as a resource for State Councils, facilitator, and training provider. The Commission is working to expand the Compact to all 50 states - the Compact has been adopted by 43 states thus far - and getting state Councils established.

Melissa Luchau, military family education liaison, updated Council members on the Military Interstate Children's Compact Commission (MIC3) Annual Meeting, which took place November 15-17, 2012. At the Annual Meeting the commission voted to

change a rule of the Compact related to kindergarten enrollment, requiring a student who does not meet the age requirement in the receiving state, to have attended kindergarten in the sending state, in order to be eligible in the receiving state. Virginia will continue to operate under a more flexible policy, allowing a child to continue their enrollment in kindergarten as long as they registered or attended kindergarten in the sending state. The Commission annual meeting also included a presentation from the Hawaii Department of Education (HIDOE) on their efforts to ease the transition for military connected children, and an opportunity for state Commissioners to share case studies, implementation status, and best practices.

Mrs. Luchau also presented the Council's Executive Summary Report for 2012, which will be sent to the Governor and General Assembly in December, per the *Code of Virginia*.

The Council then received public comment from one member of the audience. Marian Leverette, regional school liaison officer, discussed the 2012 Hampton Roads Area Military Child Education Summit at Old Dominion University November 1, 2012.

Senator Miller closed the meeting by thanking the Council members and guests.

Presentation materials from the meeting can be found at:
http://www.doc.virginia.gov/support/student_family/military/va_council/index.shtml.

Interstate Compact on Educational Opportunity for Military Children



Brigadier General (retired) Norman E. Arflack
Executive Director

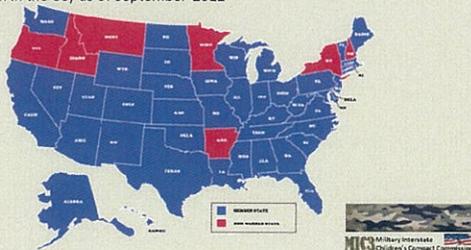
Major Points

- Compact designed to resolve recognized education *transition* issues
- Compact not intended to impact curriculum or local standards of education
 - Recognizes responsibility of states and local education agencies
 - Would have been a major obstacle in obtaining state buy-in
 - The Department of Education is leading a task force examining national standards
- 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 (1) year are eligible for assistance under the compact



Background and Status

- Developed by The Department of Defense, with the assistance of The Council of State Governments
- Input and assistance from national associations, federal and state officials and departments of education and superintendents
- Adopted by 43 states (approximately 95 percent of military school-age children in the US) as of September 2012



Compact Content

- Article I – purpose
- Article II – definitions
- Article III – applicability
- Article IV – enrollment
- Article V – placement and attendance
- Article VI – eligibility
- Article VII – graduation
- Article VIII – state coordination
- Article IX – interstate commission



Article IV - Enrollment

- Educational Records
- Immunizations
- Entrance Age



Article V - Placement and Attendance

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



Article VI - Eligibility

- Enrollment
- Extracurricular Participation



Article VII - Graduation

- From Receiving State
- From Sending State
- Exit Exams



Reference Resources

- Interstate Commission and State Council information
<http://www.mic3.net>
- FAQs
http://www.mic3.net/pages/FAQ/faq_index.aspx



The Compact provides a valuable tool to help our military families!



Questions???



Brigadier General (retired) Norman E. Arflack
Executive Director
Interstate Commission on
Educational Opportunity for Military Children
(859) 244-8069
narflack@csg.org

Interstate Commission on Educational Opportunity for Military Children 2012 Annual Meeting

Briefing by
Melissa Luchau
Military Family Education Liaison
December 6, 2012

Standing Committee Updates - Rules

Rule 3.102

(b) Kindergarten and First 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 LEA 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 their validated level from an accredited school in the sending state.

"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."

Standing Committee Updates - Rules

Proposed rule change to 3.102

- Passed by majority vote
- Effective immediately
- Virginia may continue more flexible policy

Standing Committee Updates – PR and Training

- Effective Training for State Commissioners
 - "Toolkit" with real-life cases
 - Half-day training at MIC3 Annual Meeting
- Presence at National Conferences
 - Contacting relevant organizations – superintendents, principals, school boards, school counselors, teachers, and education layers.
-

Lessons Learned from Hawaii DOE

Hawaii's State Council

- Executive Branch
- State Legislature – Senate and House Education Committee Chairs
- 5 Military Installation Representatives
- US Pacific Command
- State Superintendent
- 4 HIDOE Area Superintendents
- HIDOE Military Liaison

Lessons Learned from Hawaii DOE

- Training for Military and Schools
- Marketing
- Collaborative Model
- Partnerships
 - State Board of Education
 - Military Impacted Principals Council
 - Military Youth Advisory Council
 - Education Liaison Officers Council
- Outreach Initiatives
 - Transition Centers
 - Military Culture Course
 - Army School Based Mental Health Program
 - Commendation Award

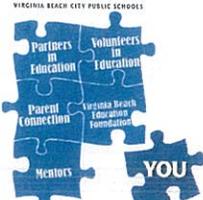
Outreach Initiatives for Military-Connected Students and Families – December 6, 2012

Easing the Transition for Military Connected Children



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AHEAD OF THE CURVE

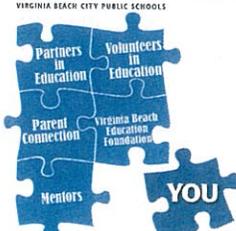
Laura Smart, Partnership Coordinator
Virginia Beach City Public Schools



Get Connected!
WWW.VBSCHOOLS.COM

COMPASS to 2015
A Strategic Plan for Student Success

CONNECTING THE COMMUNITY



Get Connected!
WWW.VBSCHOOLS.COM

Virginia Beach City Public Schools
71,002 students strong



VIRGINIA BEACH CITY PUBLIC SCHOOLS
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Shelton Park Elementary School Tours
JEB Little Creek-Fort Story



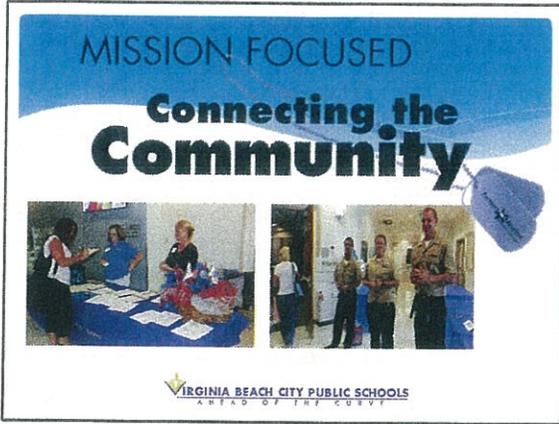
Expeditionary Warfare Demonstration

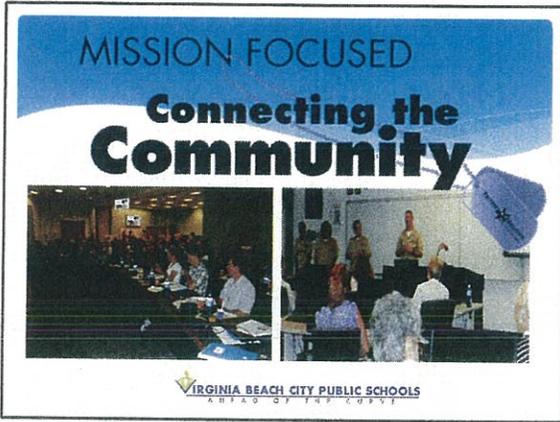
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Eye-opening Experience



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Sustained Mentorships

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Advanced Placement Support for our Military Students

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2012 Model Partnership

*First Colonial High School Legal Studies Academy &
Naval Legal Service Office Mid-Atlantic*

Partners Education
VIRGINIA BEACH CITY PUBLIC SCHOOLS

Hampton Roads STEM Academy and Summer Camp



VIRGINIA BEACH CITY PUBLIC SCHOOLS

STEM Career Conference

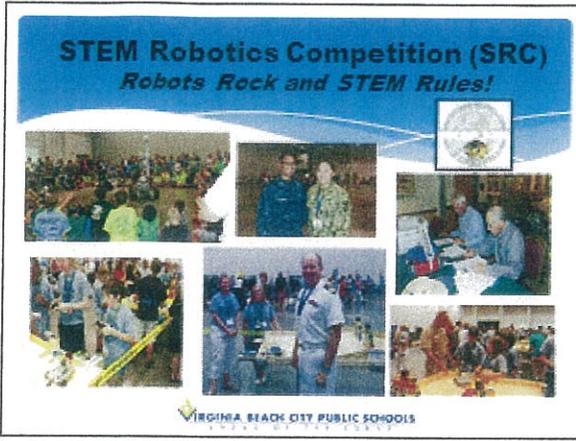


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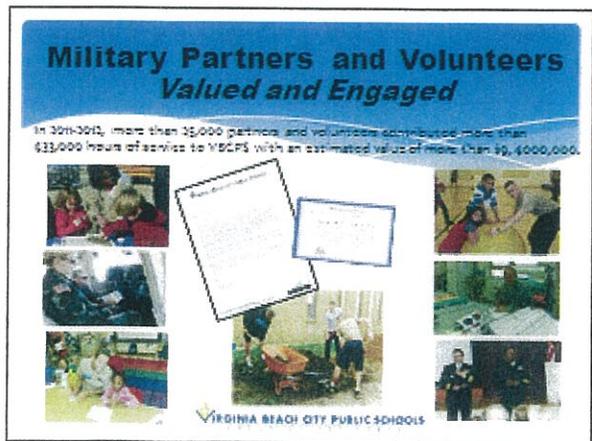
2nd Annual STEM Career Conference *Corporate Landing Middle School*



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Parent Outreach & Involvement

Guidance Services

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Military Connected Academic Support Program (MCASP)

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Military Child and Families Education Graduate Certification *Old Dominion University*



3 Sequenced, Multi-disciplinary Courses:

- Understanding Military Children and Families
- Assessment and Evaluation for Schools Serving Military Connected Children and Families
- Design of Service Delivery Plans to Meet the Needs of Military Connected Children and Families

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Counselor Transition Training Program *Old Dominion University*

Our Focus: To ensure quality educational opportunities for all military-connected children affected by mobility, family separation and transition.

- Common Ground – Understanding the Military Culture
- Smooth and Effective Transitions
- Academic & Military Resources
- Deployment as Transition
- Attending the Needs of the Child
- Creating an Action Plan



VIRGINIA BEACH CITY PUBLIC SCHOOLS

Military-Connected Guidance Counselors



- Engaged Families
- Family Connection Centers



VIRGINIA BEACH CITY PUBLIC SCHOOLS

Military-Connected Guidance Counselors
8/25 and 8/28 Training





VIRGINIA BEACH CITY PUBLIC SCHOOLS

Professional Development STEM K-12 Training



STEM EDUCATION

Calling ALL Military-Connected Parents...

Va. Beach schools seeking military-connected families

(Small text describing the recruitment process for military-connected families into Virginia Beach City Public Schools)



VIRGINIA BEACH CITY PUBLIC SCHOOLS

Strategic Foreign Language Expansion Program (S-FLEP)



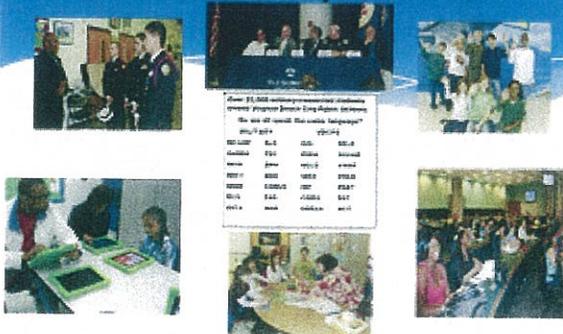
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21st Century Learning Grants Bayside Middle School Williams Elementary School



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Continuous Improvement



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*Easing the Transition for Military-Connected Children and their Families
Initiatives in Virginia Beach City Public Schools*

I. Actively Engaging the Community: A Military Presence in Schools

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