

Tennessee MIC3 State Council Annual Meeting  
Wednesday April 17, 2013  
0900  
Via Conference Call

Meeting Agenda

**1. Our Purpose**

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

**2. Roll Call to Establish Quorum**

a. Required Attendees

- i. COL. David Dellinger
- ii. Dr. Scott Eddins
- iii. CPT. Steven Fimple
- iv. Trina Gillam
- v. Sen. Dolores Gresham
- vi. Many-Bears Grinder
- vii. Dr. LaDonna McFall
- viii. Deanna McLaughlin
- ix. Zachary Rossley
- x. Dr. B.J. Worthington

**3. Introduction of Guests**

## 4. Discussion on the Military Family Education Liaison

### a. Position Description

#### i. MILITARY FAMILY EDUCATION LIAISON (page 17)

Tip #10: Determine the role, responsibilities, administrative/agency location and duties of the military family education liaison.

The compact not only requires the establishment of a state council within each member state, but also the development of a formal role to coordinate responsibilities on the subject of military student education transition - the military family education liaison. Designated as a role to "assist military families and the state in facilitating the implementation of this compact," the position is left to states to define, re: agency location/housing, scope of responsibilities, FTE status, etc. It is fully envisioned that states, depending on the size of their military child population and frequency of student movement, may pursue a variety of models as to the fulfillment of this compact requirement.

As your state considers the development of the state council and the designation and appointment of a state compact commissioner, your state should examine the role of the military family education liaison and define the scope of the position's responsibilities as well as what agency will oversee these duties and how it will be integrated into existing and/or similar positions and activities.

Please Note: The model compact language has this position appointed by the state council. Check the Interstate Compact in your state's statutes/code to ascertain how this role is established.

**IMPORTANT:** APPENDIX VII is a signed letter from the Department of Defense clarifying that DoD employees cannot serve in state military family education liaison (MFEL) positions. The letter also stresses that school liaisons should partner closely with the MFELs do conduct mutually beneficial education/training in both school systems and to military parents.

## 5. Rules Change - Kindergarten Entrance

*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. In the case of a Kindergarten student, the student must have been enrolled and attended class in the sending state in order to assure continued attendance in Kindergarten in the receiving state. A student that has satisfactorily completed the prerequisite grade level 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.

- (1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to the school of the state being transferred into shall be admitted upon presentation of the data required in subsection (3).
- (2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to a public school in the state being transferred, shall be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
- (3) In order to be admitted into a school of the state being transferred, such a student transferring from an out-of-state school must provide the following date:
  - i. Official documentation that the parent(s) or guardian(s) were resident(s) of the state in which the child was previously enrolled in school;
  - ii. An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
  - iii. Documented evidence of immunizations against communicable diseases; and
  - iv. Evidence of date of birth.

## 6. Compact Issues from 2012 to Now

- a. Placement of Advanced Students who Do Not have an IEP
  - i. Placement of Talented and Gifted Students
    - 1. Compact Language Article V Placement and Attendance, Sections A and B

### A. Course placement.

When the student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes but is not limited to honors, international baccalaureate, advanced placement, vocational, technical and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

### B. Educational program placement.

The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: (1) gifted and talented programs; and (2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

## 7. Plan of Action (Strategy) of How to Education Schools (School Administrators, Registrars, and Guidance Counselors) on the Military Interstate Children's Compact

- a. School Liaisons
- b. State Commissioner
- c. State Council Members
- d. State Board of Education

## 8. New Electronic Brochure

- a. <http://online.flipbuilder.com/rpryor/prlj/> - p=1



9. MIC3 Resources

- a. <http://mic3.net/pages/resources/resources.aspx>

10. Website Updates

- a. Add Most Recent Rules (November 2012)
- b. Add New Electronic Brochure

11. Other Issues

12. Next Meeting - April 2014