



MILITARY INTERSTATE  
CHILDREN'S COMPACT  
COMMISSION

# TENNESSEE STATE COUNCIL MEETING

FRIDAY APRIL 21, 2017

3:00PM CST

WEBINAR

# AGENDA

- Welcome – D. McLaughlin
- Call the Meeting to Order – D. McLaughlin
- Announcement of New State Council Member - D. McLaughlin
- Roll Call – D. McLaughlin
- Introduction of School Liaison Officers – D. McLaughlin
- Purpose – D. McLaughlin
- Key Issues Affecting Military Students
- Review of Compact Rules– D. McLaughlin
- Tennessee Military Connected Children Stats – D. McLaughlin
- Military Child Identifier Discussion – C. Davis
- Election of Officers
  - Vice Chairperson - vacant
- PCS/Transition of COL Salome and CAPT Bryson – D. McLaughlin
- Retirement of Dr. Worthington
- Open Discussion
- Important Links
- Adjourn

# NEW STATE COUNCIL MEMBER - BERNARD CHILDRESS, EXECUTIVE DIRECTOR TSSAA

- Graduated from Columbia Central High School in 1973 where he participated in basketball
- Selected for the all-state basketball team his junior and senior years
- Attended Belmont University on a basketball scholarship and graduated in 1978 with a Bachelor of Science Degree in education
- Selected to the all-conference team his sophomore, junior, and senior years at Belmont and led the conference in scoring his junior and senior years. He is in the Belmont University Sports Hall of Fame.
- Obtained his Master's Degree in administration and supervision from Trevecca Nazarene College in 1985
- Taught and coached basketball at his alma mater for six years
- Taught and coached basketball at Middle Tennessee State University for one year
- Served as Assistant Principal at Columbia Central High School for four years
- Served as Principal of Whitthorne Middle School for four years
- Served as Assistant Executive Director of TSSAA for 14 years
- Member of the NFHS Softball Rules Committee for four years
- Chaired the NFHS Coaches Education Committee for four years and served on that committee for eight years
- Received the NFHS Citation Award for his contribution to high school athletics
- Named Executive Director of TSSAA in 2009

# MIC3 TENNESSEE STATE COUNCIL ROLL CALL

Deanna McLaughlin – State Council Chairman - MIC3 Tennessee Commissioner

Carolyn Davis - Military Family Education Liaison – School Counselor, Northview Academy

Nathan James - State Council Secretary - Director of Legislative Affairs, State Board of Education

Senator Delores Gresham – Tennessee State Senator

Commissioner Many-Bears Grinder – Tennessee Department of Veterans Affairs

CPT David Bryson – Commanding Officer Naval Support Activity Mid-South Millington Naval Air Station

COL James R. Salome – Garrison Commander Ft. Campbell Kentucky

LTC James Reed – TNARNG Director, J9, Tennessee Military & Family Readiness

Dr. B.J. Worthington – Director of Schools, Clarksville-Montgomery County Schools

Dr. LaDonna McFall – Director of Schools, Coffee County Schools

Tammy Mason – Director of Schools, Arlington City Schools

Bernard Childress – Executive Director, TSSAA

# INTRODUCTION OF SCHOOL LIAISON OFFICERS

**Terri McQuirter – Army Support Ft. Campbell Kentucky**

PHONE: (270) 798-9219

Email: [terri.mcquirter.naf@mail.mil](mailto:terri.mcquirter.naf@mail.mil)

Website: <http://campbell.armymwr.com/us/campbell/programs/school-support-services/>

**Manuela Hemington - Army Support Ft. Campbell Kentucky**

PHONE: (270) 798-0783

Email: [manuela.hemington.naf@mail.mil](mailto:manuela.hemington.naf@mail.mil)

Website: <http://campbell.armymwr.com/us/campbell/programs/school-support-services/>

**Jennifer Lundy – Naval Support Activity Mid-South Millington Naval Air Station**

PHONE: (901) 874-5343

Email: [Mill\\_NSA\\_SLO@navy.mil](mailto:Mill_NSA_SLO@navy.mil)

Website: <http://cnic.navy.mil/MidSouth/FleetAndFamilyReadiness/SupportServices/FamiliesChildandYouthPrograms/index.htm>

# 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.

# KEY ISSUES AFFECTING MILITARY STUDENTS

## Academic

- Typical student experiences between 6-9 transitions between grades K-12
- Adjustment to New School Setting
- Transfer of Services for Special Education
- Incompatible Graduation Requirements
- Redundant/ Missed Testing
- Transfer of Coursework and Grades
- Transfer of Records
- Exclusion from Extra-curricular Activities

# KEY ISSUES AFFECTING MILITARY STUDENTS

## Interpersonal Issues Affecting Performance

- Social and Emotional Needs - New Friends/Peers
- 1 in 15 military dependents have lost a parent to war
- Typical deployments vary from 45 days – 1+ years
- Deployments can be sudden / no notice
- Recent Armed Forces survey showed that even parents who don't deploy cope more poorly due to increased work load
- Issues can also begin during reintegration when the military member returns

# KEY ISSUES AFFECTING MILITARY STUDENTS

## Parental Separation

### Possible responses of children between 6 - 8 years of age

- Frequently experience sadness and grief
- Regression to more childish behavior
- Excessive complaints of pains or stomach aches
- Poor attention span and difficulties in school
- May feel deprived of attention and display clinging

# KEY ISSUES AFFECTING MILITARY STUDENTS

## Parental Separation

### Possible responses of children between 9 – 12 years of age

- 1/3 report symptoms of anxiety
- May feel anger and resentment
- Possible withdrawal
- Boys especially may also experience

# KEY ISSUES AFFECTING MILITARY STUDENTS

## Parental Separation

### Possible responses of children between 13 – 18 years of age

- May have limited coping skills
- May distance themselves from others or feel resentful
- Boys have greater school/peer problems during
- Deployments
- Girls tend to have greater difficulties when the deployed member returns home

# 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 (Kindergarten)

# EDUCATIONAL RECORDS

## Covered

- Unofficial records may be requested by a parent
- Used for enrollment/placement
- Sending school must send official records within 10 business days from receipt of the receiving school request

## Not Covered

- Right to request a copy of every paper in the file
- Receiving unofficial records free of charge

# IMMUNIZATIONS

## Covered

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

## Not Covered

- TB testing: is a test rather than an immunization, therefore it may be required prior to enrollment

# KINDERGARTEN & ENTRANCE AGE

## Covered

- Continue in the same grade regardless of entrance age, regardless if already enrolled and attended Kindergarten or First grade
- May be promoted to next grade regardless of age requirements

## Not Covered

- Student was not enrolled in or attended Kindergarten (in the sending state), even though they are eligible

# CASE STUDY #1

- A student, whose birthdate is October 15 was registered for Kindergarten in a state with a December 1 cutoff date. The student *never* attended Kindergarten in the sending state and moved to a new state with an October 1 cutoff date.
- Must the receiving state allow the student to attend Kindergarten even though the student doesn't meet that state's entry age requirement?

# CASE STUDY #1 OUTCOME

- The receiving state *does not have to enroll the student* in Kindergarten.
- If the student had *enrolled and attended* Kindergarten in the sending state prior to the move, the receiving school must allow the student to continue in Kindergarten.
- Likewise, if a student has completed Kindergarten but does not meet the attendance age for First Grade in the receiving state, the receiving state should allow the student to continue in First Grade regardless of the cutoff date.

**TIP: Each situation is unique gather all the information before determining how the Compact applies and always contact the Tennessee Commissioner if you are unsure how to proceed.**

# ARTICLE V

## PLACEMENT AND ATTENDANCE

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

- “The toughest move I ever had was when I was in fifth grade. I switched schools in December and I was failing all my classes — and I’m an honor roll student. I don’t fail classes. My teachers thought I was being disrespectful — but I was just miserable.” -John

# COURSE & EDUCATIONAL PROGRAM PLACEMENT

## Covered

- Placement in courses and programs based on prior enrollment
- Receiving state may subsequently perform an evaluation to ensure the appropriate placement and continued enrollment

## Not Covered

- Guarantee of continued enrollment if not qualified
- No requirement to create a course or additional space

# SPECIAL EDUCATION SERVICES

## Covered

- Receiving state will initially provide the same services identified in the students' Individual Education Plan (IEP)
- Receiving state may perform evaluations to ensure the appropriate placement

## Not Covered

- A requirement to provide the exact programs as sending state
- Anything above the requirements in the Individual with Disabilities Act (IDEA)

## CASE STUDY #2

- A dyslexic student transfers to a new state. In the sending state, dyslexia is considered a disability, while in the receiving state, it is defined but as a reading problem.
- The parent did not obtain an IEP prior to moving. As a result, the receiving state will draft an IEP for Attention Deficit Hyperactivity Disorder (ADHD). However, it will not include dyslexia. The parent is upset with the school. Prior to the move, the student was doing well academically. At the time the parent contacted the Commissioner, the student was failing his classes.
- How would you help resolve this case?

## CASE STUDY #2 OUTCOME

- The student did not have an IEP from the sending state therefore this case does not fall within the Compact. If the student had an IEP, the receiving state would initially provide the same services as the sending state – however they could perform an evaluation to ensure appropriate placement and programs could be provided.
- The Commissioner contacted the school administration to confirm that dyslexia is a recognized learning disability.
- The school worked with the family to obtain reading assistance and support for the student.

# PLACEMENT FLEXIBILITY

## Covered

- 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.

## Not covered

- Mandatory waivers of prerequisites or preconditions

# ABSENCES DUE TO DEPLOYMENTS

## Covered

- Flexibility for additional excused absences to visit the parent or legal guardian due to deployment or posting to a combat zone.
- <https://www.irs.gov/uac/combat-zones> (list current as of 10/12/2016)
- Period: (1) month prior to (6) months after return.

## Not Covered

- Requiring more than “reasonable accommodation”
- Provides discretion and flexibility to the LEA/school superintendent during testing periods or if additional absences will be detrimental.

# ARTICLE VI - ELIGIBILITY

## ◆ Enrollment

## ◆ Extracurricular Participation

- “I like seeing how other people function differently. It gives me a different perspective and opens a door to a whole other world. My family is a big supporter and I put my energy and focus into excelling in soccer.” -Calvin

# ELIGIBILITY FOR ENROLLMENT

## Covered

- 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**

## Not Covered

- Transportation to and from school

## CASE STUDY #3

- A student has 10 absent days on record and is on an attendance plan with the school. The father is returning from a combat zone deployment and wants to take a family vacation to Orlando.
- The family is asking for 10 school days of excused absences and school work. The trip is also the same time as the State Assessment Test.
- Is the district required to provide excused absences and missed school work?

## CASE STUDY #3 OUTCOME

- In this case, the school district is not required to provide excuses absences during testing periods or if the child already has missed a significant amount of school.
- The final decision on excusing absences rests with the school administrator or district superintendent.

# ELIGIBILITY FOR EXTRACURRICULAR PARTICIPATION

## Covered

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

## 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.

## CASE STUDY #4

- A student moves to a new school district over the summer. She wants to try out for cheerleading but tryouts were held at the end of the prior school year.
- The new school says she will have to wait until the next year.
- Does the Compact apply to this case? What could you do to help find a resolution?

## CASE STUDY #4 OUTCOME

- The Compact encourages LEAs to facilitate opportunities for students who miss timelines to participate in extracurricular activities, and asks schools to explore ways to support participation in cheerleading or other extracurricular activities.
- Schools must show reasonable accommodation, however they are not mandated to reserve or hold spaces for transitioning students.
- In addition, sports are usually governed by an independent athletics association with specific rules and regulations. The Compact defers to these regulations.

# ARTICLE VII - GRADUATION

- ◆ From Receiving State
- ◆ From Sending State
- ◆ Exit Exams

# GRADUATION

## Covered

- Waiving courses required for graduation if similar course was completed
- Accepting sending state exit or end-of-course exams, national achievement tests, or alternative testing in lieu of testing requirements for graduation
- Allowing receipt of a sending school diploma 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

# GRADUATION

## 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

## CASE STUDY #5

- A family recently moved between states to a new duty station. The parents said their son was on course to graduate from the sending high school at the end his junior year so he could enlist in the military. The receiving district was unsure if the student could meet the graduation requirements of either district.
- Does the Compact apply? What steps would you take to resolve this case?

# CASE STUDY #5 OUTCOME

- The receiving state was willing to allow the son to graduate from the sending state's high school but wanted to make sure it was consistent with the Compact.
- In addition, they questioned whether the Compact could be applied to a Junior.
- The Compact refers to transfers during Senior year, however could apply to a Junior – if the student has met the graduation requirements of the sending or receiving district.
- This would also determine which district would award the diploma as well.
- The sending state Commissioner compiled materials to assist the receiving school district and to determine required coursework that needed to be completed. Unfortunately, they discovered that the student did not meet the sending school's graduation requirements, therefore the Compact ultimately did not apply in this case.

## CASE STUDY #6

- A family moved from a sending state to a receiving state in over the summer for the father's new assignment as the ROTC Commander at ABC University.
- Their daughter is a high school senior and is projected to graduate this upcoming year. She was already on track to graduate in the sending school with honors, with state distinction (ACT score still pending). Four credits are required for the receiving honors diploma in the receiving state, and she cannot make that up in one year.
- The Compact applies in this case. How steps would you take to resolve this situation?

## CASE STUDY #6 OUTCOME

- The sending and receiving State Commissioners partnered on this case. The sending Commissioner contacted the sending District Superintendent to ensure the student would obtain a diploma if graduation requirements were met.
- The transfer initiated during the summer, and it the School Counselors took several weeks to connect and ensure the credits were met. As a result, the student was able to receive a diploma from the sending school and was able to participate in graduation ceremonies at the receiving school

# TENNESSEE DOD IMPACT AID FY2016

## ED Impact Aid Program School District Recipients FY 2016 SY 2014-15

FY	IA #	LEA	Section 8002 Payments for Fed Property	8003(b)(1) Basic Support Payment	8003(d) CWD	8003(b)(2) Heavily Impacted LEAs	8007 Construction Grants	Total FY16 Obligation
2016	52-TN-6702	Arlington Community School	\$0.00	\$7,114.18	\$10,130.00	\$0.00	\$0.00	\$17,244.18
2016	52-TN-1601	Clarksville-Montgomery County Board of Education	\$0.00	\$1,746,456.97	\$302,590.00	\$0.00	\$0.00	\$2,049,046.97
2016	52-TN-1901	Clay County Schools	\$82,813.00	\$0.00	\$0.00	\$0.00	\$0.00	\$82,813.00
2016	52-TN-0505	Clinton City Schools	\$0.00	\$5,544.55	\$0.00	\$0.00	\$0.00	\$5,544.55
2016	52-TN-1603	DeKalb Co. Board of Education	\$155,849.00	\$0.00	\$0.00	\$0.00	\$0.00	\$155,849.00
2016	52-TN-3101	Etowah City School Board	\$0.00	\$2,739.47	\$0.00	\$0.00	\$0.00	\$2,739.47
2016	52-TN-1002	Fayetteville City Schools	\$0.00	\$2,528.46	\$0.00	\$0.00	\$0.00	\$2,528.46
2016	52-TN-5001	Hamilton County Department of Education	\$0.00	\$12,881.31	\$0.00	\$0.00	\$0.00	\$12,881.31
2016	52-TN-6701	Lakeland School System	\$0.00	\$3,525.80	\$1,450.00	\$0.00	\$0.00	\$4,975.80
2016	52-TN-0701	McKenzie Special School District	\$0.00	\$1,263.32	\$0.00	\$0.00	\$0.00	\$1,263.32
2016	52-TN-1803	Metro Nashville Public Schools	\$0.00	\$57,469.82	\$0.00	\$0.00	\$0.00	\$57,469.82
2016	52-TN-2207	Oak Ridge Schools	\$0.00	\$31,412.77	\$1,440.00	\$0.00	\$0.00	\$32,852.77
2016	52-TN-4002	Pickett Co. Board of Education	\$47,644.00	\$0.00	\$0.00	\$0.00	\$0.00	\$47,644.00
2016	52-TN-0013	Roane County Board of Education	\$0.00	\$44,850.41	\$0.00	\$0.00	\$0.00	\$44,850.41
2016	52-TN-0002	Stewart County Board of Education	\$186,738.00	\$4,256.22	\$5,190.00	\$0.00	\$0.00	\$196,184.22
2016	52-TN-2802	Unicoi Co. Board of Education	\$167,650.00	\$0.00	\$0.00	\$0.00	\$0.00	\$167,650.00
2016	52-TN-2302	Union City Board of Education	\$0.00	\$2,268.85	\$0.00	\$0.00	\$0.00	\$2,268.85

**Total = \$2,883,806.13**

# TENNESSEE ACTIVE DUTY MILITARY AS OF JANUARY 2017

## Active Duty Family Sponsors & Eligible Dependents Report by Base as of January 2017

The data in this report is based on the "duty location" of the Sponsor only. The assumption that dependents are also located at these installations should not be made. There are instances where sponsors and dependents are co-located, but this report does not confirm that.

		CHILDREN BY AGE																				TOTAL CHILDREN	TOTAL SCHOOL AGE (5-18)
LOCATION	BASE	INFANTS	AGE 1	AGE 2	AGE 3	AGE 4	AGE 5	AGE 6	AGE 7	AGE 8	AGE 9	AGE 10	AGE 11	AGE 12	AGE 13	AGE 14	AGE 15	AGE 16	AGE 17	AGE 18			
Select Service : Army Select Date : Jan 17																							
KENTUCKY	FORT CAMPBELL	2,117	2,000	1,964	1,855	1,771	1,599	1,420	1,351	1,208	1,233	1,039	927	848	764	708	623	577	576	470	23,050	13,343	
TENNESSEE	NAVAL SUPPORT ACTIVITY MID-SOU	3	3	6	4	1	2	9	1	4	3	4	2	2	0	2	1	0	1	1	49	32	
	UNK/RESERVE/NO BASE	24	42	30	28	27	29	42	32	30	35	26	21	23	22	22	15	16	12	11	487	336	
	STATE TOTAL	27	45	36	32	28	31	51	33	34	38	30	23	25	22	24	16	16	13	12	536	368	
Select Service : Navy Select Date : Jan 17																							
TENNESSEE	NAVAL SUPPORT ACTIVITY MID-SOU	17	38	35	33	32	42	33	43	52	32	46	38	34	39	24	33	31	21	23	646	491	
	UNK/RESERVE/NO BASE	60	78	62	74	74	86	89	100	79	76	80	58	68	62	65	51	37	39	33	1,271	923	
	STATE TOTAL	77	116	97	107	106	128	122	143	131	108	126	96	102	101	89	84	68	60	56	1,917	1,414	
Select Service : Marine Corps Select Date : Jan 17																							
TENNESSEE	NAVAL SUPPORT ACTIVITY MID-SOU	1	2	3	1	4	2	0	2	3	1	0	1	0	0	0	1	0	0	0	21	10	
	UNK/RESERVE/NO BASE	11	6	12	8	15	13	11	13	13	6	8	8	5	4	6	0	1	3	2	145	93	
	STATE TOTAL	12	8	15	9	19	15	11	15	16	7	8	9	5	4	6	1	1	3	2	166	103	
Select Service : Air Force Select Date : Jan 17																							
KENTUCKY	FORT CAMPBELL	14	8	18	15	5	11	13	16	7	8	7	9	9	2	6	3	4	3	0	158	98	
TENNESSEE	NAVAL SUPPORT ACTIVITY MID-SOU	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	2	2	
	UNK/RESERVE/NO BASE	15	9	14	14	18	17	21	20	14	18	21	16	10	12	8	8	7	6	3	251	181	
	STATE TOTAL	15	9	14	14	18	18	21	20	14	19	21	16	10	12	8	8	7	6	3	253	183	
Select Service : Coast Guard Select Date : Jan 17																							
TENNESSEE	NAVAL SUPPORT ACTIVITY MID-SOU	0	1	1	1	0	1	0	1	0	1	0	0	0	1	1	0	0	0	1	9	6	
	UNK/RESERVE/NO BASE	9	10	13	12	11	14	10	13	11	11	8	11	10	10	12	7	5	3	6	186	131	
	STATE TOTAL	9	11	14	13	11	15	10	14	11	12	8	11	10	11	13	7	5	3	7	195	137	
Select Service : Grand Total (all combined) Select Date : Jan 17																							
KENTUCKY	FORT CAMPBELL	2,131	2,008	1,982	1,870	1,776	1,610	1,433	1,367	1,215	1,241	1,046	936	857	766	714	626	581	579	470	23,208	13,441	
TENNESSEE	NAVAL SUPPORT ACTIVITY MID-SOU	21	44	45	39	37	48	42	47	59	38	50	41	36	40	27	35	31	22	25	727	541	
	UNK/RESERVE/NO BASE	119	145	131	136	145	159	173	178	147	146	143	114	116	110	113	81	66	63	55	2,340	1,664	
	STATE TOTAL	140	189	176	175	182	207	215	225	206	184	193	155	152	150	140	116	97	85	80	3,067	2,205	

# MILITARY CHILD IDENTIFIER

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**Military Child Education Coalition**  
*...for the sake of the child.*

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[Home](#) > [Every Student Succeeds Act & the Military Student Data Identifier](#)

## Every Student Succeeds Act & the Military Student Data Identifier

### The Vital Addition of a Military Student Identifier in Every Student Succeeds Act

More than two million military-connected children and youth (birth through age 23) live with challenges presented by frequent moves, parental deployments, and a host of life transitions that include reintegration and dealing with profoundly changed parents. The vast majority of military-connected students are school-age (approximately 1.2 million). More than 90% of school-age military-connected students in pre-kindergarten through grade twelve are in public school classrooms.

The academic success as well as the attuned services for these children depends on a network of informed, supportive professionals who can respond effectively to their unique challenges. For the first time in the history of our Nation, the military-connected student, who also serves, is recognized in our education policy.

In December 2015, the members of the U.S. Senate and House of Representatives voted in favor of the Every Student Succeeds Act. Senators Lamar Alexander and Patty Murray and Representatives John Kline and Bobby Scott were instrumental in the acceptance of the Act. The legislation, signed by the President on December 10, includes a military student identifier that will enable military leaders, educators, and elected officials at all levels of government to understand how military-connected children are performing in school. Despite the high number of military-connected students, the vast majority in public school classrooms, there has been no reliable, consistent, school-based data on the academic health of these students, until now.

<http://www.militarychild.org/Every-Student-Succeeds-Act-the-Military-Student-Data-Identifier>

# ELECTION OF STATE COUNCIL VICE CHAIRPERSON

## Vice Chairperson

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

# TRANSITIONS

PCS of Captain Bryson

PCS of COL Salome

Retirement of Dr. Worthington

*Thank you for your service to this organization  
and our military children.*

# OPEN DISCUSSION

- Questions
- Comments



MILITARY INTERSTATE  
CHILDREN'S COMPACT  
COMMISSION



## In The News

[Upcoming State Council Meetings](#)

## MIC3 in Your State

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



## Helpful Links

- ▶ [MIC3 RULES](#)
- ▶ [MOU BETWEEN MIC3 AND DOD](#)

# WWW.MIC3.NET RESOURCES TAB



[HOME](#) | [ABOUT](#) | [FAQ](#) | [NEWS](#) | [RESOURCES](#) | [THE COMMISSION](#) | [MAP](#) | [CONTACT](#)



## RESOURCES

### LINKS

### Resources

- › [Adopted Rules Rules »](#)
- › [MIC3 Legal Purpose and Effect - Frequently Asked Questions](#)
- › [MIC3 Information Video »](#)
- › [History of MIC3](#)
- › ["Resolving Education Transition Issues for Military Families" Printable Brochure »](#)
- › [Commissioner Reimbursement Form](#)

### MIC3 Guide

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

### MIC3 Annual Report

- › [2016 Annual Report](#)
- › [2016 Annual Report - Digital](#)

### MIC3 Newsletter - The Wire

- › [Issue 1 - February 2017](#)

### MIC3 One Pager

- › [One Pager](#)

### MIC3 Power Points

- › [Interstate Compact on Educational Opportunity for Military Children - Orientation Powerpoint Presentation »](#)
- › [Commissioner Training Presentation](#)

# IMPORTANT LINKS

[http://mic3.net/pages/resources/documents/MIC3\\_4-Fold\\_Brochure-FINAL.pdf](http://mic3.net/pages/resources/documents/MIC3_4-Fold_Brochure-FINAL.pdf)

[http://mic3.net/pages/resources/documents/MIC3\\_Parent\\_Guide-FINAL.pdf](http://mic3.net/pages/resources/documents/MIC3_Parent_Guide-FINAL.pdf)

[http://mic3.net/pages/resources/resources\\_links.aspx](http://mic3.net/pages/resources/resources_links.aspx)

# THANK-YOU FOR ATTENDING

Visit [www.mic3.net](http://www.mic3.net) frequently for information

Tennessee MIC3 Link

<https://www.tn.gov/sbe/topic/mic3>

MIC3 Facebook Link

<https://www.facebook.com/MIC3.Compact/>