



Child and Youth Programs

# **K-12 EDUCATION SYSTEM NAVIGATION**

**A CYP Training Guidebook for  
School Liaison Officers**

# Acknowledgements

The Navy *School Liaison Officer (SLO) Guidebook* defines the role of Child and Youth Education Services (CYES) and specific responsibilities of Navy SLOs at the Region and Installation levels. This guidebook was developed by Commander Navy Installation Command (N912), Child and Youth Programs using a cross-functional team of Navy subject matter experts from various Navy regions and installations, including the following individuals:

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# Foreword

The *School Liaison Officer (SLO) Guidebook* serves as official guidance to implement the Child and Youth Education Services (CYES) program. This guidebook was designed to be a user-friendly resource for the development of SLO programs and will be updated as new information becomes available. Effective use of this guidebook will ensure consistency of services to Navy families worldwide.

This guidebook will provide assistance with:

- Outlining operating guidance
- Defining roles and responsibilities
- Identifying best practices
- Providing key information
- Establishing critical steps for getting started in the position.

Authority for implementing Navy CYES programming includes:

- Section 1785 of title 10, United States Code
- Department of Defense Instruction (DODI) 6060.4, Youth Programs
- OPNAVINST 1700.9 (Child and Youth Program Series)
- Navy School Liaison Officer guidebook
- SECNAV Instruction 1754.5B, Exceptional Family Member Program
- OPNAV Instruction 1754.2C, Exceptional Family Member Program.

It is the sincere hope of all individuals responsible for the creation of this guidebook that military families on the installation will benefit from this document and the resources referenced within by providing all students with “smooth take-offs and soft landings.”

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# I. History, Organizational Structure, and Mission

## 1. History

The Navy's interest in educational issues has existed for many years in various forms. Prior to 2007, there was no recognized Navy-wide program addressing the educational needs of Navy families. Installation commanders often made decisions to impact this quality of life challenge for their families without input from Child and Youth Program (CYP) personnel. The identification of the specific educational needs of Navy families led to the establishment of Child and Youth Education Services (CYES). It is important for School Liaison Officers (SLOs) and commanders to be aware of the factors that shaped the current program.

- **1987 Navy Region, Guam:** An education specialist hired by Commander, U.S. Naval Forces Marianas was the first known Navy advisor for educational matters for military dependents in grades K-12.
- **1991 Hampton Roads, Virginia:** The Navy hired three dedicated staff members as a result of overwhelming requests for educational briefings from school personnel, churches, and community organizations.
- **1993 Navy Region, Guam:** The education liaison role was expanded to include Navy Community Service Programs per OPNAVINST 5350.6 series.
- **1995 Navy Pacific Command (PACOM) Initiative:** PACOM led the initiative to partner with the Hawaii Department of Education to enhance educational opportunities for Navy families.
- **1999 U.S. Pacific Command:** The partnership between the U.S. Pacific Command and the Hawaii Department of Education was expanded.
- **2000 Army Secondary Education Transition Study (SETS):** SETS, a research study, identified transition issues faced by military-connected high school students. The results of this study served as the foundation for the early establishment of the SLO position.
- **2001 Navy Region, Hawaii:** The first SLO was hired to facilitate the growing relationships between PACOM and the Hawaii Department of Education. This action paralleled the Army's initiative to hire SLOs.
- **2002 Navy Region Northwest (NRNW) and Navy Region Mid-Atlantic (NRMA):** SLOs were hired to address the needs of Navy parents, children, and school personnel as advised by Fleet and Family Support leadership.

- **2005 Tool Kits for Commanders, Educators, and Parents:** The Navy, in collaboration with Army, Air Force and Marine Corps leadership, developed Department of Defense (DoD) Military Community and Family Policy tool kits for military associated families, commanders, and educators.
- **2007 Establishment of Child and Youth Education Services:** Commander Navy Installation Command initiated a Navy-wide program to address quality education and hired SLOs at selected Navy installations. This was authorized by National Defense Authorization Act authority (Section 1785 of Title 10, United States Code) as specified within the DoD Youth Instruction 6060.4.
- **April-July 2008 Process Enhancement Team (PET):** CYES was tasked with developing a Strategic Implementation Plan, which uses the SLO position. In response, CYP chartered the Process Enhancement Team to offer input and recommendations.
- **June 2008 Navy Installation Command Board of Directors (NICBOD) and Commanding Officers Board of Directors (COBOD):** The Navy's CYES Strategic Implementation Plan was approved.
- **July 2008 Navy Child and Youth Education Services Strategic Plan:** Navy CYP proceeded with the implementation of the CYES Strategic Plan. CYES hosted the first SLO training.
- **September 2008 Navy School Liaison Officer Guide Working Group:** A team comprised of installation, regional, and CNIC subject-matter experts met to create the SLO Guidebook.
- **December 2008 Navy School Liaison Officer Academy:** First Regional SLO training was held to establish a platform for the delivery of CYES to Navy families.

## 2. Military Community and Family Policy (MCFP)

The Office of the Deputy Under Secretary of Defense for Military Community and Family Policy is directly responsible for programs and policies that establish and support community quality of life programs on military installations for service members and their families worldwide. This office also serves as the focal point for coordination of the broad range of quality of life issues within the Department of Defense. Specifically, the office is responsible for the following functions, which apply to Navy Fleet and Family Readiness:

- Provides family support policies and programs in areas such as family center operations, child care, youth programs, family advocacy, relocation, transition support services, and support during mobilization and deployment (including casualty affairs).

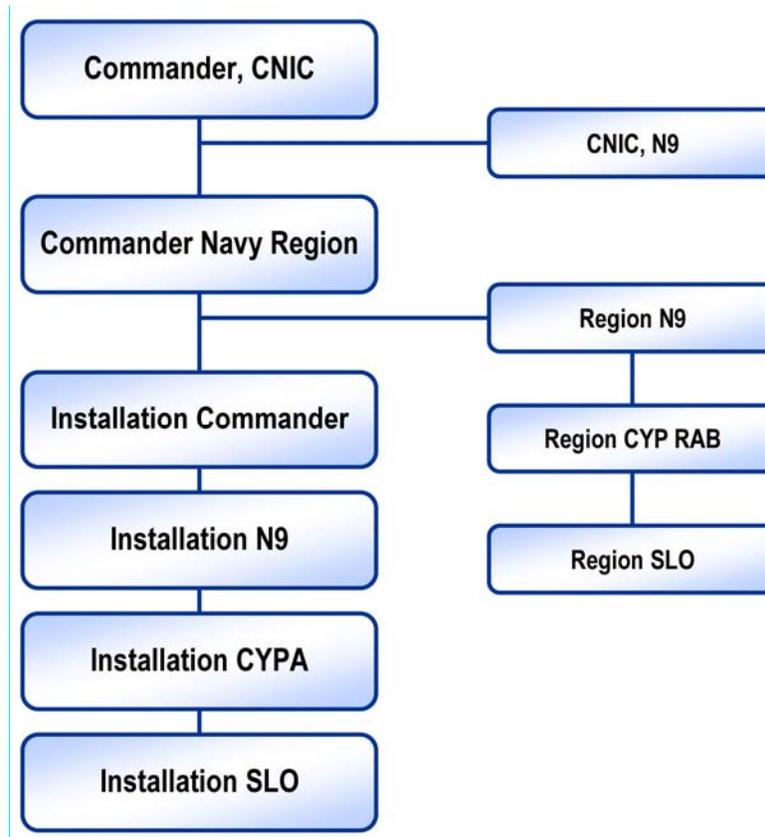
- Provides policy and management direction for dependents' education programs stateside and overseas to ensure that educational services are of uniformly high quality.
- Establishes program policy for mission-sustaining programs and basic community programs for Morale, Welfare, and Recreation and postsecondary education.
- Coordinates the services of non-profit agencies such as the Red Cross, Armed Services YMCA, and the United Services Organizations (USO).

### **3. CNIC Organizational Structure**

Commander Naval Installations Command (CNIC) is the organization primarily responsible for designing, developing, and delivering programs that support mission readiness for the fleet, the fighter, and the family. It is essentially the headquarters' organization for Navy services and programs. CNIC seeks to effectively and efficiently execute shore capabilities across three major categories: operations, quality of life, and facilities management.

Organizationally, CNIC is divided into several geographic regions throughout the world. Each region is tasked with providing support and guidance to local installation leadership. Exhibit 1-1 is an organizational chart that illustrates the CNIC Chain of Command.

## Exhibit 1-1 CNIC Chain of Command



### 4. Regional Organizational Structure

A team of regional-level personnel provides strategic management and oversight of quality of life programs in support of installation-level leadership. One important member of this team is the Regional SLO, who serves as a resource for the SLO at each installation. Roles and responsibilities of the Regional SLOs include the following:

- Provide guidance for Navy region and installation-level leadership with respect to the roles and responsibilities of the installation SLO
- Address resource and manpower issues
- Facilitate information flow among installation, regional leadership, and CNIC (N912)
- Support development of installation school system advisory committee
- Provide training and oversight of SLOs

- Work with installations and State Departments of Education to resolve educational issues faced by military families.

## **5. Navy SPEAK<sub>12</sub> Team - Strategic Planning for Education Advocacy, K-12**

Navy SPEAK<sub>12</sub> Team - Strategic Planning for Education Advocacy, K-12 is the Headquarters CNIC and Navy Region SLO strategic forum for addressing K-12 education issues for Navy families. This team, primarily composed of Regional SLOs, is responsible for developing and making recommendations for CNIC and Navy-wide policy. Additionally, the team is responsible for making recommendations that may impact the outcomes of relocation and deployments on Navy school-age children. Team communication occurs through bi-annual meetings and monthly conference calls/webinars. The Navy SPEAK<sub>12</sub> Team is composed of the following representatives:

- CNIC, N912 - Team Lead
- Region SLO's (CNRMA, NDW, CNRSE, CNRMW, CNRNW, CNRSW, CNRH, CNRJ, CNRE, JRM)
- Other members as needed
  - CNIC, N911, Deployment Support
  - CNIC, N911, Relocation
  - CNIC, N911, Ombudsman
  - CNIC, N923, Youth Programs
  - Exceptional Family Member Program (EFMP) representative
  - Other subject matter experts.

Navy SPEAK<sub>12</sub> team key focus areas include the following topics:

- SLO professional development
- Crisis response
- Research
- Resource development.

## **6. Installation Organizational Structure**

The organizational structure of each installation may vary slightly. Generally, Navy installation leadership includes the Commanding Officer (CO), Executive Officer (XO), Command Master Chief (CMC), and a host of other military and civilian personnel. The base CO has primary

responsibility for overseeing the day-to-day operations of local installation programs and facilities.

Installations may house “tenant” commands, military agencies, and programs that are not under the direct leadership of the installation’s Commanding Officer. For example, an installation may house a helicopter squadron, an aircraft carrier, or Naval training facilities which are led by their respective Commanding Officers.

Support and service programs are usually divided into departments and are under the direction of civilian or military leaders. Those departments may include, but not be limited to, Fleet and Family Support Centers (FFSC); Morale, Welfare and Recreation (MWR); CYP; and many more. Exhibit 1-2 illustrates this organizational structure.

**Exhibit 1-2  
Installation Commander Chain of Command**



## 7. Commander CYES Program Support

Commanders play a critical role in the success of the CYES programs with local school systems. A commander’s primary role is to establish the installation’s focus and give direction for overall program implementation. It is important for commanders to regularly interact with school boards, superintendents, and state-level education policymakers. This relationship works to ensure that community leaders have access to the commander. The SLO is an important day-to-

day link in providing open communication between the installation commander and the educational community.

While the SLO may take the day-to-day lead for CYES issues, the installation commander needs to stay involved and remain visible. Visibility includes meeting with parents to ensure their concerns are being heard first hand by leadership and visiting the schools military children attend. Above all, the health, safety, and welfare of military families are the primary focus of all commanders.

Frequent communication between the commander and the SLO is best way to make a positive impact on K-12 school issues as they relate to military families. Commanders might expect, as a matter of standard operating procedure, regular updates from the SLO on the local K-12 issues and Local Action Plan initiatives with local schools. By monitoring the outcomes identified on the Local Action Plan, the commander can accurately measure the effectiveness of the CYES program and its ability to improve educational programs and service provided to military school-aged children. Installation commanders should:

- Inform the local community of issues concerning military families
- Align CYES (as performed by the SLO) under the CYP
- Provide support to Department of Defense Education Activity (DoDEA) schools, if applicable, and dependent children of military families who attend local public schools, private schools, charter schools, homeschools, or a cyber-campus
- Support annual forums to include installation leadership and representatives of local education and community agencies to discuss issues impacting the education of military children.

## **8. CYP Management Standards**

CYP Management Standards are used to establish unified goals, manage budgets, and increase accountability. If each component of the CYP functions separately, goals may not be in sync and there may be a duplication of duties, inconsistent policies and procedures, excess costs of labor and materials, and lack of sufficient support for each component. By functioning as a unit and operating as a CYP team, resources are maximized and work efforts become more productive. Systems can be developed that recognize the uniqueness of each program while unifying practices across CYP to provide support for all components so that all children, families, and CYP professionals are best served through standardized quality and support.

## 9. CYP Inspection Process

As required by the Military Child Care Act of 1989, CNIC conducts annual unannounced inspections at each CYP at all installations world-wide. The goal of these inspections is to ensure all Navy CYPs are providing the high standards of care which Navy families have come to expect. The measure of quality is determined by the level of compliance with current regulations and requirements as set forth in the CNIC inspection criteria. CYES and the SLO are included in the CYP inspection program criteria.

Members of the CNIC Inspection Team are a select group of highly trained professionals dedicated to supporting the exceptional standards of Navy programs. In this role they represent the Commander of Naval Installation Command and are a critical link between the individual programs and CNIC.

For each criterion, inspectors can choose from one of the following status decisions:

- Met
- Not Met
- **Repeat Finding (criteria identified as “Not Met” during the current and previous inspection).**

## 10. Child and Youth Programs Organizational Structure

CYP is a Commanders’ program delivered at the installation level. These programs provide high quality educational and recreational programs for children and youth. Teams of professionals plan developmentally appropriate programs that are responsive to the unique needs, abilities, and interests of children. These services, which are described in detail later in the guide, include the following:

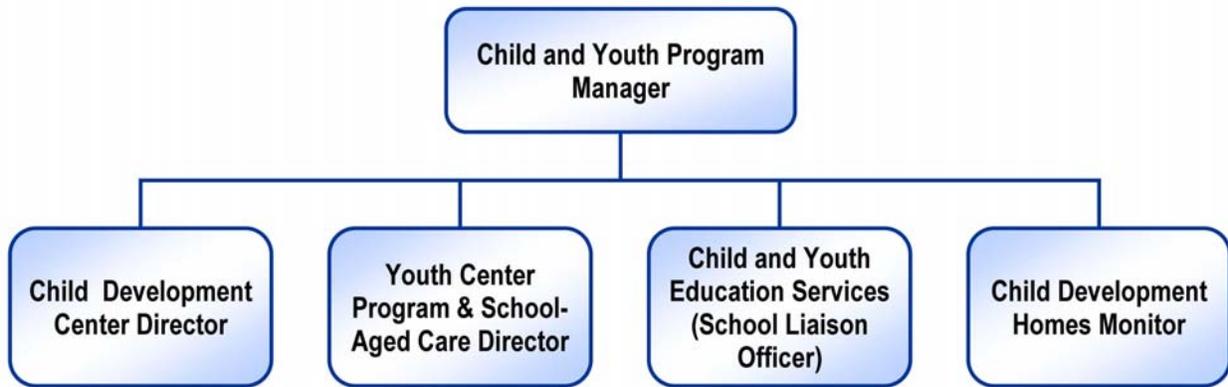
- Child Development Centers (CDC)
- Child and Youth Education Services (CYES)
- Child Development Homes (CDH)
- School-Aged Care Programs (SAC)
- Youth and Teen Programs
- Child and Youth Community Services (CYCS).

CYES is a function of the CYP. The SLO takes the day-to-day lead for CYES under the leadership of the CYP administrator, who should perform the following tasks:

- Provide strategic management and oversight of CYES activities
- Identify budget and manpower requirements to Navy regional leadership
- Advocate for partnerships which foster installation, school, and parent relationships
- Establish communication protocols that provide the SLO opportunities to work directly with installation leadership, educators, and parents.

This model allows the SLO to respond to the educational needs of military families with children in grades PK-12. Exhibit 1-3 shows the organizational structure of the CYP.

### Exhibit 1-3 CYP Chain of Command



## 11. U.S. Navy Mission

The mission, vision, and guiding principles of Commander Naval Installation Command were developed to clearly and concisely capture and articulate the who, what, where, why, and how of the Sailor’s role within the Navy Enterprise as the Navy’s Shore Readiness Integrator. These concepts are outlined in Exhibit 1-4.

| <b>EXHIBIT 1-4</b><br><b>U.S. NAVY MISSION, VISION, &amp; GUIDING PRINCIPLES</b> |   |
|--|---|
| <b>Mission</b>   |   |
|  | Deliver effective and efficient readiness from the shore  |
| <b>Vision</b>  |   |
|  | Be the sole provider of shore capability to sustain the Fleet, enable the Fighter, and support the Family |
| <b>Guiding Principles</b>  |   |
|  | Collaborate through teamwork  |
|  | Practice transparency   |
|  | Deliver best value to our customers   |
|  | Be accountable  |
|  | Develop our people  |
|  | Embrace change  |
|  | Improve continually   |
|  | Foster innovation   |

## II. Initial Program Development – Getting Started

Starting a new job can be overwhelming. With the right attitude and the right guidance, success will follow. This chapter focuses on basic information the SLO should know to build a strong educational program that supports military families with school-aged children.

### 1. School Liaison Officer Responsibilities

SLOs are responsible for all aspects of implementing the CYES function of the Navy’s CYP. The SLO serves as the primary liaison between community schools, commanders, and military parents. They face a wide range of issues concerning schools and military children’s education. In most instances, it is NOT the responsibility of the SLO to “fix” a problem, but to inform and link the military family with individuals or groups who can appropriately address the issue.

To facilitate solving problems and resolving issues, the SLO must communicate effectively and foster teamwork with many groups, including command, families, schools, and military/community agencies.

Consequently, the SLO wears many hats: advisor, communicator, advocate, and coordinator. The SLO is the face of the command to the educational community and the face of the educational community to the command.

The SLO is responsible for serving all military families within a one-hour drive of the assigned installation. Outside the one-hour catchment area, there are two options: First, if there is a SLO from another service branch within the one-hour driving distance of the family, he or she will assist the military family. All U.S. military services have agreed to work jointly to ensure that all military families receive CYES. Second, Regional SLO’s will work with families who are not in a specific catchment area or who are geographically dispersed within their Navy region, such as families of recruiters, JROTC instructors, active reservists, etc.

The SLO has seven core functions. The number in parenthesis provides the approximate amount of time which should be dedicated to each function:

- School Transition Services / Permanent Change of Station (PCS) Cycle Support (20%)
- Deployment Support (20%)
- Special Education System Navigation (20%)

- Installation, School, and Community Communications (20%)
- Partnerships in Education (10%)
- Homeschool Linkage, Support (5%)
- Postsecondary Preparation (5%).

As a highly visible member of the installation and civilian community, the SLO is often invited to attend numerous events, participate on committees, or tasked with duties which are not directly related to the six core functions of the SLO. Therefore, the SLO must evaluate the appropriateness of these requests as they relate to the SLO's responsibilities, and manage time accordingly. Although supervised by an individual designated by command leadership, the SLO bears primary responsibility for establishing his or her daily work schedule.

## 1.1 Primary Responsibilities

Primary responsibilities of the SLO are as follows:

- **Provide information:** The SLO provides information to families, organizations, and commands regarding youth educational and transitional issues. It is important that the SLO take a proactive approach to sharing this information using a wide range of platforms and formats. This information must be objectively conveyed from one party to the other. Sharing personal opinions or views is NOT an appropriate function of the SLO position. For example, if asked, a SLO should not recommend one school over another.
- **Make referral:** Because the information the military families need is very specific to their situations, it is important that the SLO is educated regarding resources available in the community and on the installation. The SLO may need to research an issue before referring a family to the appropriate agency or service.
- **Educate families:** The SLO is responsible for making parents aware of the educational processes, school organization, school communication, interaction strategies, and youth education support services. The information the SLO provides will help parents work with schools, navigate the school system, and facilitate a smoother educational transition for military youth.
- **Encourage Parent Advocacy:** By providing families with the necessary support and referral information, the SLO empowers families to navigate the school system and to become advocates for their children's education. The SLO may also advocate for local educational issues which impact military families as a whole, but military parents should be expected to advocate for their own children.

## 1.2 Critical Duties

Critical duties of the SLO include, but are not limited to, the following:

- Serve as the installation point-of-contact for local CYES matters with special attention to deployment issues.
- Facilitate communication between local school authorities and senior leadership to ensure school issues are addressed and resolved at the lowest practical level.
- Advocate for the educational needs of military children by
  - Working cooperatively with installation and community organizations and school district leadership
  - Educating school personnel and community organizations on school issues affecting military children,
  - Attending local school board meetings, School Advisory Council (SAC) meetings (or equivalent), Ombudsman assemblies, and other installation/community organizations' meetings as appropriate.
- Serve as liaison between organizations providing services to students, school personnel, and community to foster partnerships between military and civilian organizations, schools, and families.
- Understand and communicate information on available funding sources to installation leaders and school administrators, such as Federal Impact Aid.
- Command a working knowledge of federal, state, and local laws applicable to military child education by initiating and maintaining contacts and websites for departments of education, local school districts, and local schools, with particular attention given to military family with special needs concerns.
- Act as the subject matter expert on educational issues including special needs issues for military children.

## 2. Special Needs System Navigation

While parents remain the first and primary advocates for the rights and needs of their children with special needs, the SLO should offer support by providing access to information about programs and services, referring families to special education professionals, and helping families navigate the administrative systems within local education agencies. By providing these services the SLO equips parents to make informed decisions about the intervention services and care their children with special needs will and/or should receive.

Since the SLO is not a special educator, it is critical that discretion be exercised when discussing a student's exceptionalities and available resources and services. Acting as a facilitator, the SLO

may be granted parental access to private and highly confidential documents, including but not limited to, the following:

- Psycho-educational tests results
- School transcripts
- Individualized Education Plans (IEP)
- 504 plans
- Medical evaluations.

These documents and information shared during interviews with families must be safeguarded in accordance with Privacy Act/Navy Policy and Family Educational Rights and Privacy Act (FERPA) and Healthy Insurance Portability and Accountability Act (HIPAA) guidelines.

Special education programs are guided by federal regulations which define, in general terms, how programs are to be established, services delivered, and records maintained. How those regulations are implemented at the local level may vary from state to state or from district to district. Therefore, it is important for the SLO to maintain knowledge of special education services in the local area without giving the appearance of having the authority or qualifications to make quality of life decisions or recommendations to a military family. The legal exposure for the SLO and the CYES program is heightened when supporting programs are dictated by federal law. EXTREME care must be exercised not to directly or indirectly influence choices and decisions which parents must make for their children with special needs.

**DO NOT** serve special needs families by:

- “Diagnosing” exceptionalities
- Suggesting which intervention services to request and when
- Offering to attend IEP or 504 meetings or other special education meetings in an advocacy role
- Leaving records of conversations, evaluations, or special education documents available for public viewing in your office, on your desk, or on your computer screen.

**DO** assist special needs families by:

- Providing K12 Special Education System Navigation
- Attending IEP or 504 meetings as an “observer,” if invited by parent or school (this should be the exception rather than the general rule)
- Partnering with FFSP, EFMP, and Navy medical at your installations
- Directing families to resources, programs, or professionals who can explain special education alternatives

- Securing the documents in locked files at all times
- Shredding records when services to the family have been terminated.

### **3. SLO Action Plan**

An individual SLO Action Plan must be created at each installation which reflects the vision of the installation's commander and the needs of the military families on that installation. After the action plan is developed, those actions may be organized in a 30-60-90 day format. The following captures those actions necessary to provide a foundation for successfully serving the command, military families, and the community.

#### **3.1 Action Items (30 Days)**

Actions to be completed within 30 days may include the following:

- Settle housekeeping issues, which may include the following: office furniture, computer, printer, phone, cell phone, fax, e-mail, office supplies, GPS, digital camera, and access to CNIC Gateway.
- Initiate dialogue with supervisor to clarify travel within the SLO catchment area.
- Complete appropriate installation requirements such as obtaining Computer Access Card (CAC), fingerprinting, background check, and health card.
- Check with immediate supervisor, Human Resource personnel, and Safety Department to determine which online Navy training components are required at the installation (Environmental and Safety Application Management System [E-SAMS]; Total Workforce Management Systems [TWMS]; Navy Online; etc.).
- Read SLO guidebook.
- Encourage supervisor to facilitate introductions to command leadership (CO; XO; CMC; Public Affairs Officer [PAO]; Judge Advocate General [JAG]) and MWR and CYP leadership.
- Develop marketing plan to include the following: business cards, brochures, flyers, article in base newspaper.
- Complete John Hopkins Online course and research suggested online resources.
- Attend Navy School Liaison Course (subject to availability).
- Find a mentor and/or SLO peer supporter.
- Develop SLO website or provide SLO information for inclusion on the installation's website.
- Maintain documentation of daily activities, for example monthly calendar, activity log (meetings, briefs, and mileage), and contact log (phone, email, and one-on-one conferences).

## 3.2 Action Items (60 Days)

Actions to be completed by 60 days may include the following:

- Make key community contacts (superintendent[s], principals, and other community leaders) and installation contacts (FFSC, CYP, housing personnel).
- Become familiar with key school policies, terminology, and appropriate school legislation.
- Establish procedures for maintaining routine communication with CO and CYP administration.
- Become familiar with key military policies, terminology, and protocol.
- Familiarize self with data collection metrics located on the CNIC Gateway.
- Gain understanding about district schools' organizational structures and meet with appropriate school and/or district personnel (Director of Student Services, Director of Transportation, etc.).

## 3.3 Action Items (90 Days)

Actions to be completed by 90 days may include the following:

- Schedule attendance at command and community organization meetings such as CO's department head meetings, school board meetings, Parent-Teacher Association (PTA) meetings – school and district, and School Advisory Council meetings.
- Brief command leadership and school/community organizations on the SLO program.
- Gather current demographic information about military children attending schools in the catchment area.
- Stay current on local and state issues which could impact the installation, the school districts, and military families using newspapers, websites, district councils, state Department of Education (DOE) memos, etc.
- Revisit and revise the SLO Action Plan to reflect accomplishments, newly identified needs, unresolved issues, and on-going projects.
- Confer with Regional SLO to review program design and action plan.

The action plan is not a static document; rather it should reflect the ever-changing needs and requirements of the military community and installation served by the local SLO. The daily work schedule of the SLO should support the programs and activities outlined in the action plan.

## 4. Marketing

Customers and colleagues need to know what the CYES program is and what it offers. Marketing is making the community aware of the services provided by the SLO. This will likely be the first step in building the contacts needed for a successful CYES program. Marketing efforts should be directed toward the following groups:

- Chain of command (installation and unit level leadership)
- Local education agencies (school districts and local schools)
- Military families
- CYP
- Installation agencies and programs
- Community agencies.

### 4.1 Marketing Methods

In order to market the CYES program, the SLO should employ different marketing methods for each targeted group as relevant. Customize marketing by tailoring the message about the services that can be provided by the SLO and emphasize the benefits of partnering for that particular group. Explore the varied opportunities to market to the CYES program on the installation, local education agencies, and community, as listed below.

- Navy and locally-produced tri-folds/information cards
- Business cards
- Indoctrination programs
- Housing newsletters
- Installation marquee
- Public service announcements (American Forces Network, Commanders Access Channels)
- Webzines and email lists
- Speaker/ presenter at installation, school, community forums
- CYP calendars, publications, and activities
- FFSC calendars, publications, and activities
- Information booths during installation, community, and school forums
- articles in command, installation, and community newspapers
- SLO webpage.

## 4.2 School Liaison Officer Program Webpage

At a minimum, all installations with a SLO and/or fleet concentration area must have a SLO program webpage with a link on the installation home page. This link should be provided to the Regional SLO. Additionally, the SLO should work with installation FFSC Relocation Program personnel to provide quarterly updates to the DoD *Plan My Move* website. All websites will be reviewed by CNIC, N912.

The following items will be included on the SLO's webpage:

- Contact information for SLO:
  - Address (military)
  - Phone number
  - Fax number
  - E-mail (if generic: schoolliaison@xxxx.Navy.mil)
  - Office location and working hours
- Links to:
  - All school districts serving installation
  - All Navy installations
  - Installation programs (CYP; FFSP; MWR; BGCA; 4-H; Operation Military Kids [OMK] partnerships)
  - Special needs information
  - Local school systems
  - Navy EFMP and special needs information
  - Local installation transition support resources/activities
  - Homeschool information for area
  - Youth Sponsorship Program information, contact, and application, as applicable
  - Resources such as [www.militaryonesource.com](http://www.militaryonesource.com), [www.militarystudent.org](http://www.militarystudent.org), [www.militarychild.org](http://www.militarychild.org), [www.militaryimpactedschoolsassociation.org](http://www.militaryimpactedschoolsassociation.org), [www.schoolmatters.com](http://www.schoolmatters.com), [www.schoolquest.org](http://www.schoolquest.org) and Home Schooling Legal Defense Association [www.hsllda.org](http://www.hsllda.org).

## 5. School Liaison Officer Required Training

SLOs are required to take two training sessions – the Johns Hopkins Military Child Initiative and the Navy SLO Course as outlined next.

## 5.1 Johns Hopkins Military Child Initiative (MCI)

The *Military Child Initiative* ([www.jhsph.edu/mci](http://www.jhsph.edu/mci)) features best practices for parents and military-impacted schools interested in improving the academic, social, and emotional success of military students. The University researches and prepares resources and best practices on such topics as parental involvement in schools, student belonging (connectedness), and quality education. The specialists at Johns Hopkins work, upon request, with school districts on-site and at no cost to address the educational challenges of military families.

## 5.2 Navy School Liaison Officer Course

The SLO Course serves as the official guidance for implementation of the CYES program. This Navy five-day (50 hour) course is developed to initiate the program and to establish a common level of educational services Navy-wide. Course instruction includes, but is not limited to, the following:

- Mission and organizational structure of the Navy
- Six CYES core functions
- Strategic planning
- Ethos of the Navy commander
- Marketing and communications
- Training and staffing requirements
- Fleet and Family Support Programs.

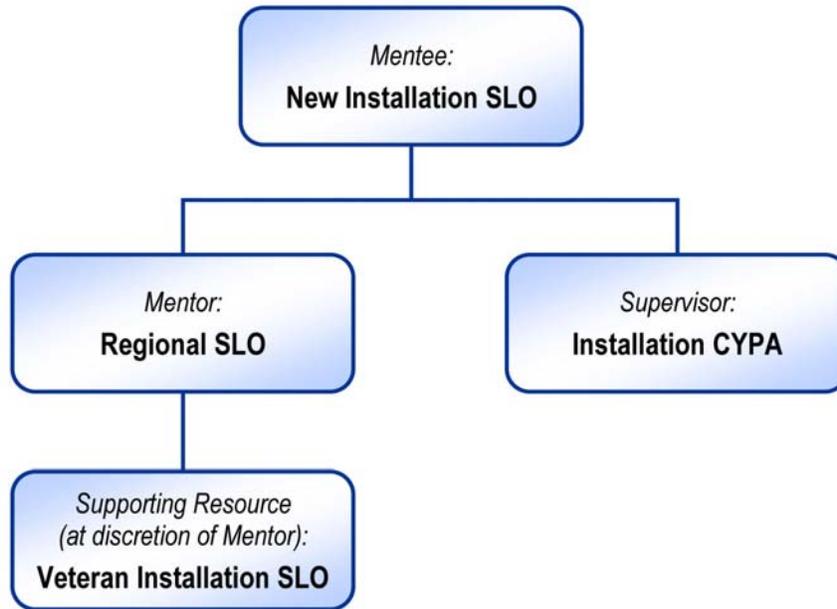
## 6. Mentor Program

The purpose of the Mentor Program is to provide newly hired installation and Regional SLOs with the right tools, resources, and feedback to promote effective and successful CYES programs. A SLO Mentor Program will be implemented in each Navy region to ensure program consistency.

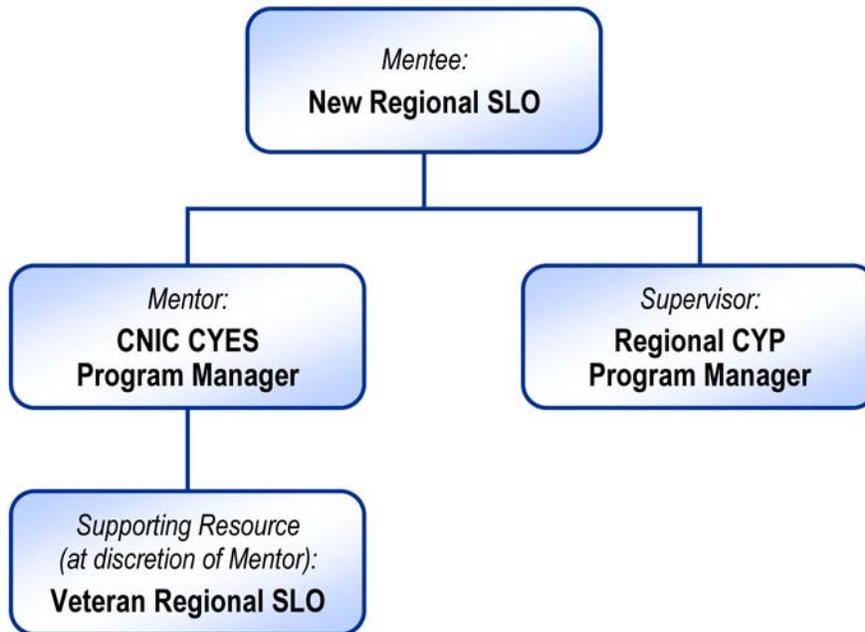
### 6.1 Organizational Structure

The organizational structure of the SLO Mentor Program at the installation and regional levels is illustrated in Exhibits 2-1 and 2-2.

### Exhibit 2-1 New Installation SLO Mentor Process



### Exhibit 2-2 New Region SLO Mentor Process



## 6.2 Responsibilities

The success of the Mentor Program is dependent on the active participation of the mentor, mentee, and other members of the team. The length of the mentor-mentee relationship will be determined by the needs of the mentee. Program termination will be determined by the Regional SLO. The roles of the mentor, immediate supervisor, and mentee are listed next.

### **Mentor**

The mentor is responsible for the following tasks:

- Initiate Mentor Program for newly hired SLO within 10 days of assignment:
  - Conduct a telephone or on-site conference with the new SLO to discuss purpose, roles, and outcomes for mentorship program
  - Discuss any identified issues or concerns with Mentor Program implementation.
- Provide subject matter expertise on SLO program services, to include but not limited to, the following:
  - SLO program strategic plan
  - SLO roles and responsibilities
  - SLO program six core functions
  - Best practices
  - Reporting tools and data collection metrics.
- Describe the CYP inspection process.
- Share information about the CYES program background and history.
- Provide monthly reports of Mentor Program activities to mentee supervisor.
- Document dates and comments on Mentor Program activities:
  - Contacts made during the mentorship
  - Mentee consultations with other experienced SLOs.
- Advise mentee to voice concerns and issues to his or her immediate supervisor.

### **Immediate Supervisor**

The immediate supervisor is responsible for the following tasks:

- Review SLO position description with new SLO.
- Conduct and coordinate an orientation of CYP and other training requirements.
- Encourage monthly conference calls and on-site visits with SLO and assigned mentor.

## **Mentee**

The mentee is responsible for the following tasks:

- Coordinate completion of all required components in the Individual Development Plan (IDP) with immediate supervisor. The IDP is described in Chapter Four of the guidebook.
- Participate in monthly consultations (on-site visits, conference calls, electronic communications, etc.) with mentor.
- Seek guidance, information, and clarification on all aspects of SLO roles and responsibilities.
- Identify and report training needs to immediate supervisor and/or Regional SLO.

## **7. Making and Maintaining Contacts**

There are individuals and agencies on the installation, in the schools, and in civilian communities with whom the SLO will work directly or from whom will seek assistance. Working with these key contacts is essential for providing materials, support, and other assistance to military families, particularly through these school and community partnerships:

### **7.1 Command Contacts**

- Installation Commanding Officer (CO)
- Installation Executive Officer (XO)
- Installation Command Master Chief (CMC)
- Active Duty Unit Commanding Officers
- Reserve Unit Commanding Officers

### **7.2 Installation Operations and Support Agencies**

- Advisory councils
- Chaplains
- Defense Commissary Agency (DECA)
- EFMP Coordinator at the medical treatment facility
- Fleet and Family Support Center (FFSC)
- Housing Office
- IT Department
- Navy Exchange (NEX)
- Navy Legal Services Office (JAG)
- Public Affairs Office (PAO)
- Safety Office

- Security Office

## 7.3 Key Individuals and Groups

- CO/XO spouses
- Ombudsmen
- Family members
- Retirees
- Students/youth councils
- Veterans

## 7.4 Schools

Not only is it important for the SLO to know key command personnel and military families, it is equally important to learn about the school districts and individual schools he or she will be serving. Specific titles and responsibilities may vary from state to state and district to district, but connecting with the people in the following positions may prove helpful. Contact information can be found online or in a district or school directory. Key contacts at the state, district, and school level include the following:

### **State Level (only as initiated by the Regional School Liaison)**

- State Superintendent of Schools
- Department of Education key personnel
- Parent Teacher Organization (PTO)
- School and home partnership/virtual partnership (Department of Defense Education Activity (DODEA), Education Partnership Branch (EPD) school initiatives).

### **District Level**

- Superintendent
- Curriculum coordinators
- Transportation personnel
- Gifted and Talented Education program coordinator
- Special Education coordinator
- Testing and evaluation coordinators
- Health services personnel (immunization and medical records).
- Occupational and physical therapy program coordinators
- Social services personnel (includes school lunch program)

- Public information personnel
- School-home partnership/virtual partnership coordinators
- School board personnel
- Parent-Teacher-Student Association (PTSA)
- Volunteer programs coordinators
- Business partnerships coordinators
- Community outreach coordinators
- Attendance review boards (for truancy issues)
- Vocational program coordinators.

## **School Level**

- School improvement committee
- School Advisory Committee (SAC)
- Principal and assistant principals
- School secretaries (registration, attendance, student records)
- School counselors and school psychologists
- Social workers
- Parent liaison (public school assistance and outreach to families)
- School nurse or health aide
- Teachers
- Special Education team members
- Junior Reserve Training Corps (JROTC) Program coordinator
- Parent-Teacher-Student Association (PTSA) officer
- Local education agencies (LEAs)
- Vocational program faculty.

## **7.5 Community Organizations**

- Boys and Girls Clubs of America (BGCA)
- 4-H/County Extension Service
- Explorers Post
- City Council Military Liaison
- Chamber of Commerce
- Colleges and universities
- Cultural groups
- Foundations

- Libraries
- Museums
- Volunteer organizations
- Local officials (Mayor, County Commissioners, etc.)

## 7.6 Military Associations and Representative

- American Red Cross
- Job training centers
- Military OneSource
- Military Family Life Consultants (MFLC)
- Operation: Military Kids
- Student Online Achievement Resource (SOAR)
- Veterans' organizations

## 8. Best Practices

“Best practices” is more than a familiar phrase; it is an institutional response to an ever-changing work environment. Identifying and reproducing best practices helps to ensure process improvement. CNIC maintains a CYES/ SLO Best Practice Catalog to capture techniques, methodologies, tools, and ideas which lead to improvements in program design and implementation. The commitment to best practices results in sharing knowledge and experience and ensures systematic success. In order to share program successes, the SLO must maintain accurate and up-to-date documentation of program activities and resource allocations. This documentation should include programs that are successful as well as those with identified deficiencies in the implementation of the program.

Use the Navy School Transition – Best Practices form in Appendix P to share processes, events, or outcomes that meet the mission requirements of CYES. When possible, attach samples of products, documents, and links to the resource, program, or organization. SLOs should plan to make themselves available to answer questions or provide guidance to other Navy installation SLOs who might be interested in replicating the best practices shared.

Forward completed forms to CINC Headquarters Educational Program Manager. Some suggested subject areas, include but are not limited to, the following:

- School and military partnerships
- School transitions and deployment support initiatives
- Grief, loss support, and resilience in children
- Local Action Planning efforts

- Special Education accommodations and services
- Partnerships in Education programs
- Homeschool support initiatives.

## 9. SLO to SLO Communication

Other SLOs will be a great resource. Communication with other SLOs will range from informal to formal and will be used during all phases of the CYES program. Choosing which communication method to utilize should always include consideration of accessibility, efficiency, and desired outcome. Below are common methods of communication which may be employed.

- **Conference Calls:** Some regions, due to proximity, will be fortunate enough to facilitate personal meetings among other SLOs. Most regions, however, will need to rely on conference calls for regularly scheduled meetings and/or special occasions which raise the need for conference type communications. Regional SLOs will determine the protocol for their respective regions, including frequency and forum.
- **Online Forum:** An online forum allows informal communication through postings on designated sites. This tool is invaluable for occasions when a SLO would benefit from input from colleagues, such as having a question about an urgent matter or needing assistance with a problem area. This online forum provides SLOs with access needed to post questions, provide answers, or simply read for knowledge. Postings must be factual, appropriate, and professional in tone.
- **Webinar:** A webinar is a forum for exchanging a brief or providing training which requires both visual and verbal information. Participation in a webinar session will require simultaneous access to a computer with Internet capability and a phone.
- **CYP Professional Page:** Informally referred to as “the Gateway,” this CYP professional webpage provides a useful arena for SLO specific communications. Access to the page must be granted by CNIC and requires the creation of a username and password for entry.

# III. Intermediary Program Development

The duties and responsibilities of the SLO are performed as part of the on-going development of services to provide educational support. The design and implementation of any CYES program must be based on the installation commander's vision as well as the needs of military families and the local community as identified by the data collected. Based on the installation's mission, size, and location, the SLO may find that his or her program has a very unique design. Because of the uniqueness of each program's design, some of the duties identified may be performed in different ways and in a different order than shown in the guidebook. This chapter introduces those functions that are required for the SLO to determine the needs that will be identified in the Local Action Plan.

## 1. Metrics and Reporting Requirements

Navy CYP uses the CYP Enterprise Model data reporting tool for SLOs to collect data. This metric collection provides an excellent tool for program measurement and evaluation at the installation, region, and headquarters level. Each data point serves a specific purpose in program measurement. While anecdotal information is valuable, quantitative data is collected to provide a more measurable basis for evaluating the success of the program. The CYP Enterprise Model reporting data tool is also used to capture important demographic information on the educational programs which serve Navy families. Examples of this data include the following:

- Basic school information: names of school district(s), schools attended by Navy families, school, Adequate Yearly Progress under No Child Left Behind legislation, etc.
- Specific school challenges, issues, and local action planning efforts
- School demographics including the number of military children attending, Impact Aid, etc.
- SLO involvement with schools and parents
- Partnership in Education data.

## 2. Data Collection

Collecting demographic information about the military students at the installation is a critical component of the SLO reporting requirements. This information may be available in either hard copy or electronic files. If this information is not already in the files or is outdated, consult with the appropriate installation personnel (FFSC, Housing Office, Public Affairs Office, Personnel

Support Detachment, etc.) for assistance in obtaining demographic educational data on military children as well as other information.

## 2.1 Military Children Demographic Educational Data

It is important to collect the following demographic educational data on military children:

- Number and ages of school-age children assigned to the installation
- Number of school-age military children living on and off base
- Number of school-age military children attending each local school
- Number of school-age children enrolled in the EFMP.

It is also important to have basic information about the schools military children attend. Obtain the following information about local school system(s):

- Number of school districts which serve military children and the number of schools in each district
- Types of schools in each service area, i.e. Department of Defense Dependent Schools (DoDDS), Department of Defense Elementary and Secondary Schools (DDESS), public, private, homeschool, charter, magnet, etc.
- Percentage of military children in each local school
- Relevant information on Impact Aid allocation in local schools.

Learning about local, state, and district educational issues is a necessary part of effectively serving the military families who have school-age children. Gathering information about these issues can sometimes be challenging. To obtain this information quickly, the SLO should reference the following:

- Local school district newsletters
- Local newspapers
- Local cable and Public Broadcasting Services (PBS) channels
- Local and district school websites as well as State Departments of Education websites
- Public forums such as town hall meetings, Parent- Teacher-Student Association/Parent-Teacher-Student Organization (PTSA/PTSO) meetings, assemblies, etc.
- Key resources such as directories, policy documents, regulations, legislative reports, and related materials.

## 2.2 Additional Data to Collect

Other information may be useful to collect, including data on student demographics, available schools, registration, temporary quarters, student sponsorship programs, and reciprocity agreements. Questions to consider under each of these categories are listed next.

### Student Demographics

- How many new students will be relocating to/from each district?
- Are there students with special needs enrolled in EFMP (physical, emotional, or learning disabilities)? If so, what are the disabilities and ages? What are the needs?
- What information would be helpful for schools to know about the uniqueness of military family life?

### Schools Available

- What are the attendance boundaries for those schools?
- What is the size of the school district (number of students and schools)?
- What is the capacity of each school in terms of numbers of students and how close to capacity is each facility?

### Registration

- Have there been issues with the registration process of military children in the past?
- What kind of support could the military installation provide to the schools to assist in enrollment issues?
- Do schools have online registration? If not, can the installation help make this happen?

### Temporary Quarters and School Enrollment

- Is the district flexible in allowing students to attend their future school when they are living in temporary housing?
- Will the district transport students to their permanent school from temporary housing?

### Student Sponsorship Programs

- What strategies have been successful for getting students settled in their new school? How can the installation help?
- Does the district/school have a sponsorship program for students? Can the installation help with the implementation?

## **Reciprocity Agreements**

- Does the district have a reciprocity agreement for graduation between districts in the state?
- Has the district signed the Memorandum of Agreement (MOA) recommended in the Army Secondary Education Transition (SET) Study? Does the school district have an action plan to address the issues of the MOA?

## **3. Developing Program Priorities**

Navy Families live in a broad geographic area around an installation. The expectation is that the SLO will serve families within a 50 mile driving radius or one-hour drive away from the installation. CYES goals are to reach every military family regardless of where they may live.

It will be very important to prioritize CYES and available resources at the region and installation levels. Emphasis should be on working with school systems having the highest concentration of military associated families. The following guidance defines priority levels a SLO should follow when assigning resources and time to an Installation Local Action Plan.

### **3.1 Priority One - Program Critical**

- Priority School District: School Districts with 250+ military-associated children.
- Local Action Plan must be completed with school district and updated annually thereafter.

### **3.2 Program Two - Program Impact**

- Emphasis School District: School Districts with 25 – 249 military children.
- Local Action Plan is preferred but not required.

### **3.3 Priority Three - Program Optional**

- Information School District: School Districts with <25 military associated children.
- Local Action Plan is preferred but not required.

The measurement for successful implementation of the SLO program is based on how effectively the military families in Priority One school districts are serviced.

## **4. CYES/ SLO Local Action Plan**

After evaluating the results of data collected, the SLO should identify those local education agencies (LEA) and/or schools that serve the greatest population of military students. Using that data, the SLO along with LEA and command leadership will identify the educational issues

which most impact military families and develop strategies to address those issues. This information serves as the foundation for the CYES/ SLO Local Action Plan. The CYES Local Action Plan provides the installation, schools, and communities a method to document the current educational issues faced and the effectiveness of the strategies chosen to resolve those issues. Subject to annual review, a well-written Local Action Plan should reflect the following:

- Problem analysis
- Specific objectives
- Actions and activities to be undertaken
- Measures/metrics defined to assess progress.

# IV. Advanced Program Development

With the fundamental components of the CYES program in place, the SLO may collaborate with installation and community partners to identify educational issues and assist with the resolution of those issues. Whether those issues involve routine transitions or are crisis-driven, the SLO takes an active role by providing information or data which can be used for command decision-making.

At the conclusion of this chapter, the SLO will find the tools needed to conduct self and general program assessments. The outcomes of these assessments will result in the creation of the Individual Development Plan (IDP).

## 1. Installation School Transition and Response Team (STRT)

The School Transition Response Team (STRT) plays a vital role in the development of the Local Action Plan. This team, as initiated by the SLO, develops an action plan to ensure the smooth relocation of school-age military children. The STRT should meet regularly to monitor the implementation and progress of the Local Action Plan.

The installation STRT is intended to engage a variety of stakeholders. The STRT enhances the Commander's ability to make informed decisions about programs and service offered to military families and the local school districts. If this function is performed in a different planning forum on the SLO's installation, there is no need to duplicate these efforts with the establishment of a STRT.

### 1.1 Membership

The membership of the STRT should reflect the dynamics of the command. It is suggested that no fewer than five members of team be selected from the following list:

- SLO (often the Chair, or if CO is a member, the facilitator)
- Unit Commanders or their representatives
- Public Affairs Officer (PAO)
- Command Master Chief (CMC) or other senior enlisted representative

- Parent representatives
- CYP representatives
- EFMP representative
- Officer and enlisted spouse organizations representative
- Military Advisory School Board Member
- Local school officials (Superintendents or Designee) from each impacted district
- FFSP representative
- Teen representative
- Representatives from any joint services surrounding or on the installation, to include Guard Reserves and Coast Guard
- Community officials (city council member, mayor, planning commission representative).

## 1.2 Mission and Objectives

The mission of the STRT is to provide the smooth transition of military school-age children into the local school setting. Objectives include the following:

- Assisting parents and their children with the relocation process
- Collecting information and data related to the relocation of military students
- Establishing partnerships with local schools, DoDEA Schools (if applicable), and communities
- Creating proactive communication systems for parents, schools, and communities
- Developing a needs assessment to gather information which clearly identifies the needs of military families relocating to that area.

## 1.3 Assessing Local Action Plan's Effectiveness

Data collection should begin when appropriate. Surveys of parents and students regarding their relocation will provide valuable data on the success of the initial implementation of the Local Action Plan. This data will also help identify which parts of the plan need to be revised. Provide time for those responsible for particular activities to report to the STRT on their progress and outcomes. As the group primarily responsible for facilitating the Local Action Plan, members of the STRT should perform the following:

- Share the vision of installation leadership with participants and ensure that all are in agreement
- Evaluate the strategic planning process
- Look critically at past performance – strengths, weaknesses, opportunities, and threats
- Identify best practices

- Monitor timelines and progress
- Review assigned areas of responsibility for appropriateness
- Assess establish goals relevance
- Celebrate successes.

## 2. Navy Youth Sponsorship

The Youth Sponsorship Program is required by law (Section 1785 of Title 10, United States Code) and specified within the Department of Defense Youth Instruction 6060.4 and OPNAVINST 1700.9E. The Youth Sponsorship Program consists of three major components:

1. **Outreach:** Identifying incoming youth and providing them with information and opportunities before they arrive.
2. **Newcomer Orientation:** Providing information and materials on programs and services available on the installation and in the surrounding community.
3. **Peer to Peer:** Connecting youth currently attached to the installation with incoming youth.

Military families experience frequent relocations. The transition to a new community and school can be challenging. Youth may be uncomfortable meeting new peers and may be unaware of opportunities to become involved with their new school or community. This may lead to youth feeling isolated and depressed; therefore, it is critical that incoming youth have access to positive peer groups and social activities.

The youth sponsorship programs for both school- based and CYP center-based programs should be included in the in the SLO's Local Action Plan. The STRT should be involved in the oversight of these programs.

### 2.1 School-Based Youth Sponsorship

School- based youth sponsorship is a peer-to-peer program delivered at the middle and high school levels. Some locations have been able to implement similar programs at the elementary school levels, but these programs receive more faculty guidance than the peer-to-peer programs designed for older youth.

School programs using peer-to-peer or student-led philosophies are most effective. Peer-to-peer takes on two very successful models on Navy installations.

First, *Transition Centers*, like the ones found in the Hawaii school system, were the first to prove peer-to-peer support can make a difference. The curriculum is designed to provide preparation and support for all transitioning students to promote academic achievement and a successful adjustment into the new school community. The transition center is committed to providing a

caring, challenging, culturally enriched environment that develops responsible, independent, lifelong learners. The program works to empower students and staff to collaborate in a self-directed process of learning.

Second, Military Child Education Coalition's *Student 2 Student (S2S)* program ensures worldwide consistency and starts with training a team from a school campus, consisting of an advisor, students and SLO. The Student 2 Student initiative includes the high school *Student 2 Student (S2S)* and the middle school *Junior Student 2 Student (JS2S)* programs. The team returns to their home school to recruit and train others on ways to support students who are relocating to or from their school. The focus is student-centered and is student-led with close supervision. A complete listing of S2S© locations can be found at: [www.militarystudent.org](http://www.militarystudent.org).

Military Child Education Coalition developed an Interactive Counseling Center (ICC), which is a web-based video conferencing system. It allows families and educational counselors to exchange information between sending and receiving schools. The ICC's network has connected schools serving military communities all over the world.

School-based youth sponsorship has also been an outstanding forum to host "deployment support" forums in local schools. The design of the forums has taken many different formats which include support type groups, lunch buddies, and parent-centered activities.

## **2.2 Installation-Based Youth Sponsorship**

Like the school-based youth sponsorship programs supported by organizations like Military Child Education Coalition, CYPs have the responsibility to reach out to incoming youth to help them get adjusted to their new surroundings. The Youth Sponsorship Program initiates contact with incoming youth, helps them adjust, and gets them connected to youth already participating in the installation's programs. It is also responsible for providing them with information about the community. It is important that Youth Sponsorship Programs are created by and for youth with youth involvement in every aspect of the program development and implementation.

## **2.3 Youth Sponsorship Partners**

A successful Youth Sponsorship Program must have close coordination with many agencies on and off the installation to meet the needs of the program. An important role for both the CYP Youth Sponsorship Program and the SLO is to coordinate community and installation resources. The SLO will serve as a primary support for the development of the school-based youth sponsorship programs (S2S, JS2S) and the installation-based CYP Youth Sponsorship Program.

## 2.4 Identifying Incoming Youth

The local FFSP and Navy Family Housing Office are the two primary installation organizations that will assist the SLO in identifying new families relocating to an installation. FFSPs assist families with adjusting to new situations and environments. In order to minimize duplication and to maintain consistency, the SLO may serve as the resource person between the CYP and FFSP.

The SLO and CYP Youth Sponsorship Program must have a relationship with military housing offices. It is important that the sponsorship program maintain installation and community resources for distribution to incoming families.

In addition, the SLO may also be made aware of incoming families through installation agency referrals or school systems. The CYP Youth Sponsorship Program and the SLO can offer monthly “Youth Newcomer Orientations” to be held in conjunction with the installation newcomer events.

Suggestions for topics to address or activities to conduct at youth newcomer events include the following:

- Overview of information in the youth handbook or resource handbook
- Overview of community calendars
- A tour of the CYP facilities
- A youth “meet and greet.”

The SLO and FFSP may choose to offer separate parent orientations as part of the installation newcomer events. The following are some ideas for discussion topics at these programs:

- The importance of peers in the lives of youth
- Difficulties youth face during relocation
- The benefits of involving youth with organizations or group activities.

## 2.5 Youth Resource Information

The Youth Sponsorship Program is required to provide information, materials, and services available on the installation and in the surrounding communities. There are two primary ways to disseminate installation and community resources:

- Youth website
- Youth handbooks or resource handbooks, either in hard copy or web-based format.

Technology is the most efficient way to connect with incoming youth by providing information prior to arrival. The installation may have an Information Technology agency that handles the majority of computer-related issues. There may already be an installation website or a school site to which both the CYP Youth Sponsorship Program and the SLO can contribute. Additionally, FFSP staff is responsible for maintaining current installation information in the DoD *Plan My Move* section of the Military Homefront website which is available at <http://apps.mhf.dod.mil/pls/psgprod/f?p=107:1:1795758744208891>.

The SLO section of this website should be linked to other important websites such as Military Teens on the Move supported by the Department of Defense and available at <http://apps.mhf.dod.mil/pls/psgprod/f?p=MYOM:HOME:3952360046880508>. This website is designed to provide relocation and outreach support to military youth ages 6-18.

A youth handbook or resource handbook should be written by youth for youth to provide a comprehensive source for what a young person needs to know while living in the community. The resource handbook should be an attractive and fun publication so youth will have a desire to read it. The Youth Sponsorship Program and the SLO should work closely together to disseminate information pertaining to the local schools. The flow of communication between the CYP youth programs and SLO should be continuous so that information does not become obsolete.

The Youth Sponsorship Program should also be a central resource for identifying community activities. A central community calendar should be created so youth and families have options to attend installation-, community-, and school-sponsored programs. The CYP sponsorship program, with input from the SLO and other agencies, can create the event calendars for distribution to installation facilities such as the housing office, FFSP, etc.

The primary role for the SLO and the CYP is to share information by reducing duplication of services and promoting continuity among programs. All CYP facilities are required to have parent resource centers. The SLO can assist with providing materials to support these centers.

### **3. Mobilization and Contingency (MAC) Plan**

CYP is required by CNIC Instruction 3440.17 to develop a Mobilization & Contingency (MAC) Plan. CYES' role is to offer the ability to effectively communicate, coordinate, and integrate MAC Planning into the CYP MAC Plan and the installation planning process. This includes contingency coordination with schools which serve military or federally-connected students. CYES considerations in support of the CYP MAC Planning process include the following:

- **Planning and Preparation:** Develop MAC plans

- **Mitigation (long/short term preparation for disaster):** Take actions to reduce injuries to people and facilities and make any adjustments to MAC plan
- **Response (during emergency and immediately following):** Ensure event takes place with active emergency/first responders
- **Recovery (after affects):** Assist with coordination to begin to put back the pieces
- **Restoration (long-term recovery):** Ensures that recovery is maintained over time.

The SLO is the bridge between the installation and school(s). The role of the SLO is to:

- Identify ways in which CYP and school personnel can work together
- Ensure that all education support needs of school-age children are met
- Focus on such elements as transportation, installation access and student crisis planning.

### 3.1 Communication

During a crisis the SLO's role as communicator becomes even more important. To assist with crisis planning, the SLO should:

- Provide useful and accurate information by building and updating his or her network of school contacts and military resources.
- Prepare and disseminate a military/installation directory (web and hard copy) which will be useful to both parents and school personnel.
- Be familiar with current state and local school policies, such as how a parent withdraws a student in the middle of a semester if the family decides to return to their home of record.

This type of information will be key in developing strategies to help parents keep up with school issues. Working with the Public Affairs Officer will help to ensure that installation and CYP messages do not conflict.

### 3.2 Crisis Planning with Schools

All school systems have their own version of a MAC Plan. There are likely to be many circumstances where key installation partners can be used as part of the school response. As with any contingency/crisis planning, it is good to pre-plan possibilities when possible. For example, a tornado striking a school attended by military-associated children during the school day which resulted in a large number of serious injuries requires pre-planning to ensure that parents and their children can be easily re-connected. The role of the SLO involves assisting schools in the development of the student crisis plan. Initial efforts may include the following:

- Providing school officials information, when possible, on upcoming deployments or contingency actions.
- Ascertaining whether CYP operating hours are consistent with and support school schedules, including early dismissals, school closures, schedule changes, and sport activities.
- Training school personnel on the military lifestyle and the impact of mobilizations and contingencies on students.

### **3.3 External Coordination**

The SLO should ensure that:

- School space, which may be contracted after-school space, will be available to support expanded and alternative CYP needs.
- If applicable to the installation, determine if there is a Memorandum of Understanding (MOU) or partnership with Department of Defense Education Activity to utilize Department of Defense Dependent School (DODDS) teachers as supplemental staff in CYP classrooms during days when there is no school, for extended hours including evenings and weekends, and as youth sports coaches.

### **3.4 Internal Coordination**

The SLO should utilize the CYP Facilities/Programs (Homework Centers and Youth Computer Labs) to supplement the needs of children and youth, which might include:

- E-mail communication with deployed parents
- Assistance with homework.

## **4. Installation SLO Self Assessment**

The Installation SLO Self Assessment found in Appendix Q describes baseline expectations of individuals in the SLO role. This self assessment will serve as a tool to evaluate the program's past, present, and future objectives. Information from the self-assessment, evaluation of the IDP, feedback from the SLO's supervisor and mentor, along with customer satisfaction comments, should be considered when a SLO is developing their local programming.

## **5. General Program Assessment - What Next?**

The information obtained from the self assessment is useful in the creation of a roadmap for the upcoming year. Based on the self assessment of performance in key areas, consider what changes, if any, need to be made. By taking time to reflect and evaluate what has been done,

positive changes can be made to improve the program. To increase the effectiveness of the position, one or more of the following steps might need to be taken.

- Examine personal behaviors, work habits, and attitudes to determine their effectiveness
- Review the SLO guidebook, Standards of Operation (SOPs), military policy, legislative documents and personal action plan to determine if the activities provided support the CO's vision and the CYES program mission
- Update information and databases
- Identify and contact individuals needed to expand the SLO network on the installation or in the community
- Monitor the frequency of communication with command, parents, and schools
- Find new ways to monitor parent, school, and community issues
- Review the accuracy and appropriateness of marketing materials (point papers, program flyers, etc.)
- Assess the amount of time allocated to certain activities/responsibilities
- Obtain training in a skill deficit area
- Meet IDP requirements for professional development.

## **6. Individual Development Plan**

An Individual Development Plan (IDP) is the document used to map and chart required and elective training for all CYES SLOs. This plan includes foundational and follow-up training, as well as timelines for completion. The IDP should be specific, relevant, and measurable as it will be a part of the annual SLO performance assessment.

There is a team of CYP professionals available to assist the SLO in acquiring the knowledge and skills needed to successfully perform his or her duties. The installation Child and Youth Program Administrator (CYPA) and the Regional SLO are always available to answer questions, provide guidance, and to assist in the development of the IDP.

The installation CYPA will perform the following:

- Conduct a needs assessment in coordination with the Regional SLO of a newly hired SLO
- Develop the IDP, in coordination with the newly hired installation SLO, based on identified strengths and needs for expansion of knowledge and skills.

Regional SLOs will perform the following:

- Conduct a needs assessment in coordination with the installation CYPA of newly hired installation SLOs

- Assist installation CYPA in developing an IDP for newly hired installation SLOs based on identified strengths and needs for expansion of knowledge and skills
- Initiate the mentorship program with newly hired Installation SLOs within 10 days of assignment
- Visit installation SLOs to assist in the development of CYES programs.

# V. Foundational Knowledge

The ability of the SLO to effectively perform the duties described in the previous chapters requires more than a working knowledge of and familiarity with the vast number of programs and organizations available through the federal government, the United States Navy, local and state educational agencies, and community organizations. Knowledge of current and pending legislation will also assist the SLO in better serving military families in addressing educational issues.

Although not exhaustive, this chapter will provide a brief description of many of the legislative mandates, federal programs, Navy-wide programs, and community organizations that directly impact the quality of life experienced by military families and their school-aged children. The SLO should expect to conduct further research into organizations and programs that will support the Commanding Officer's vision, the Local Action Plan, and the specific needs of the military families in the catchment area. Additional information about support organizations and programs can be found in the appendix of this guidebook.

## 1. Federal Regulation

Federal regulation pertinent to the SLO may include the *No Child Left Behind Act*, Title I, Impact Aid, and the DoDEA Educational Partnership Initiative, among others. These regulations are summarized next.

### 1.1 No Child Left Behind Act

The *No Child Left Behind Act of 2001* (NCLB) reauthorized the *Elementary and Secondary Education Act* which is the main federal law affecting education from kindergarten through high school. Proposed by President George W. Bush shortly after his inauguration, NCLB was signed into law on January 8th, 2002. NCLB is built on four principles:

1. **Stronger Accountability for Results:** Under *No Child Left Behind*, states are working to close achievement gaps and ensure all students, including those who are disadvantaged, achieve academic proficiency. Annual state and school district report cards inform parents and communities about state and school progress.
2. **More Freedom for States and Communities:** Under *No Child Left Behind*, states and school districts have flexibility in how they use federal education funds. This allows districts

to use funds for their particular needs, such as hiring new teachers, increasing teacher pay, and improving teacher training and professional development.

3. **Research-Based Methods:** Simply put, this means using methods which are supported by collected data and extensive research. Ineffective teaching methods and unproven educational theories are a chief reason children fall behind in their education.
4. **More Choices for Parents:** Parents of children who attend schools which have not met state requirements have new options under *No Child Left Behind*.

It is important to identify a state's annual yearly progress (AYP) standards and know the AYP status of the schools Navy families attend. Under *No Child Left Behind*, each state has developed and implemented measurements for determining whether its schools and local educational agencies are making adequate yearly progress. AYP is an individual state's measure of progress toward the goal of 100 percent of students achieving state academic standards in reading/language arts and math. AYP sets the minimum level of proficiency which the state, its school districts, and schools must achieve on annual tests and related academic indicators.

## 1.2 Title I

Title I has existed since the Elementary and Secondary Education Act of 1965 when the federal government first began authorizing grants to states and districts serving low income areas with significant numbers of students who are educationally disadvantaged or at a risk of failing to meet state standards. The program is designed to accomplish four primary goals:

- Provide supplementary education to students for eligible for services
- Provide additional funding to schools and districts serving high concentrations of children from low-income families
- Focus educators on the needs of special student populations
- Improve the academic achievement of eligible students, reduce performance gaps between advantaged and disadvantaged students, and assist eligible students in meeting high academic standards.

In addition to providing funds for high-poverty schools, Title I, Part A is the federal government's primary instrument for holding states, districts, and schools accountable for implementing standards-based education. When most people refer to Title I, they are referring to Title I, Part A of *No Child Left Behind* Act of 2001. Title I comprises several other parts and programs: Part B (focuses on improving literacy), Part C (addresses special educational needs of the children of migratory farm workers), Part D (focuses on educational needs of neglected or delinquent children), Part F (provides funds for disadvantaged schools to facilitate school improvement), and Part G (encourages states to expand support for the Advanced Placement program).

## 1.3 Impact Aid

Many local school districts across the United States include within their boundaries parcels of land that are owned by the federal government or have been removed from the local tax rolls by the federal government. These school districts face special economic challenges. They must provide a quality education to the children living on or connected to federal lands and meet the requirements of the *No Child Left Behind Act*. These school districts sometimes operate with less local revenue than is available to other school districts because the federal property is exempt from local property taxes.

Since 1950, Congress has provided financial assistance to these local school districts through the Impact Aid Program. Impact Aid was designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt federal property or that have experienced increased expenditures due to the enrollment of federally-connected children. The Impact Aid law (Title VIII of the Elementary and Secondary Education Act of 1965) provides assistance to local school districts with concentrations of children residing on Indian lands, military installations, low-income housing properties, or other federal properties and, to a lesser extent, concentrations of children whose parents are employed by the military or whose parents are employed on eligible federal properties.

Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts. These districts may use the funds in whatever manner they choose in accordance with their local and state requirements. The official Navy position for Impact Aid is that it is a U.S. Department of Education program and responsibility. A commander's role is to inform his or her military community on the importance of participating in the annual census conducted by school districts.

## 1.4 Department of Defense (DoD) Impact Aid Programs

In 1991, Congress began supplementing local educational agencies (LEAs) which are heavily impacted by the presence of military or DoD civilian dependent students through DoD authorizations and an appropriations bill. This bill created two programs *Assistance to Schools with Significant Numbers of Military Dependent Students* (also called DoD Impact Aid) and *DoD Impact Aid for Children with Severe Disabilities*.

The Department of Defense Education Activity (DoDEA) administers the DoD Impact Aid Programs for DoD and coordinates with other government agencies to disburse payments to the eligible LEAs. All data is collected and given to DoDEA by the Department of Education. The data received from Department of Education is used to determine the eligibility for DoD Impact Aid. The amount of aid provided is determined using a previous year's statistics. The DoD

Impact Aid provides financial assistance to LEAs which meet the eligibility criteria. This criteria is based on a percentage of military or civilian dependent students in average daily attendance in their schools, as reported on their Federal Impact Aid application for the preceding year.

## **1.5 DoD Impact Aid for Children with Severe Disabilities Program**

The *DoD Impact Aid for Children with Severe Disabilities Program* (CWSD) is available to any LEA which has at least two military dependent children with severe disabilities which meet certain special education cost criteria. DoD works with LEAs and the Department of Education to clarify or resolve any funding or disbursement eligibility issues.

LEAs which meet the minimum criteria of having at least two military dependent children with disabilities will be contacted by the office of the Deputy Under Secretary of Defense (Military Community and Family Policy) and invited to apply for the CWSD. However, to actually qualify and receive a payment, the LEA must:

- Serve two or more children with disabilities with costs incurred in providing a free and appropriate education (FAPE) to each child
- Make payments only on behalf of children whose individual educational or related services cost exceeds either
  - Five times the national or state average per pupil expenditure (whichever is lower) for a special education (SPED) program outside of the boundaries of the school district of the LEA that pays for the FAPE of the student or
  - Three times the state average per pupil expenditure for a SPED program offered by the LEA or within the boundaries of the school district served by the LEA.

## **1.6 Department of Defense Education Activity (DoDEA) Educational Partnership Initiative**

Service members often select orders based on the availability of quality educational opportunities for their children. The ongoing relocation of thousands of military students through force structure changes has created an urgent need and responsibility to enrich and expand partnerships with military-connected communities. The Department of Defense selected DoDEA to champion quality education for all military children through the establishment of the Educational Partnership Initiative.

The initiative authorizes DoDEA to not only share expertise and experience, but also to use funds to provide programs for the approximately 90% of military students who do not attend DoDEA Schools. These resources may include, but are not limited to, the following:

- Academic strategies
- Curriculum development
- Teacher training resources and materials
- Virtual and distance learning access
- **Support for practices which minimize the impact of transition and deployment.**

## 1.7 Individuals with Disabilities Education Improvement Act (IDEA)

Individuals with Disabilities Education Improvement Act (IDEA) is a federal law that guarantees all eligible children with disabilities between the ages of 3 and 21 (or until the child graduates) the right to a free appropriate public education (FAPE) designed to meet their individual needs. Part C of IDEA provides services, education, and support for children birth through 2 who have a disability or delay. Where applicable, the SLOs should be familiar with the resources available from the local education agencies, DoDEA schools, FFSPs, the EFMP, CYP, and other agencies supporting students with disabilities.

## 1.8 Interstate Compact on Educational Opportunity for Military Children

The Council of State Governments (CSG), in cooperation with the U.S. Department of Defense Office of Personnel and Readiness drafted a new interstate compact which addresses the educational transition issues of children of military families. Since July 2006, CSG has worked with a variety of federal, state, and local officials as well as national stakeholder organizations representing education groups and military families to create the new interstate agreement. While the compact is not exhaustive in its coverage, it does address the key issues encountered by military families: eligibility, enrollment, grade placement, inclusion in extracurricular activities, and graduation. In addition, the compact provides for a detailed governance structure at both the state and national levels with built-in enforcement and compliance mechanisms. A current listing of states adopting the compact can be found at [www.csg.org/programs/ncic/EducatingMilitaryChildrenCompact.aspx](http://www.csg.org/programs/ncic/EducatingMilitaryChildrenCompact.aspx).

The Interstate Compact on Educational Opportunity for Military Children is a great tool to help Navy families resolve educational issues. However, SLOs should encourage military families to

resolve issues at the lowest possible level. When school and district resources have been exhausted, a military family may wish to pursue resolving an issue at the state level with proper guidance provided by the installation's Commander.

The new compact applies to the children of:

- Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders
- Members or veterans of the uniformed services who are severely injured, medically discharged, or retired for a period not to exceed one year
- Members of the uniformed services who die on active duty for a period not to exceed one year after death.

## National Coordination

- **Interstate Commission:** The governing body of the new interstate compact is comprised of representatives from each member state as well as various ex-officio members representing impacted stakeholder groups. The Interstate Commission will provide general oversight of the agreement, create and enforce rules governing the compact's operation, and promote training and compliance with the compact's requirements. Each state will be allowed one vote on compact matters, and the Commission will maintain a variety of policy and operations committees. Rather than states operating under an interstate agreement without any national coordination, the Interstate Commission will provide the venue for resolving interstate issues and disputes.
- **Rulemaking:** The Interstate Commission through its member states will draft and enforce rules for the operation of the compact. The compact is basic in its scope and intent. The rules and rulemaking process, therefore, must remain dynamic to respond to changing issues without rewriting the compact.
- **Enforcement:** The Interstate Commission will also have the ability to enforce the provisions of the compact and its rules for states and school districts. With enforcement capacity, the compact can require states and districts to comply with its provisions to ensure the rights of military children.

## 2. Secondary Education Transition Study (SETS) Memorandum of Agreement

The Army-contracted Military Child Education Coalition (MCEC) Secondary Education Transition Study Memorandum of Agreement (SETS) Study published in 2001 established a MOA for participating school systems to adopt reciprocal policies and practices to help level the

playing field for transitioning military students. The agreement, between and among school systems, provides a common structure for information-sharing and venues for reciprocity.

The MOA is based on the nine guiding principals defined in the SETS Study. This agreement is between school systems, not between the Navy and the schools, and it is designed to provide a standard set of guidelines which are commonly understood by more than 300 school districts worldwide.

More than three hundred CONUS and OCONUS school systems have signed the MOA committing to developing and/or improving systems for making school transitions more consistent and predictable for military-connected mobile students. There are a number of Navy LEA's who are signatory to the SETS MOA. Therefore, completing a Local Action Plan which includes SETS findings is an option for local action planning at installations. The MOA and a complete list of school districts which are signatory can be found at: [www.militarychild.org](http://www.militarychild.org).

### 3. Navy-Wide Programs

A summary of Navy programs related to children, youth, and families is provided next.

#### 3.1 Child and Youth Programs

Navy CYP are recognized as providing some of the highest quality care and educational and recreational programs for children and youth in the nation. Teams of caring, knowledgeable professionals plan developmentally appropriate programs which are responsive to the unique needs, abilities, and interest of the children. Staff members foster a sense of independence, trust, and responsibility within each child through understanding and respectful interactions. Likewise, through the development of positive relationships these programs respect and support the ideals, cultures, and values of families in their task of nurturing children and youth. Developmental child care and youth recreational programs are available to all active duty military, activated reservists and guardsmen, DoD civilian personnel, and Department of Defense contractors. Youth recreational programs are also available to military retirees and DoD civilian retirees.

The primary CYPs include the following:

- **Child Development Centers (CDC):** These provide quality child development programs for children ages six weeks to five years in centers worldwide. Navy CDCs are accredited by the National Association for the Education of Young Children (NAEYC).
- **Child Development Homes (CDH):** CDHs offer quality care in a home environment for children ages four weeks to twelve years. Flexible hours, 24/7 care, low child-to-adult ratios,

and convenient locations make this a viable option for families whose “normal” workday is anything but normal. CDH providers are certified by the Department of Defense, applicable state licensing agencies, and are currently become accredited by with the National Association for Family Child Care (NAFCC).

- **School-Age Care (SAC):** Military-associated children in Kindergarten through 6<sup>th</sup> grade, ages six to twelve years, are provided before and after-school programs and camps. Navy before- and after-school programs are accredited with the Council on Accreditation (COA).
- **Child and Youth Education Services (CYES):** The SLO helps schools and installations respond to educational issues related to transition and deployment.

## 3.2 Youth and Teen Programs

A variety of programs offer developmental and recreational activities which provide a safe place to learn and grow for children in grades K - 12. Program elements include the following:

- Health, sports, and fitness
- Leisure activities
- Computer labs
- Instructional classes including, but not limited to, financial management and job readiness.

CYP offers these programs through national contracts with the Boys and Girls Clubs of America (BGCA) and 4-H Club and homework assistance.

## 3.3 Tutoring

A tutor is an individual who volunteers or is privately hired to provide remediation services for a student or small group of students. Some tutors may provide more advanced material for exceptionally capable and highly motivated students or provide support for students being homeschooled.

For the Navy CYPs and the families they serve, there are a number of tutoring options:

- **Tutor/Mentor:** An instructor teaches a specific educational subject or skill to an individual (school or CYP centered based).
- **Academic Coach:** Coaches help students discover how they best learn and how to operate in an academic environment. They assist learners to achieve organizational, test-taking, and study skills.
- **Peer Tutoring:** Students assist other students at the same or within close proximity of age or grade level.

- **Online Tutoring:** Students may receive online help which is either scheduled or on-demand. A website is available to assist students to learn skills or maintain skills.

## **4. Fleet and Family Support Programs**

FFSP personnel will become a frequent referral source for the SLO. In fact, in many locations, the staff from the FFSP already has a strong working relationship with local schools and other support organizations that the SLO can join as well.

FFSPs offer comprehensive, family-focused services to military members and their families. The professional and highly trained staff of the FFSP offers a wide variety of services to enhance individual and family skills with the ultimate goal of supporting Navy mission and readiness.

FFSPs include the following programs.

### **4.1 Deployment Support Programs**

Deployment Support Programs address the specific concerns and needs of service members and their families faced with extended separation. The goal of Deployment Support Programs is to increase individual and family morale, unit cohesion, and operational readiness by keeping military service members at their place of duty and functioning well during deployments. These services are offered through a variety of programs and are typically categorized as Pre-Deployment, Mid-Deployment and Post-Deployment. In addition, FFSPs provide support to service members and families of service members who are individually deployed, through the Individual Deployment Support Services (IDSS).

### **4.2 Relocation Assistance Program (RAP)**

Relocation is a distinct characteristic of the Navy lifestyle as service members and their families move on average every three years. Relocation Assistance services provide the following: Welcome Aboard packets, financial preparation seminars, relocation resources, hospitality kits, and lending locker items. In addition, the Relocation Assistance Program supports the Command Sponsor and Indoctrination Program as well the EFMP.

### **4.3 Counseling Services**

FFSPs are staffed with licensed counselors who focus on problem-solving skills, reducing stress levels, and developing lifetime solutions. Services include individual, marriage, and family counseling, child counseling, and therapeutic group counseling.

## **4.4 New Parent Support Home Visitation**

This program is in place to help service members and their spouses adjust to the rigorous demands of parenthood. Services include home visitations, parent education, prenatal and postnatal care, and information and referral.

## **4.5 Family Advocacy Program (FAP)**

Implemented to provide continuous efforts to reduce and eliminate child and spousal abuse, the goals of the program include prevention, victim safety, offender accountability, rehabilitative education and counseling, and community accountability. Each command has an appointed officer or senior enlisted who serves as the FAP POC (point of contact) to liaison with local FFSP staff and coordinate the command's family violence prevention efforts. Services through FAP include case management, intervention and treatment, prevention and awareness education/training, and victim advocacy.

## **4.6 Personal Financial Management**

Sound personal financial management provides freedom of choice for Sailors and their family members. Through information and referral, education and training, and financial counseling, the Navy's Personal Financial Management program addresses the Navy's need to keep personnel focused on mission readiness. Assistance is available on topics such as military pay and allowances, credit and debt management, car buying, savings and investing, consumer awareness, housing, and planning for retirement.

## **4.7 Family Employment Readiness Program (FERP)**

The philosophy of FERP is to enable family members who desire to maintain a satisfying career to do so, utilizing a long-term and career-oriented perspective. FERP will provide employment, education, and volunteer information to family members as well as clients to assist with career planning. In addition, clients will develop job search skills and be connected with employment-related networks. Services offered through FERP include a self-help employment resource center, information and referrals, career counseling/coaching, workshops, employer/resource development, and job fairs.

## **4.8 Life Skills**

The FFSP provides a variety of psycho-educational programs to help service members and their families gain knowledge and develop new skills that will enhance self-esteem and interpersonal

relations. Programs include parenting classes, information and referrals, couple's communication, stress and anger management, and family violence prevention education.

## **4.9 Transition Assistance Program (TAP)**

The Transition Assistance Management Program is a congressionally-mandated program to assist Sailors transitioning out of the military and into civilian life. Four broad categories of services are offered to transitioning Sailors include:

- Pre-separation counseling
- Benefits and financial information
- Employment assistance
- Relocation assistance.

## **4.10 Sexual Assault Victim Intervention (SAVI)**

Staff from the SAVI program respond to and support victims of sexual assault. The Sexual Assault Response Coordinator (SARC) serves as the program manager for sexual assault prevention and response including case management and maintaining files. In addition, the SARC will train, supervise, and support volunteer Victim Advocates.

## **4.11 Ombudsman Program**

The Navy's philosophy of developing healthy, self-reliant families is epitomized through the Ombudsman Program. An Ombudsman is a volunteer appointed by the command and trained by the FFSC. The Ombudsman represents the interests of and reports to the Commanding Officer, who maintains ownership of the command Ombudsman program. The FFSC's role in the Ombudsman program is one of support, coordination, and training for the appointed Ombudsman as well as to provide administrative/logistical assistance for Ombudsman related activities and functions.

## **4.12 Exceptional Family Member Program (EFMP)**

The Navy's EFMP is designed to assist Sailors in addressing the special needs of their exceptional family members during the duty assignment process. Special needs include any medical, dental, mental health, and developmental or educational requirements. Additionally, the need for wheelchair accessibility, adaptive equipment, or assistive technology devices and services may qualify a military family for these services. SECNAVINST 1754.5B governs the EFMP.

The primary function of the EFMP is to ensure that service members do not transfer to a new duty station where family member's special needs cannot be met. The Navy EFMP coordinators serve both personnel and family support functions with an emphasis on the personnel function. These coordinators are typically located at both the FFSPs and the installation medical treatment facility. Both of these EFMP coordinators can assist military families with the enrollment process. The SLO should network with the local EFMP coordinators to obtain current information about EFMP processes and procedures regarding enrollment of military family members.

EFMP enrollment information enables appropriate Navy personnel to proactively consider a family member's special need requirements during the duty assignment process. Successful implementation of this program requires up-to-date enrollment information and extensive coordination among the command, medical staff, and educational communities at the current and newly assigned duty stations.

## Enrollment Criteria

All active duty sponsors who have family members with special needs must enroll. Family members enrolled in the EFMP must meet the following criteria:

- Diagnosed with a long term or chronic medical, psychological, or educational requirement
- Enrolled in Defense Enrollment Eligibility Reporting System (DEERS)
- Reside with sponsor (unless receiving inpatient care or living in an educational or confined setting).

## EFMP Enrollment Forms

Military sponsors must complete the following sections of the Exceptional Family Member Medical and Educational Summary (DD Form 2792). The completed form must have the medical summary reviewed and signed by an EFMP Coordinator.

- Personal note and/or additional information may be included.
- Medical summary should be completed and signed by medical provider (military or civilian).
- Signed functional and medical summary must be included for dependent children ages 3-18.
  - ADDENDUM 1: Asthma/ Reactive Airway Disease Summary
  - ADDENDUM 1: Mental Health Summary

Additionally, the EFM Special Education/Early Intervention Summary (DD Form 2792-1) must be completed and signed by a school official or early intervention provider *not* the SLO. The summary must be accompanied by a legible copy of the current IEP that has been developed between the parents and the local education agency to identify the academic and/or physical

interventions needed by a special needs student. The DD Form 2792-1 may be accompanied by an Individualized Family Service Plan (required under Part C of IDEA) which provides for family support services, nutrition services, and case management. A letter or report from the school or early intervention provider may also be included.

Sailors may be reluctant to enroll because of misconceptions that EFMP enrollment may limit duty assignments and career advancement or preclude family members from accompanying them to a new duty station. Generally, these negative perceptions are not supported by fact. The SLO may encounter families whose personal experiences are to the contrary. Every effort is made to ensure that Sailors enrolled in the EFMP receive equal consideration for accompanied assignments and for promotions.

Navy EFMP references include the following:

- P.L. 94-142, Individuals with Disabilities Education Act
- DOD Instruction 1342.12, Provision of Early Intervention and Special Education Services to Eligible DOD Dependents, Apr 05
- DOD Instruction 1315.19, Authorizing Special Needs Family Members Travel overseas at Government Expense, Dec 05
- SECNAVINST 1754.5B
- OPNAVINST 1300.14C
- MILPERSMAN 1300-302 and 304
- BUMEDINST 1300.2A.

## VI. School Transition Services

Preparing local military families for a move to a new duty station and being ready for new military families when they arrive in a service area are critical components of the SLO's duties. A successful CYES program connects all Navy programs world-wide from installation to installation as well as with all branches of service. As joint-basing expands, Navy families may find themselves stationed at Army, Air Force, or Marine Corps installations. The agreement among the military services is that regardless of branch, all families will receive the same level of educational support.

Sailors may deploy onboard a ship or submarine. They may serve at sea or on shore or in the air. An entire command may deploy or only a subset of the command, called a squadron or detachment. Sailors may be called upon to support other branches of service, as units or as individuals. An individual Sailor selected to support other branches of service is referred to as an Individual Augmentee (IA) or a Global War on Terror Support Assignment (GSA) based on the type of orders he or she receives. These unique assignments are often longer than the traditional six month Navy deployment. As a result, these Navy families may require additional supports. As more and more reservists and National Guardsmen have been mobilized (called to active duty service and/or deployed), the SLO may be called upon to assist those families as well.

The SLO's goal is to ensure a system that creates a "smooth take-off and soft landing" for military families relocating during a Permanent Change of Station (PCS). The transition services that the SLO can provide to military families during the PCS include the following pre-relocation, mid-relocation, and post-relocation activities. Leadership engagement, at all levels, is imperative along with partnerships and collaborative planning between communities, school systems, and the installation. This shared responsibility requires face-to-face interaction to develop *Ready Communities* to achieve successful transitions for military children.

### 1. Ready Communities

A *Ready Community* is a community prepared to seamlessly send and/or receive military-connected students. By dedicating themselves to addressing critical partnership components and developing multimedia/web-based systems links, Ready Communities are able to offer:

- Available local action plan
- A coordinated system for effective information sharing
- Quality school and youth programs.

## 2. Pre-Relocation Activities

During this phase of the relocation process, the SLO should establish the structures necessary to address educational issues that may arise for the military family during the PCS. Effective planning is critical because it is the basis for the success of the family's transition. As part of the planning process, the SLO should consider:

- Becoming familiar with the challenges associated with relocation and transitioning into new schools for children of military families
- Establishing partnerships with schools and communities
- Providing accurate and timely information to all stakeholders
- Establishing a STRT to address transition issues.

After considering the above, answering the following questions may provide SLO program guidance. Additionally, the SLO should determine what of this information is or is not available on-line to parents. After determining the availability and trustworthiness of this on-line information, the SLO should feel comfortable in referring military families to state and local education websites.

### 2.1 School Availability

- What schools are in the area? Are they listed on the installation's website?
- What types of schooling options are available? (public, private, magnet schools, Department of Defense, charter, homeschools, virtual schools, etc.)
- Which schools do students living on the installation attend?
- Which schools do students living off the installation attend?
- What are the attendance boundaries for these schools?
- What are the school choice options provided by the district?
- Does the district have open enrollment or other enrollment options?
- Are standardized test scores available for the schools?

### 2.2 Registration Requirements

- What is the procedure for registering?
- What documents are necessary?
- What are the health regulations and immunization requirements?
- What is the age for entering school?
- What is the process for enrolling a child in special programs such as Gifted and Talented, Special Education, or English for Speakers of Other Languages (ESOL)?

## 2.3 School Calendar

- What are the start and end dates of the school year?
- What time does school begin and end for elementary, middle and high schools?
- Does the district provide a calendar or a list of dates for important events? Where can it be found?
- What types of scheduling options are available at the secondary levels? (teaming, block scheduling, or a traditional 6 or 7 period day)

## 2.4 Extracurricular Activities

- What extracurricular activities are available for students in grades K – 12?
- Are there special eligibility requirements for participation?
- Are military children relocating after tryouts eligible for participation?

## 2.5 Testing

- Does the district require an exit exam? At what grades?
- Does the state require an exit exam?
- Does the state have standardized test requirements?

## 2.6 Course and Graduation Requirements

- What are district high school graduation requirements?
- Do state and district graduation requirements differ?
- How does a family learn if the school will accept course credit from previous schools?
- What are course options and eligibility requirements for advanced study programs such as Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), Dual Enrollment (DE), and International Baccalaureate (IB)?

## 2.7 Before- and After- School Programs

- Does the school provide before- and after-school programs?
- Does the installation provide before- and after-school programs?
- Is there a cost associated with either of these programs?

## 2.8 Temporary Housing

- Where does a child go to school while a family is living in temporary housing?
- May a child attend his/her future school while a family is living in temporary housing?

## 2.9 Transportation

- Does the district provide transportation to all area schools?
- Is transportation available for magnet and/or after-school activities?
- Are bus routes provided on the district's website? If not, where can a parent find them?

## 3. Relocation Activities

During this phase of the relocation process, the provision of accurate and timely information remains critical. The SLO should:

- Ensure the smooth transition of school-age military children
- Strengthen partnerships with schools
- Promote two-way communication with all stakeholders.

### 3.1 Educational Options: School Types

Studies have shown that many service members are accepting, rejecting, or requesting other assignments based on the educational opportunities available for their children at proposed duty stations. Although state governments (legislature) and state Departments of Education provide oversight to local educational agencies, the specific implementation of state regulations are interpreted locally. Local districts may decide to exceed state standards in determining local educational policies but may not provide less than the state requires.

Since school districts interpret state regulations differently, it is important to investigate what school options are available from district to district and from school to school. These options allow parents to select the best school setting for the child. All students have different learning styles and needs. Children within the same family may not learn in the same way or at the same rate. Finding the right educational setting for each child requires a careful examination of various options that are available to students and their families.

#### Public Schools

District schools provide a free, public education for all students who reside within the boundaries of the district, including students with disabilities. Teachers must be certified by the state. A board of education, either elected or appointed, oversees the budget and policies of the schools in their district. Transportation may or may not be available based on state education laws.

## **Magnet Schools**

Magnet schools are public schools with a college-preparatory academic focus or a focus on unique programs in areas such as science, performing arts, world languages, or International Baccalaureate (IB). Magnet schools are operated by local districts or regional centers or under an agreement between school districts who share policy and curriculum decisions for the school. Schools may limit the number of students who may attend magnet schools and may use a predetermined method to select students if there are more applications than spaces available. Although students may not be denied enrollment because of race, religion, economic status, or disability, students must meet eligibility criteria for a particular program. Teachers must be certified by the state. Transportation is usually provided by the local school district.

## **Career Technology Centers**

Career technology centers are provided by the school district for students who have an interest in receiving specific vocational or technical training. Students who complete a vocational/technical training program either by demonstrating mastery of the objectives in the program or meeting the state-approved occupational completion points are frequently awarded a career certificate of competency. Contact local school counselors and district vocational staff to determine which training is offered in a particular district. Teachers are required to fulfill state requirements for certification which may include regular certification or special certification resulting from training/experience in the areas taught. Transportation is usually provided by the district.

## **Charter Schools**

Charter schools are public, nonsectarian schools which aim to provide educational innovations while improving academic achievement. These schools typically focus on an area of instruction such as specializing in the teaching of mathematics and science or working with students who are considered “at-risk.” In addition to admitting students who meet the eligibility requirements set for them in the charter document, charter schools are required by federal law to provide for student with disabilities. They operate as a not-for-profit corporation with governance dictated by state regulation. Teachers may or may not be expected to meet the state’s certification requirements. Transportation may be provided by the public school district.

## **Private Secular Schools**

Secular schools are private schools without a religious affiliation. These schools may offer a traditional education which centers on preparation for college, a focus on a particular philosophy, or a specific approach to learning. Tuition costs vary widely. Students must apply to attend the school and entrance or placement exams may also be required. Teachers may or may not be

required to hold state certification, but they may hold a variety of degrees and certifications. Transportation may be included in the cost of tuition or may be a separate charge.

## **Parochial Schools**

Parochial schools are private schools which a specific religious belief based on the denomination or faith espoused by the governing board. Often religious schools have open enrollment and do not require students to be members of the faith or denomination. They do require that students abide by the rules established by the school leadership which may require coursework in religious studies or attendance at religious worship services. Students must apply to attend the school and entrance or placement exams may be required. Private religious schools can refuse admission to any student or dismiss a student after enrollment for an infraction of the rules. Teachers may or may not be expected to meet state certification requirements; however, they may hold a variety of degrees and certifications. Tuition costs vary widely. Transportation may be included in the cost of tuition or may be a separate charge.

## **Virtual Schools**

Virtual schools (e-learning, distance learning, or online schools) serve secondary students around the world; however, these schools may sometimes serve students in K – 12. They may be public schools which offer free coursework to students residing in a particular state or private schools requiring tuition. Access to virtual schools is available to students enrolled in public schools, private schools, and homeschools. Homeschoolers frequently take advantage of distance learning as it provides a variety of custom solutions to their educational needs. Virtual learning allows students to progress at their own rate, take courses while homebound with an illness, accelerate to a curricular level not offered by the school district, and move around the world without losing course credits or time in school. There may be costs associated with virtual coursework, but some states and districts pay for virtual school to accommodate the learning needs of their students. Contact local school counselors or district guidance staff to determine how virtual schooling is accommodated in a particular district.

## **Homeschooling**

Homeschooling is one of the many educational choices available for military families. The big difference between homeschooling and the other school options is that the family chooses the type of educational experience it desires. That choice can range from a purchased curriculum, to a custom-tailored learning situation to fulfill specified credit areas, to an apprenticeship, or to correspondence courses in specialized areas. The choice depends upon the family's interests and abilities, unique needs, areas of expertise, or special situations such as living overseas. How a family approaches home education is decided at the most basic level, by the individuals in a

family. Not only can schooling be tailored to specific interests, but family tradition or religion can be fully integrated into the education.

Because so many homeschooling options are now available, it is incumbent upon the SLO to recommend parents research this option carefully to determine curriculum, cost, textbook availability, and state testing requirements. An excellent resource is found at [www.militaryhomeschoolers.com](http://www.militaryhomeschoolers.com) which explains the questions raised here and also contains links to state legislative statues for specific state legislation governing homeschooling. Since the military has no requirements or jurisdiction over homeschooled children's education, all requirements for homeschoolers which have been established by state courts or enacted by state legislatures apply to the military homeschool families. Also see Chapter 10 in this guide.

## **Military Homeschooling**

More and more military and Department of Defense (DoD) civilian families are turning to this educational alternate while stationed overseas. Even though all states have mandatory school attendance laws, the children of U.S. military and DoD civilian personnel are not subject to these laws when living overseas. Nor are the children subject to mandatory attendance laws in foreign countries because of the NATO Status of Forces Agreement (SOFA). Therefore, the SLO's servicing military families outside the United States need to work closely with the installations' commanders to insure appropriate educational support is offered to homeschooling families.

## **3.2 Educational Options: School Choice**

Understanding expanded school choice is essential to selecting the best type of school setting for a child. The *No Child Left Behind Act* has given parents additional options when considering how to educate their children.

Here are some resources to help military parents make informed choices:

- Choosing a School for your Child is a publication of the U.S. Department of Education. [www.ed.gov/parents/schools/find/choose/index.html](http://www.ed.gov/parents/schools/find/choose/index.html) offers a series of checklists and pertinent questions to assist parents in making schooling choices.
- The National School Boards Association website outlines education laws and policies for each state. It can be found at <http://www.nsba.org/site/index.asp>.
- Military OneSource is a useful resource for obtaining information on schools. Users can access the service toll free from the United States at 1- (800) 342-9647 or from overseas at 1-800-3429-6477 or access the service for a charge from overseas at 1-484-530-5908. In addition, their website at [www.militaryonesource.com](http://www.militaryonesource.com) offers information on school choice issues.

## **4. Local School Advisory Councils**

Guidance for local education agencies, including private, public, and DoDEA schools, is sometimes provided by advisory councils which review school activities and make recommendations about policies, procedures, and practices. These councils are typically comprised of district leadership, parents, community leaders, education support employees, teachers, and students who represent the ethnic, racial, and economic community served by the school. The name and design of these advisory councils may vary from state to state and district to district.

It is the responsibility of the SLO to understand how such local councils operate and to determine what role, if any, he or she might play as the military representative to the local education agency and the commander's subject matter expert. Attendance at these council meetings allows the SLO a forum to share issues impacting military school-aged and should result in the SLO reporting to command leadership how local school- or district-wide issues may impact military families, children, the installation and/or the community.

### **4.1 District Advisory Council (DAC)**

Attendance at a District Advisory Council (DAC) is an opportunity to enhance communication among the superintendent, district staff, the community, and the local school. This council is composed of the superintendent and a representative from each area of the district. The members of the council report to and/or advise the superintendent on district-wide issues which impact schools and families. While local school board members may attend, they do not participate in the business of this council unless the DAC has offered them that opportunity.

### **4.2 School Advisory Council (SAC)**

The School Advisory Council (SAC) is composed of locally elected parents and full-time professional school employees and may include a senior high school student if the SAC serves a high school. The SAC advises its school principal on all local school-related matters, including budget, educational programs, resources, services, and policies. The responsibility of the SAC is to provide membership an opportunity to participate in the development of educational priorities, assessment of a school's needs, and identification of local resources.

### **4.3 Parent-Teacher Advisory (PTA) Council**

The purpose the Parent-Teacher Advisory Council is to serve as a medium through which PTAs of an area can collaborate to resolve issues, coordinate resources for large-scale projects, and

provide solutions to community-wide programs affecting children and youth. The council channels communication by relaying information, instruction, and news from the state and national PTAs to local PTA units.

## **5. Department of Defense Schools**

The Department of Defense Education Activity runs two school systems for children of American military families. The Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) are located in the United States and its territories and the other is the Department of Defense Dependent Schools (DoDDS) in foreign countries. All schools are accredited and are academically competitive with public school systems in the United States.

Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) provide comprehensive educational programs on military installations located in seven states, Guam, and Puerto Rico. Military students who do not live on military installations usually attend the local schools or use other schooling options. The exception is military students living in Guam and Puerto Rico. DDESS schools do not provide all grade levels at every location. Where the grade level program is not offered, students of military families living on military installations may attend schools operated by local school districts, homeschool, or choose virtual school options. Department of Defense Dependent Schools (DoDDS) operate in 13 foreign countries in the Pacific and Europe. For more information go to <http://www.dodea.edu>.

## **6. DoDEA and DDESS Advisory Councils**

Advisory councils for the Department of Defense schools are summarized below.

### **6.1 Dependents Education Council (DEC)**

The Dependents Education Council (DEC) reports to the Principal Deputy Under Secretary of Defense for Force Management Policy. Members include general or flag officers representing the commanders of unified combatant commands, major service commands, and the military services. Council members make recommendations on policy matters relating to facilities, logistics, and administrative support. These recommendations are provided to Department of Defense Dependents Schools (DoDDS) by the military services.

### **6.2 Advisory Council on Dependents Education (ACDE)**

The Advisory Council on Dependents Education (ACDE) makes program and practice recommendations to the Secretary of Defense and the DoDEA Director to ensure a quality educational system for military dependents. Members of the council represent civilian and

military leadership including, but not limited to, flag officers, representatives of education institutions and agencies, professional employee organizations, parents of DoDDS students, and one DoDDS student.

### **6.3 European Schools Council (ESC)**

The European Schools Council (ESC) is composed of European Command (EUCOM), Army, Air Force, Marine Corps, and Navy representatives. The council works with subordinate command representatives to develop programs for improving dependents' education and recommend helpful initiatives. It is co-chaired by the Chief of Staff for EUCOM, and the Director of DoDDS-Europe.

### **6.4 Area Advisory Council (AAC)**

There are two separate Area Advisory Councils (AAC) which advise the DoDDS-Europe Director and DoDDS-Pacific Director on educational and logistical issues affecting dependents' education in their respective geographical areas. These councils are comprised of representatives from military commands, parents, educational and civic organizations. *The AAC provides a formal channel of communication between the directors and representative members of their respective constituencies.*

## **7. School Programs**

School programs, including advanced studies programs and special education, as well as special education policy, are outlined next.

### **7.1 Advanced Studies Programs**

Several articulated programs which allow students to earn college credit for courses taken in high school are available at secondary schools throughout the U.S. and abroad. During a school's course registration process, students in or entering high school and their parents are provided opportunities to learn of the benefits of the articulated accelerated programs offered in their school and throughout the school district. The programs may shorten the time required to earn a high school diploma, broaden academic options, or increase the depth of study for a particular course.

## **Advanced International Certificate of Education (AICE) Program**

This international, pre-university curriculum and examination system, which is administered by the University of Cambridge Local Examinations Syndicate, emphasizes the value of broad and balanced study for academically talented students. The AICE curriculum includes the completion of six AICE courses and taking the examinations for each with at least one course and examination being from each of the three subject areas: Mathematics & Sciences, Languages, and Arts & Humanities. The AICE Diploma at Distinction, Merit, or Pass level will be awarded upon successfully passing a total of six AICE examinations. As with AP, dual enrollment, and IB programs, students completing AICE courses and exams are eligible for postsecondary education credits. Students are usually guaranteed a minimum number of credits at public community colleges and universities by individual states for examination scores that are at or above the level specified by the state's department of education.

## **Advanced Placement (AP) Program**

Administered by the College Board, the AP program is a nationwide program of 30 college-level courses and exams. A variety of these courses are offered at high school level and through some online high schools as well. Courses can be taken during high school. Students earning a qualifying grade on an AP exam can earn college credit and/or advanced course placement for their efforts. Most postsecondary institutions grant college credit for AP exams with a score of 3 or higher.

## **Dual Enrollment Program**

This program allows high school students to simultaneously earn college or career credit toward a postsecondary diploma, certificate, or degree at a postsecondary institution and credit toward a high school diploma. Dual Enrollment courses may be offered before, during, or after school or during the summer either at the high school or at the college.

## **Early Admission Program**

Early admission is a form of dual enrollment in which high school students enroll in college courses on a full-time basis on a college campus. A student who meets the conditions of an early admission program may be eligible for graduation when state and district graduation requirements are met. Individuals interested in early admission should check with the district's guidance department and the postsecondary institution they wish to attend.

## **International Baccalaureate (IB) Program**

The IB Diploma program, administered by the IB Office, is a rigorous, pre-university course of study, leading to internationally standardized exams. The program is designed as a comprehensive two-year curriculum which allows its graduates to fulfill requirements of many different nations' educational systems. The requirements for the IB curriculum include completion of an extended essay and a 150-hour creative, action, and service (CAS) project. An IB Diploma will be awarded upon successful completion of IB exams, theory of knowledge, extended essay, and CAS. As with the AP and dual enrollment programs, students completing IB courses and exams are eligible for postsecondary education credits. The award of credit is based on scores achieved on the IB exams. Students can earn up to 30 postsecondary semester credits by participating in this program at the high school level.

### **7.2 Special Education**

In order to assess the needs and the level of assistance the SLO can offer to families of special needs children, it is important to have a broad knowledge base of special education services and the changes which have occurred in special education over time. There has been a history of life events, court cases, and changes in education which have impacted special education over time. Specifically, the education of children with different styles of learning and special needs has evolved from a time when there were no regulations at all in place for their education to current federal and state laws and regulations that govern educational practices of today.

Most of the changes can be attributed to one or all of the three laws. It is important to be familiar with the laws in order to explain them to area commanders or the parents to assist them in being informed advocates for their children. These laws are the foundation of the positive changes which are listed below.

### **7.3 Special Education Policy**

Key special education legislation is summarized below.

#### **Elementary and Secondary Education Act of 1965 (ESEA)**

This law provided a comprehensive plan for re-addressing the inequality of educational opportunity for economically underprivileged children. It became the statutory basis upon which early special education legislation was drafted. This act is periodically reviewed and is currently known as *No Child Left Behind Act*.

## **Education for All Handicapped Children Act of 1975**

Enacted by President Gerald Ford, this law mandated a free appropriate public education (FAPE) for all children with disabilities, ensured due process rights, and mandated Individualized Education Plans (IEP) and Least Restrictive Environments (LRE). This act was re-authorized in 1990 and 1997 when the law was renamed the Individuals with Disabilities Education Act (IDEA), and it legislated the delivery of services to millions of students previously denied access to an appropriate education.

## **Section 504 of the Rehabilitation Act of 1973**

This civil rights legislation was designed to eliminate discrimination on the basis of disability in any program or activity which receives federal funding. Section 504 guarantees the right to full participation and access to a free and appropriate public education (FAPE) to all children regardless of the nature of the disability.

All relevant information about federal laws regarding special education can be found in NCLB, IDEA, and Section 504. Although federal laws give guidelines and instruction as to what schools can and cannot do, they do not always define *how* schools can or should carry out those regulations. So, when a military family relocates to a new duty station and new school, related services, accommodations, and interventions may change. The basic rights afforded to the student enrolled in special education will not change as they are governed by federal law.

## **Gifted and Talented Programs**

Gifted and Talented students are defined as students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

Almost all decisions about gifted education are made at the state and local level. Although many school districts recognize that gifted and talented students are individuals with unique needs, state laws, local policies, and available funding vary widely, resulting in disparity of services between school districts and uneven protection for Gifted and Talented students under the law.

In many instances, gifted students must rely on a persistent parent, a responsive teacher, or an innovative school administrator to ensure that they are adequately challenged in the classroom.

The local school district or the State Department of Education is one of the best places to start for seeking specific information related to gifted education. In most cases, they will be the repository for education laws and policies, and they may have lists of public and private schools that serve

gifted students as well as designated personnel and website information specifically for gifted education.

## **English for Speakers of Other Languages (ESOL)**

This program, mandated by the Federal government, has as its mission the development of the English proficiency of students who are not native speakers of English. The goals of the program include enhancing the academic achievement of these students and providing professional development for school staffs to ensure the delivery of quality language instruction. ESOL services accomplish this by creating a supportive learning environment which values and builds on students' academic, linguistic, and cultural backgrounds. Based on assessment exam results, students are enrolled into district schools which can best develop the students' English language proficiency and academic skills. Therefore, some students may enroll in an ESOL center which provides instruction in the home language and English simultaneously, or other students may attend their neighborhood schools in an inclusion setting. The program's ultimate goal is to raise the students' oral and written proficiency to the point that they may participate in school-wide instructional programs to prepare them for postsecondary success.

## **8. Post-Relocation Activities**

The services of the SLO should continue well after military families have left an installation for a new duty station. Although a family may be in transit to or have arrived at the new duty station, the SLO may still need to assist the family in finalizing the move. For example, the family may require assistance in securing school records or may be moving to a location where a SLO is not currently available. Answering the following questions will provide guidance to the SLO to better assist the family.

### **8.1 SLO Availability**

- Has the family been provided with the contact information for the SLO at the new duty station?
- Is that SLO listed on the installation's website or maintained on a separate SLO website?

### **8.2 Records and Documentation**

- Prior to the family's departure, was the family made aware of the procedures for requesting official academic records? Special education records? Immunization records?
- Was the family made aware of the processes available for obtaining unofficial records? Hand carried (copies)? E-mailing? Faxes? Unofficial records may allow the receiving schools to

enroll students, establish temporary grade placement, and support the development of a secondary schedule.

- Was the family reminded to verify enrollment requirements for the new school?

### **8.3 Extra-curricular Activities**

- Did the parents or guardians check the availability of and eligibility requirements for participation in extra-curricular activities? Schedules for tryouts? Medical requirements?

### **8.4 Medical**

- Did the family set aside appropriate medical records to avoid being packed with household goods? Social Security cards? Birth certificates? Shot records? Proof of medical exams? Car insurance? Vehicle registration?
- Was the family made aware of the medical/ immunization requirements for the new school?

During this phase of the PCS, many military families find making important family decisions overwhelming. The sensitive and caring support of the SLO will prove invaluable. By providing educational connections, the SLO may be instrumental in relieving some of the pressures felt by families in transition.

## VII. Deployment Support

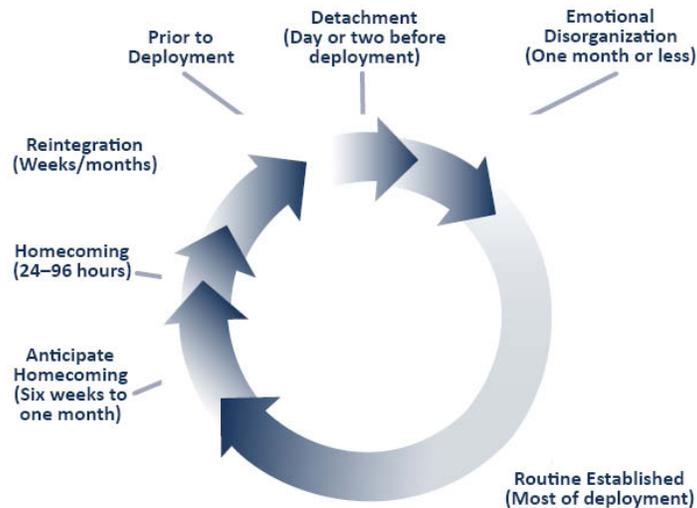
The mission of the Navy is to maintain, train, and equip combat-ready naval forces capable of winning wars, deterring aggression, and maintaining freedom of the seas. This mission which often takes Sailors away from their families for extended periods of six months or more is called a deployment.

The Department of Defense provides a wealth of programs and services to support service members and their families during these deployments. These programs include physical and mental health care, family, child and youth support services, recreation services, and low cost shopping. Most military families do not live on a military installation. They live in local communities, attend local schools and churches, participate in community events, and utilize community support services in addition to military services.

Ensuring the local school districts are prepared to support Navy families during deployments is a critical part of the SLO's mission, connecting installation deployment support to schools serving their installation. This is another case in which the SLO serves as the conduit and installation's primary point of contact working with local schools. Consequently, it is important for the SLO to develop working relationships with the appropriate agencies by building partnerships with school systems and internal Navy partners. It is equally important for the SLO to have a strong understanding of the deployment process and its impact on school-age children. The successful SLO will be able to build an outstanding school-based deployment support program.

### 1. Cycle of Deployment

Many service members and their families may have a wide range of emotional reactions to an extended separation due to deployment. While there is not a great deal of research on the validity of what is commonly known as *the cycle of deployment*, this term has been traditionally used to describe these emotional reactions commonly associated with military deployments.



## 1.1 Anticipation of Loss

Most Sailors and their families experience a sense of grief and loss at the impending separation which results from deployment. It is a time of tension and confusing emotions. Experienced Sailors and their families tend to delay thinking about an extended deployment until it is imminent and efforts must be made to prepare. On the other hand, families experiencing a first deployment may begin showing signs of emotional distress immediately after receiving orders for deployment.

- **Couples:** Partners may be angry and resentful of the increased hours the service member spends preparing for the deployment. Service members may feel guilty that they are leaving their families. Arguments and bickering are common. Although irritating, this marital conflict can be a useful way for a couple to distance themselves emotionally in preparation for the separation.
- **Children:** Parents must be sure to tell their children about the upcoming deployment and reassure children that they will be cared for in the Sailor's absence. The tension in the home can be very unsettling for the children.

## 1.2 Detachment and Withdrawal

In final days before deployment Sailors and their families may experience increased emotional distress. In many ways, this can be the most difficult time of the deployment. This is the time when a SLO should seek to understand the family's varied responses and provide quality support to guide them through the process toward a healthy resolution.

- **Couples:** Both partners stop sharing their thoughts and feelings with each other. This is a natural response as separation is imminent. Although physically together, they have separated emotionally. This can be especially difficult if the emotional separation is seen as rejection rather than as a reaction to trying circumstances. Often the non-deploying spouses think, “If you have to go, go!” And Sailors think, “Let’s get on with it!”
- **Children:** Children may be confused and upset with the deploying parent. Younger children may feel their behavior caused their parent to leave. Older children may confuse a deployment with divorce — after all that is what happens when a civilian friend’s parents are arguing, and one packs up their possessions, and leaves home.

### 1.3 Emotional Disorganization

Emotional disorganization is marked by the disruption of household routines and life patterns. This is the time period immediately after a service member deploys and can last for a period of up to six weeks or longer after departure.

- **Couples:** The non-deploying partner may feel an initial sense of relief followed by guilt. Many feel disorganized, depressed, or restless. Old routines have been disrupted and new ones are not yet established. They often feel overwhelmed as they face total responsibility for family affairs. A few may become stuck in this stage, which can cause problems throughout the remainder of the deployment and beyond. Service members often report feeling as if they are in a “daze.” They try to focus on the mission instead of their family
- **Children:** Children may show signs of emotional upset. School work may suffer. Behavior may regress. They take their cues from their caregiver who is often struggling emotionally during the beginning of an extended deployment.

### 1.4 Routine Established

At some point early in the deployment, new routines are established. These new routines provide the family members a way to more effectively deal with the absence of the service member. Often many of these routines will remain in place even after the deployment has ended.

- **Couples:** Spouses at home have begun to feel more comfortable with the reorganization of roles and responsibilities. Communication expectations are established. New sources of support and a new sense of independence and freedom are developed.
- **Children:** Children too, with time, settle into more comfortable and adaptive behavior.

## 1.5 Anticipation of Homecoming

Homecoming preparation begins at different times for those at home and those on deployment. While this may be an exciting for many families, for others it can be a time of great stress. Spouse and children may worry about decisions that were made during the deployment or how life might be rearranged when the Sailor returns.

- **Couples:** Approximately four to six weeks before the Sailor is due back, spouses who remained at home realize that they have not finished everything they had planned to accomplish during the separation. There is a feeling of joy and excitement in anticipation of being together again. Feelings of apprehension surface as well at the prospect of dealing with changes and decisions made during deployment begin to surface. Service members are excited and anxious, too, wondering if they will be accepted or needed by their families and if their children will remember them.
- **Children:** Younger children take their cues from their caregivers. Older children may share similar feelings as their parents. They will be excited, joyous, or may feel anxious if they believe they did not live up to their deployed parents' expectations.

## 1.6 Homecoming

Homecoming is an exciting event. Logistics, travel arrangements, and last minute planning are all focused on the Sailor's return from deployment.

- **Couples:** Couples may feel awkward, excited, and nervous. Interpersonal communication skills are rusty. Many feel a loss of freedom and independence now that they must make decisions as a partner again. Service members report that they often feel like strangers in their own homes. Couples often report the first few days after a deployment are like a honeymoon allowing the opportunity for a fresh start in all aspects of their relationship.
- **Children:** Homecoming is exciting, confusing, and can be tiring for children. Young children often reflect their parents' emotions. Just as parents need time to reestablish relationships, so do children. It is best for the returning parent to not initially make drastic changes to children's routines, rules, and responsibilities. For the first few days upon their deployed parent's return, children will likely go to the parent who has remained at home with them for permission, questions, and assistance.

## 1.7 Reintegration

The process of reestablishing important family relationships and household routines is known as reintegration. The length of time it takes for reintegration varies from family to family. With predictable and traditional deployment cycles, most service members and their families return to

a pre-deployment state of living within four to six weeks after homecoming. With the Global War on Terror, Individual Augmentees, and other unique assignments, many service members report that they do not feel fully reintegrated until they receive orders which allow for extended periods at home. In fact, some indicate they do not fully reintegrate until they leave the service!

- **Couples:** Spouses feel more relaxed and comfortable with each other. There is a renewed sense of being a couple and a family. They are back on the same track emotionally and can enjoy the warmth and closeness of being a couple again. Generally speaking, most families can return to a “normal” routine within a period of four to six weeks; however, there are many families who encounter unexpected difficulty during this time of the deployment cycle.
- **Children:** Young children may worry about when their military parent will have to leave again. Duty nights can be especially challenging. Older children are usually delighted that their family is reunited even though they may, at times, resent the discipline enforced by having two parents at home.

## 2. SLO Deployment Support Checklist

It is likely the SLO will, at some time, work with children experiencing all phases of deployment. SLOs have the ability to positively impact the lives of children and their parents who are experiencing a military deployment. The following is a list of ways the SLO can be of assistance to these families and children:

- Be positive and upbeat about the military lifestyle and deployments while being empathetic and supportive.
- Identify and plan for the efficient use of available resources to support students experiencing a crisis resulting from a parent’s military service (abducted, injured, missing in action, killed, etc.).
- Invite a staff member from FFSP or other organizations to offer training to school personnel on the impact of deployment on children and their academic achievement.
- Provide schools and parents an information sheet with general information on CYP, FFSP, and other installation and community programs and services.
- Work with the school counselor, FFSP, CYP, or other appropriate personnel to offer small group discussions for students to normalize reactions to deployment.
- Encourage contacts between deployed parent and school personnel using a variety of creative methods as well as technology.
- Acknowledge military children whose parent is deployed; however, be mindful of operational security!

- With the assistance of the school counselor, FFSP, CYP or other appropriate personnel, periodically offer workshops and discussions relevant to all aspects of the military lifestyle and deployment.
- Develop a phone tree of essential installation and school personnel as a vehicle to provide information and to assist the school staff to facilitate emergency response. This process must involve both school and command representatives.
- Update personal, school, and military community network information to ensure provision of useful and accurate information as part of the SLO's responsibilities.
- Identify ways CYP and school personnel can work together, e.g., Parent Workshops (related to students deployment issues), to ensure that all the educational support needs of children and youth are met.
- Provide schools and parents with general information on all CYP and other programs that provide educational support to military families.
- Contact other family support agencies and organizations both on and off the installation to identify ways the SLO can assist in their efforts.
- Work with the installation's Public Affairs Office (PAO) and the school district's communication office to make sure that installation, school, and CYP events receive appropriate media coverage and promotion.
- Ensure Command Master Chief (CMC), Ombudsman, and family support groups understand the role of the SLO and the ways this program may assist the command.
- Work with the FFSP personnel to plan deployment readiness briefs and gather information about programs which provide deployment support for military school-aged children and their families.
- Explore ways to involve the Child Youth Behavior – Military Family Life Consultant (CYB - MFLC) in supporting staff and children in CYPs.

### 3. Deployment Support Resources

Resources for deployment include the following.

- **American Red Cross (ARC):** Offers disaster assistance and money for emergencies when not located near a military installation. [www.redcross.org](http://www.redcross.org).
- **Armed Services YMCA:** Offers programs for spouses of junior-enlisted. <http://www.asymca.org>.
- **Chaplain:** Provides spiritual support and is a source of information and support for Sailors and their families. [www.anchordesk.navy.mil/HTM/ChaplainRoster.htm](http://www.anchordesk.navy.mil/HTM/ChaplainRoster.htm).
- **Command Ombudsman:** Uses volunteers, appointed by a commanding officer, to serve as an information link between command leadership and Navy families. While they are not

professional counselors, they are trained to listen to questions or problems and to refer to professionals who can help. [www.ffsp.navy.mil](http://www.ffsp.navy.mil).

- **Consumer Credit Counseling Services (CCCS):** Provides debt management programs. [www.nfcc.org](http://www.nfcc.org).
- **Defense Finance Accounting (DFAS):** Assists with pay questions. [www.dod.mil/dfas](http://www.dod.mil/dfas).
- **Department of Labor (DOL):** Provides information about Uniformed Services Employment and Reemployment Rights Act (USERRA). [www.dol.gov](http://www.dol.gov).
- **Deployment Health:** Provides information about post deployment health concerns. [www.pdhealth.mil/about\\_dhcc.asp](http://www.pdhealth.mil/about_dhcc.asp).
- **Expeditionary Combat Readiness Center (ECRC):** Answers questions for IA/GSA service members. [www.ecrc.navy.mil](http://www.ecrc.navy.mil) or [www.ia.navy.mil](http://www.ia.navy.mil).
  - Sailor Helpdesk at [www.ecrc.hq.fct@navy.mil](mailto:www.ecrc.hq.fct@navy.mil).
  - Staff Duty Officer for emergencies after normal working hours (757) 763-8640.
  - Family Helpdesk at [www.ecrc.fs.fct@navy.mil](mailto:www.ecrc.fs.fct@navy.mil).
  - Family Careline for emergencies at 1-877-364-4302.
- **Fleet and Family Support Program (FFSP):** Provides counseling, parenting, relocation, employment, transitioning out of the military, finances and more is available. [www.ffsp.navy.mil](http://www.ffsp.navy.mil).
- **Navy Legal Services Office:** Provides help with contracts, paternity, wills, powers of attorney, divorce, etc. [www.jag.navy.mil/Index.htm](http://www.jag.navy.mil/Index.htm).
- **Military OneSource:** Provides counseling, parenting, financial, and other types of information available online and by telephone. [www.militaryonesource.com](http://www.militaryonesource.com).
- **Navy-Marine Corps Relief Society (NMCRS):** Provides emergency financial assistance. [www.nmcrs.org/services.html](http://www.nmcrs.org/services.html).
- **Operation: Military Kids:** Provides support to the children and youth of families impacted by the Global War on Terrorism [www.operationmilitarykids.org](http://www.operationmilitarykids.org).
- **Operation Purple Camp:** Provides free summer camps children of deployed military service members. [www.operationpurple.org](http://www.operationpurple.org).
- **Personnel Support Detachment (PSD):** Provides ID cards, information about enrolling in DEERS healthcare access, travel claims. [https://www.cnic.navy.mil/CNIC\\_HQ\\_Site/BaseSupport/CommandStaff/PersonnelServices/NPPSC/PSD/index.htm](https://www.cnic.navy.mil/CNIC_HQ_Site/BaseSupport/CommandStaff/PersonnelServices/NPPSC/PSD/index.htm).
- **TRICARE:** Provides military health care system information including mental health. [www.tricare.mil](http://www.tricare.mil).
- **Department of Veterans Affairs:** Provides health care and job service information for veterans. <http://ncptsd.kattare.com/ncmain/index.jsp>.

# VIII. Installation, School, and Community Communications

Communication is the process of sharing ideas, information, and messages with others. Any communication can be broken into three parts: the *sender*, the *message* and the *audience*. For communication to be successful, the audience must not only get the message, but must interpret the message in the way the sender intended.

Since communication requires effort, it should always have a purpose. If the purpose is not clear to the audience, there could be a problem! Most Navy communication is intended to direct, inform, educate, persuade, or inspire. Often the sender has some combination of these motives in mind.

## 1. Public Speaking

Typically, the SLO will be called upon to speak publicly to various command leadership, local education agency personnel, parents, and community leaders. This responsibility comes with working for the military and is central to serving the educational needs of military families.

It is important to make an oral presentation professional and useful for the audience. Visual aids can enhance presentations by helping the audience remember and understand the content of the message. Remember, comprehension rises dramatically when the audience can both see and hear the message. The average person retains approximately 5 percent of what is heard and 65 percent of what is seen. More dramatically, the human brain processes visuals 400,000 times faster than text! In other words, “show and tell” is better than just “tell.”

## 2. Professional Appearance

When speaking publicly or presenting an official brief, the SLO should be well-groomed, professional, and well-prepared. As the primary representative of the CYES program, the SLO is the most effective visual aid in any presentation. The visual aids may be purposefully and carefully prepared, but the absence of the SLO’s professional appearance could result in the audience not taking the CYES program, the SLO, or the message seriously.

## 3. Written Communications

As SLOs perform their duties, they are likely to encounter different forms of written communication. These may include messages, correspondence, official documents directives, instructions, and notices. This section will discuss each type of communication and how best to review and respond as applicable to CYES programs.

### 3.1 E-mails

This is electronically transmitted information, most commonly used to communicate between installation, regional, and headquarters personnel. E-mails are typically used for issues which require the particular attention of the SLO, the Child and Youth Program Administrator, and those serving at the regional command. E-mails, like other forms of electronic communication, may be subject to public or professional review. Therefore, e-mails written by the SLO should be professional in content and language. This type of correspondence is by design, easily shared among audiences both on the installation and in the local community. SLOs should exercise discretion in word choice, content, and tone.

### 3.2 Correspondence

This refers to written communication which may include, but not be limited to, standard letters, business letters, and memorandums. Written correspondence may be most effective when communicating with local education agencies, community leaders, and key personnel on the installation. All correspondence from the CYES program will be disseminated based on the protocol established at the installation level. SLOs are expected to submit drafts of formal communication for review and approval before being issued.

It is likely that the SLO will be tasked with preparing a staff document for use within the organization. This type of written correspondence takes on a number of different formats and purposes. Samples of these can be found in SECNAVINST 5216.5D, and the most common formats include the following:

- **Official memorandum:** A formal written memorandum which will usually be written by the SLO or other staff members for senior leadership within the organization or on the installation.
- **Memorandum for record:** An internal document used to record information not found elsewhere.
- **Memorandum of understanding (MOU):** Documents mutual agreements of facts, intentions, procedures, limits on future actions, future coordination, or commitments, etc.

- **Point paper:** A quick-reference outline used during meetings to quickly and informally pass information to another person or office.
- **Talking paper:** A quick-reference outline of key points, facts, positions, or questions. It is most often used during oral presentations. Headings typically include *Purpose, Discussion, and Recommendation*.
- **Bullet background paper:** A tool designed to present concisely written statements centered on a single idea or to present a collection of accomplishments with their respective impacts. Headings may include *Subject, Problem, Background, Discussion, Conclusion, or Recommendation*.
- **Trip report:** A summary of a travel that reflects the who, what, when, where, why, and how. Headings should include *Purpose, Traveler(s), Itinerary, Discussion, Conclusion, and/or Recommendations*.

### 3.3 Official Documents

These documents include inspection reports, Standard Operating Procedures (SOPs), budget reports, after-action reports, position descriptions, travel orders, performance evaluations, and more. When a SLO receives an official document, he or she should conduct a review to identify the parts which apply to the CYES program such as reporting requirements, procedural changes, or actions required. If no action is required, the document should be dated and filed. If action is required, appropriate steps should be taken to complete the task as directed.

### 3.4 Directives, Instructions, and Notices

Directives, instructions, and notices are official publications issued by any national, regional or local (installation) governmental agency. For example directives, instructions, or notices may be issued by Department of Defense, Department of the Navy, regional command, or installation leadership. Directives and instructions are permanent in nature and are in force until changed, superseded, or cancelled. Notices are temporary in nature and bear a cancellation date. Included in these documents are Department of Defense and Navy instructions, command instructions, policy manuals, operations guides, and official notices.

### 3.5 Power Point Presentations

Power Point slides are the most common visual aid used in today's Navy. They allow the presenter to remember key points and keep the presentation brief. When using this medium, the SLO should make the slides simple and fill in the "white space" with concise spoken words. The SLO should always know and be ready to present a level of detail which expands the information on the slide. Without this knowledge, the SLO is likely to end up reading slides.

Each organization is different when deciding how PowerPoint presentations should look. However, most organizations in today's Navy agree that the information presented should not be too complex. The first rule for text on slides is that "less is more." Do not fill slides with too many details and custom animation. These can be a distraction to the audience and may detrimentally impact the message.

Less experienced presenters are often tempted to fill slides with too much detail fearing they might leave something out during the presentation. However, slides should have minimal content and lots of "white space." Slides are designed to target the visual portion of the brain and will only confuse the audience if there is excessive text, data, or animation. The slides should *not* be self-explanatory. The SLO's public speaking skills and explanations should add value to the PowerPoint presentation.

## Text Formatting

- Keep it simple. Use the *7 x 7 rule*:
  - No more than 7 words per line.
  - No more than 7 lines per slide.
- Check spelling. Do not depend on spell check or other automated programs.
- DO NOT read slides to the audience. — That is insulting!
- Have one slide per main point or idea.
- Add *Continued* on subsequent slides to maintain flow.
- Avoid hyphenation at the end of lines.
- Use upper- and lower-case letters to identify acronyms and improve legibility.
- Emphasize key words with bold, italicized, underlined, or colored text.
- Left-justify the text.
- Use the same type font throughout the presentation:
  - Title: 40 point
  - Subtitle: 30 point
  - Text: 22-26 point.
- Fill in the information not presented on the slide to avoid the audience having many unanswered questions.

## Color Formatting

Color is a very important visual tool. Good designers limit their color palettes.

- Use colors in a standard manner throughout the presentation.
- Limit choices to 4 or 5 colors.

- Use light colors on a dark background and vice versa.
- Use colors to emphasize key elements.
- Avoid red lettering.
- Use the same background color on all images.
- Avoid red/green and blue/red color combinations.
- Use bright colors (yellow, orange, etc.) sparingly.
- Maintain good contrast between important text information and background color.
- Look at the presentation on the wall or a screen before finalizing the color palette to make sure that all words are legible to the audience.

## Graphics Formatting and Usage

Whether used for a briefing or written report, no graphic should be so elaborate it becomes an end in itself and obscures the intended message. When used wisely, graphics can certainly add to a presentation. Although text is important, audiences remember more when content is presented graphically. Elaborate graphics do not guarantee a successful briefing. Below are some helpful tips for effectively using graphics:

- Select artwork suitable for the presentation. Know the audience!
- Tables convey comparative and contrasting information:
  - Limit to 4 rows and 7 columns.
  - Remove distracting data from tables.
- Choose appropriate graphs to convey statistical information:
  - Bar graphs compare values.
  - Pie charts compare values against a whole.
  - Line graphs show trends over time.
- Use round numbers, if possible.
- Limit use of decimal points.
- Place graphics off-center to lead the audience to important text information.
- Use animation sparingly.
- Transition from slide to slide consistently.
- Use the same type of transitions throughout the entire presentation.
- Choose video components carefully.

Make it **big**, keep it **simple**, make it **clear**, and be **consistent**! Guidance should be sought to ensure that any presentations developed by the SLO adhere to installation protocol.

Exhibit 8-1 summarizes presentation guidelines.

| <b>EXHIBIT 8-1<br/>PRESENTATION GUIDELINES</b>   |  |
|--|--|
| <b>DO's</b>  | <b>DON'Ts</b>  |
| Be mindful of purpose, audience, and any time constraints.   | If time is limited (5-15 minutes) consider NOT using slides. In these cases, it is more important to establish a connection with the audience than to show a few slides. |
| Practice handling slides and gauging time needed to read them. Use an assistant, if available, to advance slides.  | Disrupt presentation by handling slides unnecessarily.   |
| Anticipate likely questions and rehearse possible answers. Keep answers short and simple. Listen carefully to question and clarify if necessary.   | Be caught off-guard by questions from the audience.<br>Give replies without adequate thought.<br>Direct questions to specific audience members.                          |
| Test equipment prior to the presentation.  | Assume tested equipment will work. Always have a 'Plan B.'   |
| Stand beside the visual aid. Better yet, get away from slides and walk around. This may depend on the purpose, audience, and the location of the presentation.   | Stand between the audience and visual aid.   |
| Begin with a well-developed opening statement and try to elicit audience involvement by asking a relevant question or two. Use a personal story or experience (if appropriate) to bridge to the topic. | Begin the slide presentation without proper introduction of the content or main thought.   |
| If referring to the screen, stand aside, use a pointer, and put it down when finished.   | Talk with back to the audience.  |
| Give the audience time to read slides.   | Change slides too quickly.   |
| Read the slide silently or watch to see if audience has finished reading. If slide contains a long quote, paraphrase the quote or underline its important parts.                                       | Read the slide to the audience.  |
| Speak in way that captures the audience's attention and use appropriate gestures.  | Give a memorized presentation.   |
| Turn off projector or use a cover slide when not in use.   | Leave projector on with blank screen.  |

The following resources may also be useful references for presentations.

- Department of Navy Correspondence Manual, SECNAVINST <http://doni.daps.dla.mil/SECNAV.aspx>.
- *U.S. Government Printing Office (GPO) Style Manual*.
- The installation's command's correspondence manual and/or Standard Operation Procedure (SOP) on reviewing, preparing, and managing correspondence.
- *MWR Managers' Desk Reference*.

## 4. Communication Services

The SLO's relationship with installation commanders, school personnel, and community leaders determines the basis for all the services provided for military school-aged children. This relationship, based on information and communication, is likely to influence the overall success of the CYES program. Thus, it is critical to develop relationships which function effectively and harmoniously. Frequent changes in command, school, and community leadership may require the SLO to initiate and build relationships with new partners on a regular basis. Long-standing relationships must be nurtured through consistent communication and interaction.

## 5. Command Relationships

It is vital for the SLO to have a clear understanding of the commander's vision in regards to how the installation can best serve the local education agency in its effort to support the academic success of military school-aged children. The SLO serves as the subject matter expert for the installation commander and is expected to provide timely and accurate information where command action is required. This role is not to be taken lightly as command decisions impacting military families may rest on the information provided by the SLO to command leadership. The credibility of the CYES program and the professional integrity of the SLO may be determined by how effectively the SLO communicates with command leadership. To perform this role well, the SLO should consider the following:

- Communicating the role of the SLO to installation leaders.
- Determining the Commander's expectations for CYES.
- Developing a protocol which outlines the SLO's access to command, lines of authority, and levels of responsibility.
- Researching matters thoroughly, being proactive in learning about issues, and determining what is critical and requires command attention (read local newspapers, talk with people, attend meetings, and find other ways to take the "pulse" of the community).
- Understanding the role of the Public Affairs Office (PAO) and how it fosters installation-school collaborations.
- Obtaining and becoming familiar with key information from documents which impact the installation response to education-related issues such as Navy instructions (OPNAV) and Standard Operating Procedures (SOPs).

## 6. Partnerships with Local Education Agencies

The SLO should work to facilitate the relationship between the Navy installation commander and school and district leadership. These parties should work together to understand the challenges

that face military students and the programs needed to address those challenges. It is also critical for installation leaders to acknowledge the importance of this partnership and the role it plays in supporting the quality of life experienced by military families. After learning about school culture and structure, the installation commander should work with the district's superintendent to develop avenues through which the installation can provide resources, personnel, and expertise to that district. For example, the installation may:

- Help schools with emergency preparedness/response plans
- Provide tours of installation facilities in support of educational programming
- Collaborate with the district on safety issues
- Coordinate Partnerships in Education (PIE) programs
- Offer in-service training for educators regarding the challenges of military life.

The SLO is expected to attend local school board meetings in order to keep abreast of school issues which may affect military children. Issues may arise which require the SLO to communicate with the installation commander who will determine what, if any, action is required. The SLO's role is to facilitate communication between installation leadership and the local education agencies. Unless specifically instructed, the SLO must be careful not to give the impression that he or she is authorized to act or speak on behalf of the installation commander or other leadership.

## **7. Educating School Personnel**

Many school personnel do not understand the unique issues faced by military families nor do they understand the culture of the military. The SLO should have a key role in coordinating programs and services which educate school personnel on educational issues which are unique to the military family. Sharing information with local educators will enable them to provide more focused and purposeful educational support to the military children they serve. The presentation of this information may be in the format of parent meetings, staff briefs, in-service training, workshops, seminars, installation tours, etc.

The SLO should collaborate with personnel from the local education agencies, FFSC, CYP, and other installation personnel to provide training. The selection and scheduling of the training opportunities should reflect the needs of the installation and local school community. These training opportunities should be incorporated into the CYES Action Plan developed on a quarterly basis. Some possible topics that could be addressed include the following:

## 7.1 Child and Youth Programs

- Child and Youth Educations Service (SLO)
- Child Development Center programs
- Youth Sponsorship Program
- Supporting programs (Military OneSource, SOAR, etc.)

## 7.2 Transition Support

- PSC cycle (receiving orders, timeline, pack out, etc.)
- Cycle of deployment and its effects on military family members
- Individual Augmentees (IA/GSA) and how they differ from traditional deployments
- Pre-, mid-, and post-relocation services

## 7.3 Educational Issues

- School rating data [www.SchoolMatters.com](http://www.SchoolMatters.com) and [www.SchoolQuest.org](http://www.SchoolQuest.org)
- Enrollment requirements and procedures
- Health and immunization requirements
- Schools and school programs
- Testing requirements (local and state)
- Graduation requirements
- Types of diplomas
- EFMP coordination: IEP/504/special education requirements
- ESOL
- Free and reduced lunch
- Extracurricular activities (including athletics)
- School schedules and calendars
- Creation of a student portfolio

## 7.4 Navy 101

- Navy mission and organization
- Military rate and rank structure
- Types of communities (Air, Surface, Submarine, Expeditionary) and their relation to family lifestyle
- Fleet and Family Support Programs

## 8. Communicating with Parents

The cornerstone of communicating with parents involves providing information and making referrals. It is important that the SLO be proactive in anticipating the educational needs of the families he or she may serve. To effectively provide this service, the SLO should be prepared to answer commonly asked questions with references made to websites, brochures, handouts, etc. In addition to distributing brochures and other printed materials, the SLO may advise parents to consult various websites such as [www.Militaryimpactedschoolsassociation.org](http://www.Militaryimpactedschoolsassociation.org) for the toolkits for parents and for commanders and [www.militaryonesource.com](http://www.militaryonesource.com).

Families may, however, request information which is specific to their needs. Providing this information may require a SLO to research an issue or refer a family to another installation or community resource. While the SLO may not know the answer to every question, he or she is expected to take an active role in assisting families with access to the information or organizations needed to make informed decisions.

The SLO should make school-related information visible and readily available in strategic locations. Information about temporary lodging facilities, child development centers, youth centers, on- and off-base libraries, school offices, and the housing welcome center would be helpful for arriving families. Offering briefs at newcomer orientations or indoctrination programs, making announcements on military closed-circuit televisions (overseas), and writing articles for the installation newspaper are some of the creative ways that the SLO can disseminate information about educational services available from both the CYES program and other organizations.

### 8.1 Advocacy

Parents are the first and the primary advocates for their children's education. The SLOs support their efforts by providing information about organizations, processes, and support mechanisms available to them. The information and referrals which the SLO offers will empower parents to seek out the best educational options for their children, aid them in effectively navigating the school system, and help families have a smoother educational transition. It is critical that the SLO not try to "fix" problems for families. Rather, they should assist families in seeking out the best resolution to issues at the lowest possible level.

## 9. Communicating with the Local Community

A military family's quality of life is often dependent on the support of the local community. In order to stay informed about critical issues facing the local community and to understand how

those issues might impact the installation, the SLO may contact some of the following organizations to determine if he or she can be included on distribution lists for newsletters and local updates:

- Kiwanis and Rotary Clubs
- Chamber of Commerce
- Parks and recreation departments
- Faith-based institutions
- American Legion
- Navy League
- United Way

In addition to learning about how national and international and civic and social organizations function on the local level, the SLO should be knowledgeable of state and local educational organizations available in the community. These educational programs such as Head Start or the YMCA can often complement the services offered by the local school district while functioning as separate entity. Extensive research of the local community will allow the SLO to gather information about programs which support early childhood development, offer tutorial services, mentoring, and support academic success in a variety of ways. This information, in turn, can be offered to military families with unique and diverse needs.

Networking with community organizations positions the SLO to expand the services which can be provided to military families. Being included on organizational distribution lists and frequently visiting websites will give the SLO knowledge of community activities. This knowledge helps create opportunities to build strong, effective partnerships with local leadership and to promote the CYES program.

When building partnerships, attending local events, and becoming involved in community initiatives, the SLO must ensure that the focus remains on seeking out and providing quality educational programming for military school-aged children. SLOs must balance the demands and needs of the community, local education agencies, military families, and the installation when determining how to best allocate his or her time and resources. If discretion is not exercised, it would be easy for the SLO to be drawn into events, activities, or organizations which are not directly related to the duties and responsibilities of his or her program. Questions about the appropriateness of an activity or a relationship should be directed to the Regional SLO.

## 10. Working with the Media and Public Officials

SLOs may find themselves working with the media (television, radio, electronic, print, etc.) and public officials. In those situations, the SLO is **required** to contact the Public Affairs Officer

(PAO) whose primary responsibility (ref: SECNAVINST 5720.44B) is to promote positive relations between the command and local community. The PAO may be able to provide media training and/or to make staff available to support media requests.

The PAO will assist in establishing a protocol for publishing written communication at the installation level. Any protocol developed should include, but not be limited to, the following: publishing deadlines, format, a process for review by subject matter experts, and final approval.

The PAO can support the SLO by:

- Publishing articles in installation and local newspapers
- Facilitating community relations
- Assisting with AFN communications (OCONUS - overseas)
- Writing and/or reviewing press releases
- Arranging installation tours
- Coordinating ceremonies and functions
- Issuing crisis communications
- Responding to Congressional inquiries
- Providing guidance on the protection of information.

## **11. Installation Protocol Officer**

The Protocol Officer is another great resource for the SLO. Some Protocol Offices produce a handbook to outline the process for making decisions about the way to engage senior Navy and local community leadership.

## **12. Protection of Information**

In the performance of his or her duties, the SLO may collect or be granted access to educational, medical, or other personal information that requires protection under federal law. Some of the laws that grant this protection are listed below:

### **12.1 Privacy Act /Navy Policy**

The Privacy Act of 1974 establishes a code of fair information practices which governs the collection, maintenance, use, and dissemination of personally identifiable information about individuals which is maintained in systems of records by federal agencies. A system of records is a group of records under the control of an agency from which information is retrieved by the name of the individual or by some identifier assigned to the individual. The Privacy Act requires that agencies give the public notice of their systems of records by publication in the public

register. The Privacy Act prohibits the disclosure of information from a system of records absent the written consent of the subject individual unless the disclosure is pursuant to one of the twelve statutory exceptions. The Act also provides the individuals a means by which to seek access to and amendment of their records and sets forth various agency record-keeping requirements. For more information on the Privacy Act, go to <http://www.privacy.navy.mil>. When handling personal documents or information, the SLO should seek guidance the installation legal representative regarding the proper procedures for receiving, maintaining, and/or the orderly disposal of this information.

## **12.2 Family Educational Rights and Privacy Act (FERPA)**

This federal law protects students' education records. The law applies to all schools which receive funds from the United States Department of Education. Under this law parents are granted certain rights regarding their children's education records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level (eligible student). Schools must have written permission from the parents or the eligible student to release any information from a student education record. These records may include documents such as transcripts, test scores, attendance data, etc.

## **12.3 Health Insurance Portability and Accountability Act (HIPAA)**

This regulation protects medical records and other individually identifiable health information, communicated electronically, on paper, or orally which are created or received by covered health care entities. This information may include demographic information or any information which reasonably identifies an individual.

For the purposes of the SLO, if copies of records such as Individual Education Plans (IEP) or Section 504 Plans or other documents are provided by parents to be retained by the SLO, they must be safeguarded in accordance with all federal laws. The HIPAA Privacy Rules (effective April 2003) expressly prohibit disclosure of Protected Health Information (PHI) without specific authorization by the patient or by exception in the HIPAA regulations.

## **13. Navy Code of Ethics**

A code of ethics enables an organization to clarify to current and future members and to those served by others the nature of ethical responsibilities held in common by its members. As the

code of ethics of the United States Navy, these statements establish the principles which define the ethical behavior of all members. All SLOs are required to adhere to this code of ethics.

- Place loyalty to the Constitution, the laws, and ethical principles above private gain.
- Act impartially to all groups, persons, and organizations.
- Give an honest effort in the performance of your duties.
- Protect and conserve Federal property.
- Disclose fraud, waste, abuse, and corruption to appropriate authorities.
- Fulfill in good faith your obligations as citizens, and pay your Federal, State, and local taxes.
- Comply with all laws providing equal opportunity to all persons, regardless of their race, color, religion, sex, national origin, age, or handicap.

SLOs should NOT engage in the following activities:

- Use nonpublic information to benefit yourself or anyone else.
- Solicit or accept gifts from persons or parties that do business with or seek official action from DOD (unless permitted by an exception).
- Make unauthorized commitments or promises which bind the government.
- Use Federal property for unauthorized purposes.
- Take jobs or hold financial interests which conflict with your government responsibilities.
- Take actions which give the appearance that they are illegal or unethical.

Standards Of Ethical Conduct For Employees Of The Executive Branch--Table of Contents  
Subpart A--General Provisions Sec. 2635.101; Employees' Responsibilities under Executive  
Order 12674 (as amended).

# IX. Partnerships in Education

Partnerships in Education (PIE) is a Commander's program designed to coordinate volunteer efforts of Sailors and active service members in support of local schools, the community, and the installation.

PIE is a three-pronged outreach program which serves schools as well as the CYP. The goal of the PIE program is to improve scholastic achievement, enhance the development of social and life skills, and offer vocational guidance. Volunteers in the PIE program tutor, mentor, provide technical expertise, and serve as role models for school-aged children.

The role of the SLO in the PIE program is to serve as a conduit between Navy commands, schools, and CYP to establish relationships among the individuals and organizations involved in PIE initiatives such as "Adopt-A-School," Career Day speakers, "Saturday Scholars," and job shadowing. A small component of the SLO position, this program is governed by OPNAV INSTRUCTION 5350.6c. Although not responsible for the day-to-day execution of individual partnerships or the PIE program, the SLO should identify and work with installation personnel responsible for coordinating volunteer efforts. Additionally, the SLO's role is to report volunteer participation on the CYP Enterprise data reporting tool.

## 1. PIE Initiatives

Navy Commanders make a powerful statement to local communities by being a part of supporting schools. Commanders use Partnerships in Education (PIE) to accomplish this goal.

### 1.1 Schools

Establishing and maintaining positive, functional partnerships between the Navy and schools is paramount to ensuring quality education for Navy children. These partnerships send a clear message to educators and the local community that the Navy acknowledges its responsibility in the education of their children and is willing to take an active role in improving the quality of education. It is important to approach the local schools in a non-intrusive manner to conduct a needs assessment before beginning a partnership. This will give the schools an opportunity to clearly state their needs to their partnered command. The partnered command (under the advisement of the Commanding Officer) in turn would then assess their resources to determine what level of support can be provided to their partnered school.

## 1.2 Child and Youth Programs

While individual Sailors can take an active role in the educational development of Navy children by tutoring, mentoring and providing homework support, the preferred method of PIE in a CYP outreach capacity is to have a unit level command “adopt” a CDC or Youth Center. The command can work with these volunteers and CYP leadership to implement programs that are uniquely designed for the children served at that installation.

## 1.3 Community

It is very important for the Navy to show goodwill towards the community in which Sailors live and work and to be good neighbors. For these reasons, unit level commands are encouraged to establish and maintain positive, functional partnerships with local schools. These partnerships go a long way towards ingratiating the Navy with the local community and forging long-lasting, mutually beneficial relationships.

It is important to note that in all partnership initiatives involving active duty Navy personnel, the unit level CO has the final say in the amount of time and resources which can be given to the school, CDC, or Youth Center. PIE participation is *voluntary* and at the Commander’s or Supervisor’s discretion.

## 2. Unit Commander Guidelines

To ensure the success of the PIE program on an installation, it is recommended that the Unit Commanding Officer:

- Ensure that guidelines established by installation/Navy are followed
- Promote the PIE program
- Select a unit representative to coordinate the PIE program
- Provide Sailors time to participate
- Conduct visits to support the PIE programs of that unit
- Be familiar with organizational structure of the local education agency
- Ensure that PIE support does not interfere with the performance of official duties or violate any laws or regulations
- Assign unit personnel to track unit participation and program progress
- Determine the policy for allowing civilian employees to participate
- Concentrate on the quality of Sailor involved rather than quantity
- Provide a School Partnership Monthly Report to the CYP SLO.

### **3. Partner Activities**

Sailors can serve as volunteers, mentors, tutors and role models. The following are a few suggestions for school academic support:

- Provide career awareness involvement with career-focused activities on campus.
- Assist in the delivery of Drug Abuse Resistance Education Instruction (DARE).
- Participate in or chaperone field trips to installation facilities for special occasions and tours.
- Serve as judges for science fairs and other academic competitions.
- Serve as celebrity readers and guest lecturers.
- Support academic improvement workshops.
- Support safety and fitness education programs.

### **4. Actions to Avoid**

To ensure the success of the PIE program, the volunteer coordinator should avoid the following actions:

- Using military funds to support PIE programs; however private donations may be used.
- Becoming involved with school policy-making.
- Attempting to recruit students to join the Navy or the military.
- Discussing confidential school/student information.
- Transporting children in private vehicles.
- Working one-on-one with students unless a program representative is present.

Because this is not an exhaustive list, the volunteer coordinator and the SLO should direct any questions or concerns about the PIE program activities to installation legal representatives.

### **5. School Partners**

The faculty, staff and student body can contribute to a successful partnership by:

- Providing a school orientation for their military partner volunteers
- Inviting Sailors to participate in awards programs, luncheons, school assemblies, graduations, plays and concerts
- Thanking Sailors for their contributions
- Having clearly defined volunteer opportunities available.

## 6. Adopt-A-School Program

The Adopt-A-School program is a community outreach initiative which partners a Navy, unit level command with a local school. Different installations may use different names for this program, but the intent is the same. The purpose of these partnerships is to enhance the educational experience for all students and to give back to the community. The Navy commands provide support to the schools in the form of tutoring, mentoring, chaperones, judges, sweat equity projects, and other special volunteer projects. Throughout the school year, the command Point of Contact (POC) for each partnership maintains communication with the partnered school to schedule volunteer activities and to sustain a positive relationship. The SLO may serve as the communications link between the command and the local school.

## 7. Recognition of Partners

It is important to ensure your PIE program recognizes individuals and commands that are doing their part in schools and CYP programs. In addition, this is also a good time for commands to recognize schools and educators that are making a difference for Navy families. Volunteers are also eligible for the President's Volunteer Services Award. Information about this award is available at the following address: [www.presidentialserviceawards.gov/index.cfm](http://www.presidentialserviceawards.gov/index.cfm).

## 8. Navy Community Services Program

The Navy Community Alliance has the overall responsibility for Navy Community Service Programs (NCSP) which is governed by OPNAVINST 5350.6C. The SLO and PIE are sub-programs and the conduit by which commanders establish relationships with local school districts. The NCSP includes programs which encourage Navy volunteers to make a difference in local communities by strengthening education, preserving the environment, providing humanitarian assistance, and promoting anti-drug and healthy lifestyles. More information is available at Community Service Program [www.mwr.navy.mil/ncsp/index.htm](http://www.mwr.navy.mil/ncsp/index.htm).

It is the Navy's policy to promote a joint Navy and community effort to assist in the education and enrichment of America's youth and communities and in revitalizing citizenry. Civilian and military volunteers strive to improve education, as well as the quality of life in local communities. Volunteers are highly encouraged to join with other military services, businesses, labor foundations, colleges, universities, religious organizations, community groups, health care centers, and governmental agencies in developing a collective vision for addressing community needs and sharing responsibilities and resources required to community needs.

## 9. *Navy Volunteer Magazine*

*Navy Volunteer* is a magazine published by CNIC, N913 on a quarterly basis. The purpose of this publication is to keep Navy members and their families informed about community service policies, programs, and activities. PIE program coordinators and SLOs are encouraged to send stories and/or photographs of PIE successes to [MILL\\_communityservice@navy.mil](mailto:MILL_communityservice@navy.mil) or Community Service Program, Naval Installations Command, (N-913A), 5720 Integrity Drive, Millington, TN 38055-6050.

## 10. Science, Technology, Engineering and Math Initiatives (STEM)

The Chief of Naval Operations (CNO) has placed increased emphasis on the Navy's responsibility to work with educators nation-wide to improve science, technology, engineering, and math (STEM). While creating Partnerships-In-Education opportunities for the installation, consideration should be made to support LEA's with STEM programs.

- **NavOps: Deep Submergence Math, Science, and Technology** is a learning platform for students using a scientific submarine simulator as a classroom. Twelve students operate the ten networked computers which simulate the control room of the hydraulically operated submarine platform. Students stand watches and operate the periscope, radar, sonar, helm, sternplanes, ballast control panel, ship's control panel, radio and Environmental Data Display System operated by the mission specialist who collects bottom 3D contour, temperature, magnetic lines of force, salinity, and radiation levels. The use of Cartesian and polar coordinates is the heart of the navigation system. There are no weapons. This submarine performs scientific and humanitarian missions only.
- **DoD STARBASE:** This premier education program sponsored by the Office of the Assistant Secretary of Defense for Reserve Affairs allows students to participate in challenging "hands-on, mind-on" activities in aviation, science, technology, engineering, math, and space exploration. They interact with military personnel to explore careers and make connections with the "real world." Students also learn teamwork, goal setting, and the importance of staying off drugs. The program provides students with 20-25 hours of stimulating experiences at National Guard, Navy, Marine, Air Force Reserve and Air Force bases across the nation. For information go to <http://www.starbasedod.com/index.php>.

# X. Homeschool Support

Homeschooling is an educational option which is selected more and more by military families. Since a typical military family moves every two to four years, homeschooling can provide military families with continuity in education and eliminate the stress of leaving one school district and moving to another.

The SLO provides information and referral resources to military families who wish to explore homeschooling as a school choice option. In order to provide accurate information, the SLO needs to be knowledgeable of homeschool laws which differ from state to state and from nation to nation. Parents may be referred to local homeschool support groups to gather information and materials, gain access to academic, social, and recreational activities, and to obtain parental support from other homeschool parents in the area. Helpful websites include:

- <http://www.hslda.org> (provides homeschool laws by state and homeschool organizations)
- <http://www.militaryhomeschool.com>
- <http://www.militaryhomeschoolers.com>
- <http://www.homeschoolcentral.com>
- <http://www.homeschool.com> (lists support groups by geographic areas).

## 1. Types of Homeschooling

The goal for the homeschooling parent is to identify how and when their child learns best and to select an option which works best for the child. Finding that special curriculum for the child can sometimes be challenging. It is not the place of the SLO to recommend one program over another or to recommend homeschooling over traditional public/ private schools. Listed below are few examples of the types of homeschool programs available to families.

### 1.1 Classical Homeschooling

The goal of the classical approach is to teach individuals how to learn for themselves. The five tools of learning known as the *Trivium* are reason, record, research, relate, and rhetoric. All the tools come together in the rhetoric stage with communication as the primary focus.

### 1.2 Multiple Intelligences

This idea developed by Howard Gardner and Harvard University's Project Zero states that everyone is intelligent in his or her own way and that learning is easiest and most effective when

it uses a person's strength rather than weakness. Most successful homeschoolers naturally emphasize their children's strengths and automatically tailor their teaching to match their child's learning style.

### **1.3 Internet Homeschooling**

Online curriculum programs, public and private distance learning, and homeschool support academies are available via the internet. Depending upon the program or tutors, expert advice and resources may be found to assist the parent with homeschooling their children.

### **1.4 Montessori Method**

The Montessori Method emphasizes error-less learning in which children learn at their own pace to develop their full potential. The Montessori homeschool curriculum emphasizes beauty and avoids things that are confusing or cluttered. Learning material is kept well-organized and ready to use. Although Montessori materials are available for high school students, most homeschoolers use the Montessori Method for younger children.

### **1.5 School-at-Home**

Most families follow the school-at-home approach which comes with textbooks, study schedules, grades, and record keeping. Also School-at-Home is the style most often portrayed in the media because it is so easy to understand and can be accompanied by a photo of the children studying around the kitchen table. But this is also the most expensive method and the style with the highest burnout rate. Because this option requires much more work on the part of the teacher/parent and provides lessons which may not be tailored to meet an individual child's needs, it has the greatest burnout rate of homeschooling options.

## **2. Homeschool Legislation**

Recently, many states have enacted legislation requiring public school access for homeschoolers. In states where this access has not been legislated, related services such as speech and language, physical therapy, or assistance in traditional academic areas such as math and reading may not be available to the homeschooled child. Homeschooling through charter schools or public school independent study programs such as a contract school is actually a form of public school education which requires families to meet established state laws. The cost associated with homeschooling may vary depending on the method and/or curriculum selected by the homeschooling family.

### 3. DoDEA Homeschool Policy

It is DoDEA (stateside residents) policy neither to encourage nor discourage military families from homeschooling their children. DoDEA recognizes that homeschooling is a parent's right and can be a legitimate alternative form of education for children.

A host nation, state, commonwealth, or territory where a military family is stationed may impose legal requirements on homeschooling practices. DoDEA encourages military families who wish to homeschool their children to confirm with the command that their homeschool practices comply with both installation and local requirements. The active duty service member or *sponsor* is responsible for this compliance.

DoDEA schools will provide and offer homeschooled military children classes and/or special education services consistent with existing regulations and policies. Spouses or children of active duty service members electing to take a single class or a full schedule must complete a registration form and comply with other procedures and requirements.

A military child who is homeschooled may be required to satisfy other eligibility requirements as well as to comply with standards of conduct applicable to students actually enrolled in the DoDEA school using or receiving the same auxiliary services. Auxiliary services include use of academic resources, access to the library of the school, after-hours use of school facilities, and participation in music, sports, and other extracurricular and interscholastic activities.

By statute (20 U.S.C. 926(d) as amended by section 353 of PL 107-107), auxiliary services may be available to homeschooled military children without enrolling in or registering for Department of Defense schools whether residing overseas or in the continental United States. This Policy Memorandum implements this requirement for military children who are eligible for the following:

- Enrolling in DoDDS on a space-required basis
- Attending DDESS (stateside schools) on a tuition-free basis.

This determination of eligibility may be based on the status of the sponsor (active duty military service member, federal contractor, or retired service member). The guidance for the eligibility for auxiliary services can be found in Department of Defense Directive 1342.13, "Eligibility Requirements for Education of Minor Dependents in Overseas Areas" and Department of Defense Directive 1342.26, "Eligibility Requirements for Minor Dependents to attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)." In both DoDDS (overseas) and DDESS (CONUS) schools, eligible homeschooled military children using or receiving auxiliary services or electing to take courses will not be charged tuition.

Proof of eligibility must be provided and will be maintained at the school where the dependent is receiving services or participating in extracurricular or interscholastic activities. Documentation establishing eligibility will not be maintained as a permanent record and will be returned to the sponsor when services are no longer being received, the dependent is no longer participating in extracurricular or interscholastic activities, or the school year ends.

## **4. DoDEA Schools Available Option**

Parents electing to homeschool military children where there is not a DoDDS or DDESS school located on the installation or within commuting distance may, under certain circumstances, be eligible for reimbursement of homeschool expenses. In these cases, parents should proceed as follows:

- Become aware of, and comply with, the Host Nation requirements for homeschooling
- Prior to enrolling their child in the Non-Department of Defense Schools Program, (NDSP) contact the SLO for local and installation homeschooling requirements
- Enroll the homeschooled military children in NDSP by electronically submitting the following to [ndsp.europe@eu.dodea.edu](mailto:ndsp.europe@eu.dodea.edu) or by fax to (49) 611-380-7671
- Select a home-based educational program and indicate U.S. or Host Nation school schedule
- Contact the NDSP education office for assistance with program planning or curricular questions.

If there are DoDDS or DDESS schools located on the installation or within commuting distance, children are not eligible to participate in the Non-DoD Schools Program and will not receive reimbursement for homeschooling expenses. Overseas, use of non-DoD schools is only authorized if DoDDS Schools are not available on the installation or within commuting distance.

## **5. DoDEA Homeschool Q & A**

Frequently asked questions and answers related to homeschooling are outlined next.

### **5.1 What are auxiliary services?**

By statute, auxiliary services are defined as use of academic resources, access to the library of the school, after-hours use of school facilities, and participation in music, sports, and other extracurricular and interscholastic activities.

## **5.2 What are academic resources?**

Academic resources include textbooks, workbooks, library books, scheduled standardized tests, software, etc. These materials are provided to homeschoolers on the same basis that such resources are made available to dependents enrolled in DoD schools.

## **5.3 Do academic resources include Internet access?**

Academic resources include Internet access which is obtained through the media center/library of the school on the same basis that such access is made available to dependents enrolled in DoDEA schools.

## **5.4 What constitutes after hours use of school facilities?**

Homeschoolers may use a specific school's facilities after the school day has ended on the same basis as other dependents enrolled in that school.

## **5.5 What are extracurricular activities?**

DoDEA schools offer a wide range of extracurricular activities. Extracurricular activities vary from school to school. Activities may include drama, public speaking, Model United Nations, cheerleading, music, and Future Business Leaders of America. Parents and students are advised to contact their local school to obtain a current listing of authorized activities and organizations.

## **5.6 What are interscholastic activities?**

Interscholastic activities are those activities which are conducted between two or more schools. Activities may be athletic or academic in nature (e.g., varsity football, science symposium, U.S. Model Senate.)

## **5.7 Are students required to enroll or register for a minimum number of courses to access auxiliary services?**

Homeschoolers are not required to enroll in a specific number of courses to receive auxiliary services or to participate in extracurricular and interscholastic activities.

## 6. References

Further guidance is available through the following sources.

- DoDEA Regulation 1342.13, “Eligibility Requirements for Education of Minor Dependents in Overseas Areas,” September 20, 2006.
- U.S. Department of State Standardized Regulations (DSSR) Section 270, “Education Allowance,” July 22, 2007.
- DS Regulation 1035.1, “Use of Non-DoD Schools,” August 14, 2003.

# XI. Postsecondary Preparation

Postsecondary preparation in the 21<sup>st</sup> century is no longer a choice between work-readiness and college-readiness, but rather a preparation of all students to be ready for life beyond high school. In the workplace of the 21st century, workers will need to be better educated to fill new jobs and more flexible to respond to the changing knowledge and skill requirements of existing jobs.

It is important for parents to learn about the many opportunities in today's schools to help students prepare for careers and postsecondary options. Without parental approval or support, teens are less likely to pursue diverse career possibilities. Parents can join their teen in the career development process. It is the role of the SLO to assist parents in gaining the knowledge and skills sets necessary to successfully guide their children through this process.

Career awareness should begin during the elementary years. Learning about jobs in the community and understanding that one day they will finish school and begin working are important concepts for a young student. In the middle school years, students should begin to explore their interests and abilities which connect them to careers. High school students and their parents should work with school counselors to identify a plan of study which will lead to the selected postsecondary option – university, community college, apprenticeship, military, vocational school or work.

Parents should work with school counselors to learn graduation requirements and college admission eligibility requirements for academic and technical schools to assist the teen in this decision-making process. It should lead to the development of a four-year plan of study for the high school years. Note that many high schools' minimum requirements are not rigorous enough to satisfy college admission officials or not specific enough to satisfy requirements for a technical school or a trade. The parent will want to be sure that the teen selects a high school course of study which leads to his or her choice of postsecondary option.

The freshman year is not too early to meet with a school counselor to begin charting this course plan. Specialty colleges or vocational schools may have specific requirements. Some colleges will consider students who have not necessarily completed the traditional core curriculum, but have challenged themselves to the best of their abilities. Programs such as Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education Program (AICE), and Dual Enrollment allow students to earn college credit for courses taken in high school. These programs are available at high schools throughout the world and can serve to

shorten the time required to earn a high school diploma, broaden academic options, and increase the depth of study for a particular course.

While handling four or five academic courses each semester does not leave much room for additional courses, students should pursue breadth and depth in the high school experience. Electives over and above the core curriculum, such as art, fine art, music, journalism, computer programming, business, or vocational can provide an interdisciplinary overlap with more traditional courses, creating a richer learning experience.

## **1. Postsecondary Options**

In addition to high school course work, extracurricular activities, sports, and leadership roles, family attitudes and practices regarding careers help shape a student's postsecondary option. Role modeling by parents and parent expectations and support can contribute significantly to helping a teen make decisions which will create a positive postsecondary experience. Postsecondary options include the following.

### **1.1 Apprenticeship**

Students can learn a skilled trade by combining classroom training at career and technical centers with paid on-the-job training. Most apprenticeships take two to five years to complete, depending on the trade.

### **1.2 Military**

Serving in the military can provide many educational opportunities in addition to on-the-job training. There are over 2,000 job specialties for enlisted personnel and over 1,500 jobs for officers. Some of the opportunities include mechanics, electronics, and business. Service members learn skills and receive training which they can immediately translate into careers in the civilian workforce.

### **1.3 Career and Technical Centers**

Students can begin to learn some job skills while still in high school and continue training at a career and technical center. Programs vary in length and classes may be offered during the day and at night. Many courses are linked to apprenticeship programs. In many areas, students are awarded certificates in a field of expertise or are prepared for necessary licensure.

## 1.4 Community College

Community colleges have a wide variety of classes and programs. University preparation (Associate of Arts or Science) and vocational certificates can be completed in two years or less. Upon completion of these programs, a student can go directly to work or continue his or her education at a university.

## 1.5 University

Most universities offer four-year (Bachelor's Degree) programs of study and advanced degrees such as a Master's Degree or a Doctoral Degree. Most professional careers require at least a four-year college degree.

## 1.6 On-the-Job Training

Getting a job right after high school is another option. However 85 percent of all new jobs will require education beyond high school.

# 2. Postsecondary Funding

Money should not be a reason for a qualified student to not attend college or a vocational school. Financial aid is available in many forms to assist students in paying for a postsecondary education. The term "financial aid" is generally used to indicate money provided by a third party to help students meet the costs of attending college. Financial aid can be provided by various agencies including federal, state and local governments, universities, community organizations, and private corporations or individuals. The four types of financial aid are grants, scholarships, loans, and work-study. These are summarized next, along with private and special aid.

## 2.1 Grants

Grants are available to undergraduate students, and the grant amount is based on need, school cost, and/or enrollment status. Grants do not have to be repaid.

## 2.2 Scholarships

Scholarships come from many different places including national, state, public and private sources. Scholarship money can be awarded based on a variety of different factors such as financial need, academic or athletic achievement, program of study, and background. Every scholarship has its own set of criteria. Scholarships do not have to be repaid.

## 2.3 Loans

Loans are borrowed money that must be repaid with interest. Both undergraduate and graduate students may borrow money. Parents may also borrow to pay education expenses for dependent undergraduate students. Maximum loan amounts increase with each year of completed study. Often times, repayment is deferred until after graduation, withdrawal, or termination of attendance. Federal loans and some state financial aid programs, require the completion of the Free Application for Federal Student Aid (FAFSA).

## 2.4 Work-Study

Money for education expenses is paid by the school for on-campus or community-based employment.

## 2.5 Private Aid

This type of financial assistance is provided by a private business or other organization. Many Fortune 500 companies provide aid to students.

## 2.6 Special Aid

Aid for special groups of students, such as veterans, minorities, handicapped, etc. is also available. For example, the Federal Department of Veteran's Affairs provides funds for training veterans. Information on veterans' benefits is provided on the following websites:

- Dependents' Educational Assistance Program (DEA): [www.gibill.va.gov/pamphlets/ch35/ch35\\_pamphlet.pdf](http://www.gibill.va.gov/pamphlets/ch35/ch35_pamphlet.pdf)
- Post-911 GI Bill: [http://www.gibill.va.gov/GI\\_Bill\\_Info/CH33/Post-911.htm](http://www.gibill.va.gov/GI_Bill_Info/CH33/Post-911.htm)

ROTC scholarships are also available. Military scholarship recipients will have a service obligation in either the reserves or active duty after graduating from college. Information can be found at

- Navy: [www.nrotc.navy.mil](http://www.nrotc.navy.mil)
- Air Force: [www.afrotc.com](http://www.afrotc.com)
- Army: [www.goarmy.com/rotc](http://www.goarmy.com/rotc).

### 3. Specific Planning Resources

Preparing for college, both academically and financially, begins as early as elementary school, especially the financial planning. The resources which follow will assist parents and students in this planning process.

- Use the Bowling Green State University Career Center at [www.bgsu.edu](http://www.bgsu.edu) to develop a career and education plan for high school which includes high school courses, graduation, and postsecondary plans.
- Broaden knowledge of occupations and their associated skills, labor market information, and job projections by going to [www.onetcenter.org](http://www.onetcenter.org).
- Look at actual job openings and see what kind of salary, skill requirements, experience necessary, location, and future openings at a site like [www.careers.org](http://www.careers.org).
- Discover related careers in the categories that *The Occupational Handbook* provides at [www.bls.gov/oco/](http://www.bls.gov/oco/).
- Broaden focus of exploration from college majors to occupations using College Board's Career Planner at [www.collegeboard.com/html/careerbrowser.html](http://www.collegeboard.com/html/careerbrowser.html).
- Develop employability skills which include resume writing, searching for a job and interviewing on Career Builder [www.careerbuilder.com](http://www.careerbuilder.com).
- Research financial aid opportunities for merit scholarships and need-based scholarships at [www.fastweb.com](http://www.fastweb.com).
- Plan expenses, loans, insurance and other college costs at [www.FinAid.org/calculators](http://www.FinAid.org/calculators).

### 4. Comprehensive Sites

There are many more resources available to military families to assist them in finding the best postsecondary option for their children and funding sources to pay for that choice. The SLO's role is to help families become familiar with these resources. By doing this, the SLO helps parents to become the best advocate for their child's education.

- **Chart Your Course** ([www.militarychild.org](http://www.militarychild.org)): Produced by the MCEC, this site helps service-connected students maneuver through the intricacies of grades 6 – 12 and in the selection of postsecondary options.
- **Mapping Your Future** ([www.mappingyourfuture.biz](http://www.mappingyourfuture.biz)): This public-service website provides career, college, financial aid, and financial literacy information.
- **The Database of Accredited Postsecondary Institutions and Programs** (<http://ope.ed.gov/accreditation>): This database lists approximately 6,900 postsecondary educational institutions and programs accredited by an accrediting agency or state approval

agency. Each is recognized by the U.S. Secretary of Education as a reliable authority as to the quality of postsecondary education.

- **Diploma Mills and Accreditation** (<http://www.ed.gov/students/prep/college/diplomamills/index.html>): A postsecondary education consumer must be aware of the differences between accredited and unaccredited institutions to avoid the pitfall of enrolling in a “diploma mill.” This site helps consumers avoid diploma mills and provides resources for evaluating and selecting postsecondary institutions.
- **The National Center for Education Statistics** (<http://nces.ed.gov/collegenavigator/>): This site finds colleges based on location, programs, tuition, distance learning, evening courses, and more. Compare up to four colleges.
- **Student.gov** ([www.students.gov](http://www.students.gov)): This site provides assistance in finding the right college, getting information about and applying for federal student aid, as well as learning about other educational benefits.
- **Federal Student Aid** ([www.studentaid.ed.gov](http://www.studentaid.ed.gov)): This site provides information on academic planning and preparation, choosing a school, how to apply for college, information on federal student aid, and more.
- **Tax Benefits for Higher Education** ([www.irs.gov](http://www.irs.gov)): A number of tax provisions to assist students and parents in financing postsecondary education are provided on this site. Click on *individuals* and then *students*. The IRS Publication 970 is an additional resource for learning about tax benefits for education.
- **The College Savings Plan Network** ([www.collegesavings.org](http://www.collegesavings.org)): This network serves as a clearinghouse for information among existing college savings program.
- **Military OneSource** ([www.militaryonesource.com](http://www.militaryonesource.com)): This site provides an individualized scholarship search for the child of an active duty and reserve parent.

## 5. Additional Resources

- **4-H Entrepreneurship:** This 4-H Club curriculum for students in grades 7 – 12 encourages youth to develop knowledge and skills to meet the challenges of work and community in the 21<sup>st</sup> century. Students discover the world of entrepreneurship by practicing the skills needed to function successfully as an entrepreneur and explore types of business, products, pricing, marketing, partnership, agreements, and contracts. The goal of the program is to have students create a business plan and start a business. All activities are correlated to the national educational standards and benchmarks for middle and high school students.
- **4-H Get in the ACT!:** This 4-H Club curriculum sets the stage for students in grades 6 – 9 to develop skills for workplace success. This innovative program allows middle school students to explore getting their first paying job. Hands-on activities reinforce and extend

learning of workforce skills with emphasis on personal qualities, working with others, and thinking skills. All activities and skill areas support the national Secretary's Commission on Achieving Necessary Skills (SCANS) including workforce skills and educational standards.

- **Boys & Girls Clubs of America – CareerLaunch:** This program prepares teens for the working world. Teens ages 13-18 embark on a journey to explore careers, make sound educational decisions, and find success in the world of work. The program contains 22 competency based, small-group activities which are organized into four units. Three program implementation plans are provided so programs can choose a plan that fits their available resources and capacity for teen programming. Available resources include the Career Exploration Quick Reference Guidebook, CareerLaunch Teen Tips, and CareerLaunch folders.
- **Boys & Girls Clubs of America - Goals for Graduation:** This program introduces academic goal setting to youth ages 6-15 by linking their future aspirations with actions today. In goal-setting sessions with youth development program professionals, youth set achievable “Know-I-Can” Goals, more challenging “Think-I-Can” Goals, and yearly “Believe-I-Can” goals. Youth create an action plan with daily and weekly goals leading to short and long term gains. A comprehensive guidance strategy helps youth connect their smallest results to their highest dreams. An encouraging recognition strategy buoys youth as their successes are recognized and supported at every step of their journey.

## XII. Training and Development

The CYES SLO represents Navy CYPs, Navy families, and commanders to local educators. The SLO's knowledge, skills, and abilities coupled with a willingness to share information are essential to program success. To be effective in this role, it is important for the SLO to have a commitment to continuous learning and professional development.

### 1. Individual Development Plan (IDP)

An IDP is the document used to map and chart required and elective training for all CYES SLOs. Refer to Chapter IV – Advanced Program Development, Section 6 – Individual Development Plan, for information on the IDP.

### 2. Training Opportunities

Although training opportunities may be available throughout the year, the SLO must be motivated to research organizations, read current literature, keep abreast of issues which impact education, and learn about programs which will enhance the services he or she is able to offer to military families with school-aged children. Consistent independent study by the SLO is necessary to ensure the longevity of a meaningful and impactful CYES program.

#### 2.1 Research Organizations

- **Purdue University: Military Family Research Institute (MFRI)** ([www.mfri.purdue.edu](http://www.mfri.purdue.edu)): The Military Family Research Institute is a research and outreach organization based at Purdue University, funded by the Lilly Endowment, the Office of Military Community and Family Policy in the Department of Defense, and others. The mission is to conduct studies that provide insight into the experiences of military members and their families and to design and implement outreach activities that assist military families in Indiana and beyond.
- **Rand Corporation** ([www.rand.org](http://www.rand.org)): Rand Corporation has conducted a number of studies and does ongoing research about military families. Some research is directed at service members' family members and evaluating the experience of significant stress related to deployment. There is ongoing research on the impact of deployment on children and an Army-commissioned research project on the impact of deployment on K-12 education.

## 2.2 Nongovernmental Organizations

Nongovernmental Organizations (NGO) are important partners, helping CYPs serve Navy families. There are many different types of NGOs and each has a different mission statement. Most are non-profit; some have specific missions to perform. Navy CYP maintains relationships with some NGOs which are defined by statute as contractor relationship.

- **4-H Military Partnerships:** 4-H provides technical assistance and training for Navy youth professionals and establishes 4-H clubs for military youth on installations around the world. As military families move frequently and experience the difficulties surrounding lengthy and frequent deployments, 4-H provides predictable programming and a safe and nurturing environment for military children. 4-H clubs in local communities have also opened their doors to military youth living off post and to youth of National Guard and reserve families.
- **Boys and Girls Club of America (BGCA):** Boys and Girls Clubs of America's partnership with the military began during the Persian Gulf crisis. As parents in the reserves and National Guards were deployed overseas, BGCA asked local clubs to reach out to children in need, providing memberships and special programming to some 17,000 youth.

Working with the Department of Defense, BGCA went on to develop formal partnerships with each branch of the armed forces. BGCA recognized that military youth centers have a long tradition of excellent service to youth. The BGCA partnership complements that tradition, offering youth center members consistent programming and stable support. No matter where families are transferred, children in any military community will find the same quality services and programs.

BGCA curriculum builds character through every day leadership programs and guidance in behavior and attitude. Young people of all backgrounds join together in wholesome recreation. Trained professional staff members provide positive adult mentors and role models. These programs help young people succeed in school, stay healthy, learn important life skills, pursue interests in arts and sports, and explore vocational choices. Most importantly, the BGCA demonstrates to military children that someone cares and wants them to realize their full potential as productive, responsible, and caring citizens.

Through a Department of Defense Initiative, Navy and Marine Corps family members can receive vouchers for free memberships to their local Boys and Girls Club. These free memberships are for youth ages 6 – 18 who are the children of active duty, reservists, recruiters, and all other Department of Defense personnel who live in areas where installation infrastructure does not exist or exceeds demand.

- **Military Child Education Coalition (MCEC):** MCEC ([www.militarychild.org](http://www.militarychild.org)) is a non-profit, worldwide organization which identifies the challenges facing the highly mobile military child, increases awareness of these challenges in military and educational communities, and initiates and implements programs to meet the challenges. This organization's goal is to level the educational playing field for military children wherever they are located around the world and to serve as a model for all highly mobile children.

In 1999, the Army commissioned the Child and Youth Education Services Coalition to conduct the Secondary Education Transition Study (SETS) to understand the effects of mobility on military high school students and make recommendations to improve the relocation process. They identified nine key issues which impacted school-age children of military families. Additionally, MCEC provides a number of valuable programs and services which make a difference in the daily lives of military children. These programs and services including hosting an annual conference, providing Transition Counselor Institutes (TCI), and sponsoring Student-2-Student (S2S) organizations to name a few.

- **Military Impacted Schools Association:** The Military Impacted Schools Association (MISA) is a national organization formed in 1986 to represent public school districts which serve high concentrations of military children. ([www.militaryimpactedschoolsassociation.org](http://www.militaryimpactedschoolsassociation.org))

National Military Family Association The National Military Family Association (NMFA) (<http://www.nmfa.org>) is an advocate for military families and supports quality education for military children. NMFA is dedicated to providing information and representing the interests of family members of the uniformed services. NMFA has as its members those from all ranks of the seven uniformed services worldwide and their families. The organization provides Fact Sheets and position papers on key issues facing military families.

- **The Armed Services YMCA:** The Armed Services YMCA (ASYMCA) is a non-profit national member association of the YMCA of the USA that works with the Department of Defense to provide support services to military service members and their families. ASYMCA locations worldwide run more than 150 programs to support the families of junior-enlisted military personnel. Information can be found at <http://www.asymca.org>.
- **The Military Coalition:** The Military Coalition is a group of 35 military, veterans and uniformed services organizations with 5.5 million members which advocates for support of members of the uniformed services and their families. It can be found at <http://www.themilitarycoalition.org>.

## 2.3 Program Supports

- **Military Family Life Consultants (MFLC):** This is a program established by DoD and designed to augment existing military support services. The program provides non-medical, short term, situational, problem-solving counseling services to address issues result from the military lifestyle. MFLCs work in close connection with CYP programs and/or local schools to help service members and their families cope with the normal reactions to the stressful/adverse situations created by deployments and reintegration.

MFLCs are licensed and credentialed clinical providers with a masters or doctorate degree who offer their services on rotational assignments of 30, 45, 60, or 90 days. These professionals work closely with CYP and/or local education agencies to support pre-deployment, deployment, and reintegration events for service members and their families.

- **Parents as Teachers:** This program provides parent education and family support through a research-based curriculum to military families throughout pregnancy until the child enters kindergarten, usually age 5. Parents receive personal visits, attend parent group meetings, are linked to a resource network, and are provided screening services which assess the child's overall development. Additionally, parents are supported by Parents as Teacher educators who translate information on early brain development into specific *when, what, how, and why* advice for families.
- **Child Care in Your Neighborhood:** This partnership with the National Association of Child Care Resource and Referral Agencies assists families in locating, selecting, and paying for quality civilian child care. Eligible families include those located in remote and isolated areas with no access to military child care. In addition, families may be eligible if the military-operated program near where they live does not offer the service or is operating at capacity. For more information, visit [www.naccrra.org](http://www.naccrra.org).
- **Operation Military Child Care:** This partnership with the National Association of Child Care Resource and Referral Agencies assists families in locating, selecting and paying for quality civilian child care while the service member is mobilized or deployed. Eligible families must have at least one parent deployed or mobilized in support of the Global War on Terrorism. For more information, visit [www.naccrra.org](http://www.naccrra.org).
- **Mission Youth Outreach:** In partnership with the Boys and Girls Clubs of America, Mission Youth Outreach provides youth with free recreational memberships to local Boys and Girls Clubs in their community. Eligible youth include those who are located in remote and isolated areas with no access to on-base youth programs. For more information, visit [www.bgca.org](http://www.bgca.org).

- **Operation Military Kids (OMK):** This is a collaborative effort with America’s communities to support military children and youth impacted by deployment. The main goal is to build state collaborations in local communities which address the unique issues these children may be facing. For more information, visit [www.operationmilitarykids.org](http://www.operationmilitarykids.org).

## 2.4 Online Program Training and Support

- **Kids Included Together (KIT):** KIT supports the Navy’s commitment to children with and without disabilities by training Navy CYP professionals on the best practices of inclusion. KIT accomplishes this goal by utilizing its online tools and resources, relationship-based coaching, resource library, and state-of-the-art eLearning modules. For more information, visit [www.kitonline.org](http://www.kitonline.org).
- **Military Youth on the Move:** This program is supported by the DoD and available at <http://apps.mhf.dod.mil/pls/psgprod/f?p=MYOM:HOME:3109340897761106>. This website is designed to provide relocation and outreach support to military youth ages 6-18.
- **DoD Special Needs Tool Kit:** The DoD Special Needs Parent Toolkit has comprehensive information and tools which are geared towards helping military families with special needs children navigate the maze of medical and special education services, community support, and benefits and entitlements. The Toolkit is broken down into six colorful modules which can be easily downloaded and printed and is available at [www.militaryhomefront.dod.mil](http://www.militaryhomefront.dod.mil).
- **The American Association of School Administrators (AASA) Toolkit “Supporting the Military Child”:** The American Association of School Administrators (AASA) is a professional organization has developed an online toolkit to raise awareness and encourage advocacy regarding the educational needs of military children. The AASA toolkit “Supporting the Military Child” is now available at [www.aasa.org](http://www.aasa.org) on the resource tab.
- **Military OneSource** ([www.MilitaryOneSource.com](http://www.MilitaryOneSource.com)): This is an exceptional online resource available to military service members and their families. Available to offer “Real help, anytime, anywhere, 24 hours a day, 7 days a week,” Military OneSource provides consultation, research, and referrals, interpretation and translation services, mental health counseling, educational materials, and an updated interactive website. The services available through Military OneSource are extensive and designed to meet the needs of the modern military family.
- **Tutor.com** ([www.tutor.com/navy](http://www.tutor.com/navy)): Military service members and their families around the world can work with a certified, professional tutor online 24/7 to get help with homework,

studying, test prep, resume writing, and more. The program is provided by the Department of Defense.

Authorized patrons include U.S. active duty military service members, U.S. military reservists, U.S. National Guard personnel on active duty in a deployed status and DoD civilians in a deployed status, and their dependents. All students worldwide can use the free program, regardless of where they attend school. Expert tutors help students of all ages—from K-12 to college to adult learners—one-to-one in math, science, social studies and English, as well as with resume writing and interview preparation. Tutor.com has more than 1,800 tutors who have delivered more than five million one-to-one tutoring and career sessions since 2001. Each tutor is certified and has completed a third-party background check. All sessions are recorded and reviewed for quality control. Help is available at all military installation libraries and from any computer with Internet access 24 hours a day, seven days a week by visiting [www.tutor.com/navy](http://www.tutor.com/navy).

Authorized Navy associated users must follow instructions for Navy Knowledge On-line (NKO).

- **Student Online Achievement Resources** ([www.SoarAtHome.org](http://www.SoarAtHome.org)): Student Online Achievement Resources (SOAR) is a free website providing students and parents with resources made available through a grant from the Department of Defense in partnership with the University of Northern Iowa, The Princeton Review, Houghton Mifflin, and the Military Impacted Schools Association. It offers tools to identify academic strengths and weaknesses in math and reading. Students in grades three through high school have access to comprehensive and skill specific tests to help identify skills that students have mastered and skills where additional instruction might be needed.

The website can also be used to instruct students in math, reading and language arts through interactive tutorials. Lessons are self-guided and have audio components so students can work independently or with parents.

There are also educational resources written specifically for parents. Parents can access their child's account to see how they have done on tests and the tutorial activities. Hundreds of activities are provided which parents can work on with their child. Links are available to state websites and other educational resources to help parents learn more about a state or district the family might be moving to in the future.

- **Specialized Training of Military Parents** ([www.stompproject.org](http://www.stompproject.org)): STOMP is a federally funded Parent Training and Information (PTI) Center established to assist military families who have children with special education or health needs. STOMP staff is made up of

parents of children who have disabilities and have experience in raising their children in military communities.

STOMP serves families by:

- Providing information and training about laws, regulations and resources for military families of children with disabilities
- Connecting families to other families
- Assisting parents and professionals in developing community parent education/support groups
- Providing a voice to raise awareness of issues faced by military families of children with disabilities.

### 3. Additional Independent Study Resources

- [www.militaryK12partners.dodea.edu](http://www.militaryK12partners.dodea.edu)
- <https://qol.persnet.navy.mil/CYPWeb/Web/Home/Home.aspx> (Contact Juana Ray for CYP Professional level access)
- [www.defenselink.mil/mtom](http://www.defenselink.mil/mtom)
- <http://www.wrightslaw.com>

Participate in following initial and ongoing trainings:

- Navy SLO Resident Course
- Annual Joint SLO Training
- Annual MCEC National Conference
- Annual CYP Training
- Fleet and Family Support Programs Hosted Training
- EFMP Hosted Training.

Complete/Read the following prior to Navy School Liaison Resident Training Courses:

- U.S. Army Secondary Education Study.
- Parents, Educators, Commanders DoD Tool Kits.



**Appendix A:**  
**U.S. Armed Forces Rank Chart**

# U.S. Armed Forces Ranks

|      | Air Force • Army • Marines<br>Officer Ranks                                  | Navy • Coast Guard<br>Officer Ranks   | Air Force • Army • Marines<br>Officer Ranks | Navy • Coast Guard<br>Officer Ranks |                                |
|------|--|---|---|-------------------------------------|--------------------------------|
| 0-10 | <br>General of the Air Force / Army<br>(Reserved for Wartime)<br><br>General | <br>Fleet Admiral<br>(Reserved for Wartime)<br><br>Admiral/Commandant<br>of the Coast Guard | 0-5   | <br>Lieutenant Colonel              | <br>Commander                  |
| 0-9  | <br>Lieutenant General   | <br>Vice Admiral  | 0-4   | <br>Major                           | <br>Lieutenant Commander       |
| 0-8  | <br>Major General  | <br>Rear Admiral  | 0-3   | <br>Captain                         | <br>Lieutenant                 |
| 0-7  | <br>Brigadier General  | <br>Rear Admiral<br>(Lower Half)  | 0-2   | <br>First Lieutenant                | <br>Lieutenant<br>Junior Grade |
| 0-6  | <br>Colonel  | <br>Captain   | 0-1   | <br>Second Lieutenant               | <br>Ensign                     |

|                  | Air Force  | Army                        | Marine Corps                | Navy & Coast Guard                          |
|------------------|------------|-----------------------------|-----------------------------|---|
| Warrant Officers | No Warrant | <br>Warrant Officer 1       | <br>Warrant Officer 1       | <br>Warrant Officer 1<br>(Coast Guard only) |
|                  |            | <br>Chief Warrant Officer 2 | <br>Chief Warrant Officer 2 | <br>Chief Warrant Officer 2                 |
|                  |            | <br>Chief Warrant Officer 3 | <br>Chief Warrant Officer 3 | <br>Chief Warrant Officer 3                 |
|                  |            | <br>Chief Warrant Officer 4 | <br>Chief Warrant Officer 4 | <br>Chief Warrant Officer 4                 |
|                  |            | <br>Chief Warrant Officer 5 | <br>Chief Warrant Officer 5 | <br>Chief Warrant Officer 5                 |

## Appendices

|     | Air Force  | Army   | Marine Corps  | Navy & Coast Guard   |
|-----|--|--|---|--|
| E-9 | <br>Chief Master Sergeant of the Air Force<br><br>Chief Master Sergeant, First Sergeant, Command Chief Master Sergeant | <br>Sergeant Major of the Army<br><br>Sergeant Major, Command Sergeant Major | <br>Sergeant Major of the Marine Corps<br><br>Sergeant Major, Master Gunnery Sergeant | <br>Master Chief Petty Officer of the Navy / Coast Guard<br><br>Master Chief Petty Officer, Fleet/Force/Command Master Chief Petty Officer |
| E-8 | <br>Senior Master Sergeant, First Sergeant  | <br>Master Sergeant, First Sergeant   | <br>First Sergeant, Master Sergeant   | <br>Senior Chief Petty Officer  |
| E-7 | <br>Master Sergeant, First Sergeant   | <br>Sergeant First Class  | <br>Gunnery Sergeant  | <br>Chief Petty Officer   |
| E-6 | <br>Technical Sergeant  | <br>Staff Sergeant  | <br>Staff Sergeant  | <br>Petty Officer First Class   |
| E-5 | <br>Staff Sergeant  | <br>Sergeant  | <br>Sergeant  | <br>Petty Officer Second Class  |
| E-4 | <br>Senior Airman   | <br>Corporal, Specialist  | <br>Corporal  | <br>Petty Officer Third Class   |
| E-3 | <br>Airman First Class  | <br>Private First Class   | <br>Lance Corporal  | <br>Seaman  |
| E-2 | <br>Airman  | <br>Private   | <br>Private First Class   | <br>Seaman Apprentice   |
| E-1 | Airman Basic   | Private  | Private   | Seaman Recruit   |

Poster courtesy of All Hands Magazine  
[www.navy.mil](http://www.navy.mil)





# Appendix B: Other Service Branches

# Other Service Branches

It is important to understand the mission and location of colleagues and partners in the other service branches.

## 1. Navy Reserve Family Programs

The mission of the U.S. Navy Reserve Force is to provide mission-capable units and individuals to the Navy, Marine Corps Team throughout the full range of operations from peace to war. The Navy Reserve Force consists of the Ready Reserve, the Standby Reserve, and the Retired Reserve numbering over 690,000 men and women. The "Ready Reserve" is made up of "Selected Reserve" personnel and "Individual Ready Reserve" (IRR) personnel. The Selected Reserve, or SELRES, is the Navy's primary source of immediate mobilization manpower and represents those Reservists who are paid, either as weekend drillers, or who serve as Full Time Support (FTS) on active duty status in the training and administration of the Navy Reserve Force program. Other reserve categories include the Standby Reserve and the Retired Reserve.

## 2. Coast Guard

Service delivery of Work-Life Programs is accomplished by 13 Work-Life staffs assigned to Integrated Support Commands (ISC) Coast Guard-wide. These Work-Life specialists administer their respective programs in accordance with Commandant (CG-111) policy and other such directives that may be issued by competent authority. They coordinate a myriad of program elements as specified in these policies, including training, mandatory reporting, marketing, measuring and evaluation, networking with local care providers, education and outreach.

## 3. Marine Corps

The majority of Marine Corps dependents attend public schools both on and off the installation. To assist parents and commanders in interacting with local schools and in responding to education transition issues, a School Liaison position is available at each Marine Corps installation.

The USMC SL role is adapted at each installation according to the needs of the community. Some of their roles include the following:

- Functions as a communicator and facilitator who assist parents and commanders in interacting with local schools and in responding to education transition issues for all school ages.
- Advocates regarding educational issues to optimize the educational experience of elementary, middle and high school students.
- Maintains information on the availability and access of educational services available in the local area.
- Collaborates with the various Marine and family support programs to ensure that Marine families receive responsive support with a minimum of referrals and paperwork.

## **4. Army**

The Army has an active SLO program on each of its installations. The Army SLOs serve active duty, National Guard/Army Reserve/ Accessions Commands and geographically dispersed families within a one hour distance of their installation. Army SLOs act as primary advisors to garrison command staff on matters relating to schools serving the installation. They work closely with local school personnel to identify and resolve issues which impact transition military students, serve as “ombudsmen” between military families and schools during in and out processing periods, and encourage school systems to become Secondary Education Transition Study Memorandum of Agreement Signatories.

Army Installation Management Command Region School Transition Specialist (STS) have been hired at the six Region offices to help establish an Army infrastructure which facilitates the adoption of reciprocal practices among and across school systems in their assigned geographical areas. The intent is to ease school transitions for mobile military students. STS work closely with installation SLOs to elevate systematic school transition issues to be addressed from an Army wide policy and/or procedural perspective. The STS serve as the point of contact for school issues for our geographically dispersed families who are not close to an Army installation.

## **5. Air Force**

Each Air Force base has a point of contact for local CYES matters. This POC advocates for the educational needs of military children, assists Airmen and families with information and referrals regarding local school districts DoDEA schools, if applicable, and other education options including homeschooling, private schools, charter schools, and cyber schools, and ensures a communication link with inbound or outbound family members for educational issues.

## **6. Reserve Components**

The Army, Navy, Air Force and Marine Corps Reserves each have their own structure to support Reserve Families. Listings for each are posted on the CYP Professional page.

## **7. National Guard**

The National Guard Bureau has an active National Guard Child and Youth Program to serve Army and Air National Guard Families. Their mission is to support the social, emotional, and academic needs of National Guard children and youth. The State CYP Coordinators can be contacted at [www.guardfamily.org/Youth](http://www.guardfamily.org/Youth).

# Appendix C: Acronyms

# Acronyms

|        |  |
|--------|--|
| ACT    | American College Test                                    |
| AD     | Active Duty  |
| ADHD   | Attention Deficit Hyperactivity Disorder                 |
| AP     | Advanced Placement                                       |
| AS     | Asperger Syndrome  |
| AU     | Autism   |
| AYP    | Annual Yearly Progress                                   |
| BOQ    | Bachelor Officers Quarters                               |
| BUPERS | Bureau of Naval Personnel                                |
| BUMED  | Bureau of Medicine                                       |
| CG     | Coast Guard  |
| CNO    | Chief of Naval Operations                                |
| CO     | Commanding Officer                                       |
| CONUS  | Continental United States                                |
| CMC    | Command Master Chief                                     |
| CNIC   | Commander, Navy Installation Command                     |
| CNRE   | Commander, Navy Region Europe                            |
| CNRH   | Commander, Navy Region Hawaii                            |
| CNRJ   | Commander, Navy Region Japan                             |
| CNRK   | Commander, Navy Region Korea                             |
| CNRNDW | Commander, Navy Region Naval District Washington         |
| CNRM   | Commander, Navy Region Marianas Guam                     |
| CNRMA  | Commander, Navy Region Mid-Atlantic                      |
| CNRMW  | Commander, Navy Region Midwest                           |
| CNRNW  | Commander, Navy Region Northwest                         |
| CNRSE  | Commander, Navy Region Southeast                         |
| CNRSW  | Commander, Navy Region Southwest                         |
| CPO    | Chief Petty Officer                                      |
| CYES   | Child & Youth Education Services                         |
| CYP    | Child & Youth Programs                                   |
| DEC    | Dependent Education Council                              |
| DECA   | Defense Commissary Agency                                |
| DDESS  | Domestic Dependent Elementary and Secondary Schools      |
| DEERS  | Defense Enrollment Eligibility Reporting System          |
| DFAS   | Defense Financial Accounting System                      |
| DOB    | Date of Birth  |
| DOD    | Department of Defense                                    |
| DoDEA  | Department of Defense Education Activity                 |
| DoDDS  | Department of Defense Dependent Schools (Europe/Pacific) |
| DON    | Department of Navy                                       |

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## Appendices

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|        |   |
|--------|---|
| ED     | U.S. Department of Education                        |
| EFMP   | Exceptional Family Member Program                   |
| ESL    | English as a Second Language                        |
| FAPE   | Free Appropriate Education                          |
| FERPA  | Family Educational Rights and Privacy Act           |
| FFSC   | Fleet and Family Support Center                     |
| FFSP   | Fleet and Family Support Program                    |
| GSA    | General Services Administration                     |
| GWOT   | Global War on Terrorism                             |
| HIPAA  | Health Insurance Portability and Accountability Act |
| HQ     | Headquarters  |
| IDEA   | Individuals with Disabilities Education Act         |
| IDP    | Individual Development Plan                         |
| IEP    | Individual Education Plan                           |
| JAG    | Judge Advocate General                              |
| JFSAP  | Joint Family Service Assistance Program             |
| JS2S   | Junior Student 2 Student Program (middle school)    |
| LAP    | Local Action Plan                                   |
| LEA    | Local Education Activity                            |
| LINN   | Living in the New Normal                            |
| LRE    | Least Restrictive Environment                       |
| MAC    | Mobilization and Contingency Plan                   |
| MCEC   | Military Children Education Coalition               |
| MCPON  | Master Chief Petty Officer of the Navy              |
| MOA    | Memorandum of Agreement                             |
| MOU    | Memorandum of Understanding                         |
| MWR    | Morale, Welfare and Recreation                      |
| NAEP   | National Assessment of Educational Progress         |
| NCLB   | No Child Left Behind                                |
| NCSP   | Navy Community Service Program                      |
| NDAA   | National Defense Authorization Act                  |
| NYSP   | Navy Youth Sponsorship Program                      |
| OCONUS | Outside Continental United States                   |
| OMK    | Operation Military Kids                             |
| PCS    | Permanent Change of Station                         |
| PIE    | Partnerships In Education                           |
| POC    | Point of Contact                                    |
| PTA    | Parent Teacher Association                          |
| PAO    | Public Affairs Officer                              |
| QA     | Quality Assurance                                   |
| QOL    | Quality of Life                                     |
| S2S    | Student 2 Student (high school)                     |
| SAC    | School Age Care                                     |
| SAT    | Scholastic Assessment Test                          |
| SETS   | Secondary Education and Transition Study (Army)     |
| SIP    | School Improvement Plan                             |

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## Appendices

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|      |   |
|------|---|
| SLO  | School Liaison Officer                    |
| SOP  | Standard Operation Procedure              |
| SSN  | Social Security Number                    |
| STEM | Science, Technology, Engineering and Math |
| STRT | School Transition Response Team           |
| TAD  | Temporary Additional Duty                 |
| TDY  | Temporary Duty                            |
| TCI  | Transition Counselor Institute            |
| TWMS | Total Workforce Management Systems        |
| USNR | U.S. Navy Reserve                         |
| USO  | United Service Organizations              |
| XO   | Executive Officer                         |
| YP   | Youth Programs                            |

# Appendix D: Web Resources

# Web Resources

## 1. Private Organizations

- American Association of School Administrators (AASA): [www.aasa.org](http://www.aasa.org)
- Association of the United States Army (AUSA): [www.ausa.org](http://www.ausa.org)
- Child and Youth Education Services Coalition (MCEC): [www.militarychild.org](http://www.militarychild.org)
- Military Impacted Schools Associations (MISA):  
[www.militaryimpactedschoolsassociation.org](http://www.militaryimpactedschoolsassociation.org)
- Military Officers Association: [www.moaa.org](http://www.moaa.org)
- National Association of Federally Impacted Schools (NAFIS): [www.sso.org/nafis](http://www.sso.org/nafis)
- National Military Family Association (NMFA): [www.nmfa.org](http://www.nmfa.org)
- National School Boards Association (NSBA): [www.nsba.org/site/index.asp](http://www.nsba.org/site/index.asp)
- Specialized Training of Military Families (STOMP): [www.stompproject.org](http://www.stompproject.org)
- Standards & Poor's Data on School Choice: [www.schoolmatters.com](http://www.schoolmatters.com)

## 2. Government/Military Sites

- Air Force: [www.afcrossroads.com](http://www.afcrossroads.com)
- Army: [www.myarmyonesource.com/default.aspx](http://www.myarmyonesource.com/default.aspx)
- Department of Defense Education Activity (DoDEA): [www.dodea.edu](http://www.dodea.edu)
- DoDEA Education Partnership Branch: [www.militaryk12partners.dodea.edu](http://www.militaryk12partners.dodea.edu)
- Exceptional Family Member Program:  
[www.npc.navy.mil/commandsupport/exceptionalfamilymember](http://www.npc.navy.mil/commandsupport/exceptionalfamilymember)
- Fleet and Family Support Program: [www.ffsp.navy.mil](http://www.ffsp.navy.mil)
- Impact Aid: [www.ed.gov/about/offices/list/oese/impactaid/index.html](http://www.ed.gov/about/offices/list/oese/impactaid/index.html)
- Military HOMEFRONT: [www.militaryhomefront.dod.mil](http://www.militaryhomefront.dod.mil)
- Military OneSource: [www.militaryonesource.com](http://www.militaryonesource.com)
- Military Youth on the Move (MYOM):  
<http://apps.mhf.dod.mil/pls/psgprod/f?p=MYOM:HOME:3109340897761106>
- National Guard: [www.jointservicesupport.org/FP/Default.aspx](http://www.jointservicesupport.org/FP/Default.aspx)
- Navy Individual Augementee: [www.ia.navy.mil](http://www.ia.navy.mil)
- U.S. Department of Defense Website for Military Families:  
[www.usa4militaryfamilies.dod.mil](http://www.usa4militaryfamilies.dod.mil)
- U.S. Department of Education: [www.ed.gov/index.jhtml](http://www.ed.gov/index.jhtml)

- U.S. Marine Corps: [www.usmc-mccs.org](http://www.usmc-mccs.org)

### 3. Special Needs Programs

- Autism Speaks: [www.autismspeaks.com](http://www.autismspeaks.com)
- Commander Navy Installations Command (CNIC): [www.lifelines.navy.mil/](http://www.lifelines.navy.mil/)
- Educational & Developmental Intervention Services:  
[http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF\\_DETAIL\\_1?section\\_id=20.80.500.165.0.0.0.0.0&current\\_id=20.80.500.165.500.210.30.0.0](http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.80.500.165.0.0.0.0.0&current_id=20.80.500.165.500.210.30.0.0)
- Military Impacted Schools Association: [www.militarystudent.org](http://www.militarystudent.org)
- Parent Directed Special Needs Organization: [www.washingtonpave.org/programs.asp](http://www.washingtonpave.org/programs.asp)
- Specialized Training of Military Families: [www.stompproject.org/](http://www.stompproject.org/)
- Wrightslaw Special Education Law and Advocacy: [www.wrightslaw.com](http://www.wrightslaw.com)
- Yellow Pages for Kids with Disabilities: [www.yellowpagesforkids.com/help/states.htm](http://www.yellowpagesforkids.com/help/states.htm)

### 4. School Choice

- College Board Information for Parents: [www.collegeboard.com/splash/parents](http://www.collegeboard.com/splash/parents)
- Military OneSource: [www.militaryonesource.com](http://www.militaryonesource.com)
- North Central Association (NCA) of Colleges and Schools: [www.ncacasi.org/](http://www.ncacasi.org/)
- Publications of Charter Schools: [www.uscharterschools.org/pub/uscs\\_docs/index.htm](http://www.uscharterschools.org/pub/uscs_docs/index.htm)
- Coalition of Essential Schools: [www.essentialschools.org](http://www.essentialschools.org)
- Schools by State (District, Magnet, Charter, and Private): [www.schooltree.org](http://www.schooltree.org)
- Search for Accredited Schools: [www.advanc-ed.org/oasis2/u/par/search](http://www.advanc-ed.org/oasis2/u/par/search)
- Search for Parochial Schools: [www.parochial.com/](http://www.parochial.com/)
- Southern Association of Colleges and Schools: [www.sacscasi.org/](http://www.sacscasi.org/)
- Council of Chief and State School Officers (CCSSO) SchoolMatters:  
[www.schoolmatters.com](http://www.schoolmatters.com)
- U.S. Department of Education: [www.ed.gov](http://www.ed.gov)

### 5. Homeschooling and Gifted Education

- *Getting started in Home Schooling: The First Ten Steps*, by Mary Pride: [www.homeschool.com](http://www.homeschool.com)
- Homeschooling Today Magazine: [www.homeschooltoday.com](http://www.homeschooltoday.com)
- National Association of Gifted Children: <http://www.nagc.org>
- National Home Education Research Institute: [www.nheri.org](http://www.nheri.org)
- National Home Education Network: 55 Reasons to Home School: <http://www.nhen.org>

## 6. Federal Government

- Department of Education regulations and educational goals. See Department of Education website at [www.ed.gov](http://www.ed.gov)
- Individuals with Disabilities Education Act (IDEA). See legislation section under the Department of Education Website at [www.ed.gov](http://www.ed.gov)
- Americans with Disabilities Act (ADA) at [www.ada.gov](http://www.ada.gov)
- Executive Order 12999, *Educational Technology: Ensuring Opportunity for All Children in the Next Century*, April 17, 1996 that allows the transfer of excess and surplus Federal computer equipment to classrooms.
- P.L. 103-382, Section 8001-8014, Title VIII-Impact Aid, Edmonson, Robert, *The Basics of Impact Aid* (fifth edition), including amendments adopted through December 1, 1997.
- Federal Register Notices, Vol. 64, No. 63, Department of Agriculture, *Food and Nutrition Service, Child Nutrition Programs-Income Eligibility Guidelines*, April 2, 1999.
- P.L. 105-336, *School Programs: Implementation of Public Law 105-336 (SP 99-2)*, December 3, 1998.
- P.L. 105-336, *Limited Disclosure of Children's Free and Reduced Price Meal or Free Milk Eligibility Information (SP 99-3)*, (CACFP 99-2), December 7, 1998.
- Title 20 United States Code, Sections 921-932, *Overseas Defense Dependents' Education*, January 26, 1998.
- P.L. 106-65, Section 584, *Support for Child Care Services and Youth Program Services for Dependents*, Fiscal Year 2000.
- P.L. 106-65, Section 584, Subsections 1798 and 1799, *Designation of Pilot Sites for Legislative Initiatives*, Fiscal Year 2000.
- P.L. 104-106, Section 1785, *Youth Sponsorship Program*, February 10, 1996.
- *No Child Left Behind Act*, [www.ed.gov](http://www.ed.gov)
- *Interstate Compact* [www.militaryhomefront.dod.mil](http://www.militaryhomefront.dod.mil)

**Appendix E:**  
**School Transition Services Web Pages**

# School Transition Services Web Pages

At a minimum, all installations with a SLO and/or fleet concentration area must have a SLO program webpage with a link on the installation home page. This link should be provided to the Regional SLO. Additionally, the SLO should work with installation FFSC Relocation Program personnel to provide quarterly updates to the DoD *Plan My Move* website. All websites will be reviewed by CNIC, N912.

The following items will be included on the SLO's webpage:

- Contact information for SLO:
  - Address (military)
  - Phone number
  - Fax number
  - E-mail (if generic: schoolliaison@xxxx.Navy.mil)
  - Office location and working hours
- Links to:
  - All school districts serving installation
  - All Navy installations
  - Installation programs (CYP; FFSP; MWR; BGCA; 4-H; OMK partnerships)
  - Special needs information
  - Local school systems
  - Navy EFMP and special needs information
  - Local installation transition support resources/activities
  - Homeschool information for area
  - Youth Sponsorship Program information, contact, and application, as applicable
  - Resources such as [www.militaryonesource.com](http://www.militaryonesource.com), [www.militarystudent.org](http://www.militarystudent.org), [www.militarychild.org](http://www.militarychild.org), [www.militaryimpactedschoolsassociation.org](http://www.militaryimpactedschoolsassociation.org), [www.schoolmatters.com](http://www.schoolmatters.com), [www.schoolquest.org](http://www.schoolquest.org) and Home Schooling Legal Defense Association [www.hsllda.org](http://www.hsllda.org).

**Appendix F:**  
**Transition Friendly School Districts**

# Transition Friendly School Districts

Use the following as a guide to assist local schools, as appropriate. Caution needs to be used to ensure school districts do not perceive that this is an evaluation of their website/s. This is simply an opportunity to share promising practices and lessons learned.

## **Content recommendations:**

- Provide general information about school district and individual schools including total enrollment, name of schools, addresses, phone numbers, class size, attendance areas and school calendar.
- Post registration requirements. Include information about what students need to bring with them on the first day of school.
- Provide a description of what students can expect during first two weeks such as buddy system, tour of school, orientation, etc.
- Explain organization of class schedules.
- Post daily schedules such as start and end times and lunch.
- Include information about free/reduced breakfast/lunch program.
- Detail testing information to include dates.
- Provide information about school housing boundaries and bus routes.
- Post graduation requirements, student handbooks, course descriptions.
- Include links to transition related websites.
- Post tutorial information.
- Offer information about extracurricular activities to include tryout/audition dates, alternate tryout methods, etc.
- Post information about clubs and volunteer opportunities for students.
- Add *Frequently Asked Questions* with responses on topics such as sports physical exams, extra-curricular fees, on-line options for registration, etc.
- Include a section on transferring out of the district.

## **Process recommendations:**

- Add a link to registration, enrollment or transferring students on the first pages of the district and school websites.
- Develop a module under this link which includes basic information needed by students in transition.
- Make information easy to find.

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## Appendices

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- Publicize website information in other media, such as school, district and installation newsletters and community newspapers.
- Crosslink information between school and district websites.
- Set up the district and school website so that maintenance and updates can be accomplished easily for the webmaster.
- Include the SLO when reviewing or evaluating website information.

Reference: Military Child Education Coalition, (2001). U.S. Army Secondary Education Transition Study. Arlington, VA: Military Family Resource Center.



**Appendix G:**  
**U.S. Department of Education**  
**Resources for Parents**

# U.S. Department Of Education

## Resources For Parents

### 1. Web Resources

**Early Childhood:**

<http://www.ed.gov/parents/earlychild/ready/resources.html>

**Federal Resources for Educational Excellence:**

<http://www.free.ed.gov/index.cfm>

**The Special Needs Child:**

<http://www.ed.gov/parents/needs/speced/edpicks.jhtml?src=ln>

<http://www.ed.gov/parents/needs/gifted/edpicks.jhtml?src=ln>

<http://dodea.edu/curriculum/>

**My Child's Success:**

<http://www.ed.gov/parents/academic/involve/edpicks.jhtml?src=ln>

**Empowering Parents:**

<http://www.ed.gov/parents/academic/involve/schoolbox/index.html>

**Helping Your Child Series:**

<http://www.ed.gov/parents/academic/help/hyc.html>

**Choices for Parents; Tips and Resources -- The Partnership:**

<http://www.ed.gov/parents/academic/help/partnership-tips.html>

**Options for Parents-No Child Left Behind-Getting Students Help:**

<http://www.ed.gov/nclb/choice/help/edpicks.jhtml?src=fp>

**KnowHow2Go: The 4 Steps to College- Planning for Middle School Students:**

[www.KnowHow2Go.org](http://www.KnowHow2Go.org)

**Applying for Student Aid -FAFSA on the WEB Worksheet:**

<http://www.fafsa.ed.gov/>

## 2. Publications

**Literacy Begins at Home: Teach Them to Read:** Provides information about the Shining Stars booklet series for parents of children in preschool through grade three who are getting ready or learning to read. This brochure provides checklists for parents of toddlers, preschoolers, kindergarteners, first graders, second graders, and third graders. Contact information is provided for ordering additional free copies of the booklet.

**Shining Stars: Preschoolers Get Ready To Read: How Parents Can Help Their**

**Preschoolers Get Ready to Read:** Describes strategies proven to work by the most rigorous scientific research available on the teaching of reading. This publication provides parents with ways to help their preschool-age children learn to read; it includes activities parents can use to build reading skills and a checklist of developmental skills parents can apply to their children.

**Shining Stars: Kindergartners Learn To Read: How Parents Can Help Their**

**Kindergartners Learn to Read:** Describes strategies proven to work by the most rigorous scientific research available on the teaching of reading. This publication provides parents with ways to help their kindergarten-age children learn to read; it includes activities parents can use to build reading skills and a checklist of developmental skills parents can apply to their children.

**Shining Stars: First Graders Learn To Read: How Parents Can Help Their First Graders**

**Learn to Read:** Describes strategies proven to work by the most rigorous scientific research available on the teaching of reading. This publication provides parents with ways to help their first grade children learn to read; it includes activities parents can use to build reading skills and a checklist of developmental skills parents can apply to their children.

**Shining Stars: Second & Third Graders Learn To Read: How Parents Can Help Their**

**Second & Third Graders Learn to Read:** Describes strategies proven to work by the most rigorous scientific research available on the teaching of reading. This publication provides parents with ways to help their second and third grade children learn to read; it includes activities parents can use to build reading skills and a checklist of developmental skills parents can apply to their children.

**Dad's Playbook: Coaching Kids to Read:** Provides information about the importance of teaching children to read, and how fathers can use simple skills to help their children be even better readers. This publication describes some strategies proven to work by the most rigorous scientific reading research available on the teaching of reading. This publication includes stories about how 20 different fathers are helping their children learn to read.

**Forum Guide to Elementary/Secondary Virtual Education:** Provides recommendations for collecting accurate, comparable, and useful data about virtual education in an

elementary/secondary education setting. This publication was written primarily for staff in state and local education agencies, including policymakers, data management professionals, curriculum coordinators, and technology coordinators. Software developers and other vendors, staff in private schools, and the parents of children schooled at home may also find it useful.

**Learning Partners: Let's Do Science!:** Suggests ways parents can help their children see that science is everywhere. This document includes ideas for parents to help their children think scientifically. It also contains three science activities for parents to do with their children.

**Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools:** Formulates specific and coherent evidence-based recommendations for use by educators addressing the challenge of reducing the number of children who struggle with mathematics by using “response to intervention” (RtI) as a means of both identifying students who need more help and providing these students with high-quality interventions. This guide provides eight specific recommendations intended to help teachers, principals, and school administrators use RtI to identify students who need assistance in mathematics and to address the needs of these students through focused interventions. Provides suggestions on how to carry out each recommendation and explains how educators can overcome potential roadblocks to implementation.

**Free Appropriate Public Education for Students with Disabilities: Requirements Under Section 504 Of The Rehabilitation Act Of 1973:** Provides an overview of Section 504 of the Rehabilitation Act of 1973 which states that school districts are required to provide a "free appropriate public education" (FAPE) to each qualified person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability. This publication answers three questions about FAPE according to Section 504: 1) who is entitled to a free appropriate public education; 2) how is an appropriate education defined; and 3) how is a free education defined? Contact information is also provided for anyone needed to obtain further assistance and information.

**State and Local Implementation of the No Child Left Behind Act: Volume VIII – Teacher Quality under NCLB: Final Report:** Describes the progress that states, districts, and schools have made implementing the teacher and paraprofessional qualification provisions of NCLB through 2006-07. This report addresses the following broad questions: How do states designate teachers as highly qualified? What is the capacity of states to collect data and accurately report on teacher and paraprofessional qualifications? What percentage of teachers meets NCLB requirements to be highly qualified? How does this vary across states, districts, schools, and types of teachers? What are states, districts, and schools doing to increase the number and distribution of highly qualified teachers? To what extent are teachers participating in high-quality

professional development? (e.g., professional development that is sustained, intensives, and content-focused)

**The Individuals with Disabilities Education Act (IDEA):** Provides information on provisions related to, and benefits available to children with disabilities who are enrolled by their parents in private schools, including religious schools, when the provisions of a free appropriate public education (FAPE) is not at issue. This booklet explains that the Individuals with Disabilities Education Act (IDEA) is a federal law which requires each state to ensure that a FAPE is available to all eligible children with disabilities residing in that state. In IDEA, these children are often referred to as “parentally placed private school children” with disabilities, and the benefits available to them differ from the benefits for children with disabilities in public schools.

**KnowHow2Go: The 4 Steps to College:** Alerts eighth- to tenth-graders that college doesn't just happen; there are actual steps students need to take. This brochure covers four easy-to-remember steps to help students prepare for college today and encourages readers to get more information from the Website [www.KnowHow2Go.org](http://www.KnowHow2Go.org). The site provides middle school students to adults with extensive information on the value of continuing education after high school, how to prepare for college, the myths versus realities about college, and the availability of financial aid.

**Future, My Way: How to Go, How to Pay: A Workbook for Students in Middle and Junior High:** The document provides information for middle and junior high school students about how to apply for college and how to pay for education beyond high school. This publication also includes charts, checklists, and other activities to help students answer important questions, such as "Why think about college now?" "What can a college education do for me?" and "How will I pay for college?"

**Funding Education Beyond High School: The Guide to Federal Student Aid:** The most comprehensive resource for high school students, college students, parents, and nontraditional students, this guide includes an overview of what federal student aid is, what should be known before applying for aid, how to apply, and how to go about repaying a student loan. Also included is a glossary which clarifies financial aid terminology, as well as a number of useful websites and telephone numbers.



**Appendix H:**  
**U.S. Department of Education**  
**Resources for Teachers**

# U.S. Department Of Education

## Resources For Teachers

### 1. Web Resources

**FREE Federal Resources for Educational Excellence: Teaching and Learning Resources from Federal Agencies:**

<http://www.free.ed.gov/>

**Doing What Works: Turning Around Chronically Underperforming Schools, Psychology of Learning, Math and Science Education, English Language Learners, Early Education:**

<http://dww.ed.gov/>

**What Works Clearinghouse, This is a partner site to Doing What Works:**

<http://ies.ed.gov/ncee/wwc/>

**How to Organize Instruction: Practical guide on organizing instruction, girls and math, and English language learners:**

[http://dww.ed.gov/topic/?T\\_ID=19](http://dww.ed.gov/topic/?T_ID=19)

**Tools for Student Success: Help Students with Reading, Math, Science, Citizenship, Homework, and More:**

<http://www.ed.gov/parents/academic/help/tools-for-success/index.html>

### 2. Publications

**Organizing Instruction and Study to Improve Student Learning:** Describes recommendations intended to provide teachers with specific strategies for organizing both instruction and students' studying of material to facilitate learning and remembering information, and to enable students to use what they have learned in new situations. This guide recommends a set of actions which teachers can take which reflect the process of teaching and learning, and which recognizes the ways in which instruction must respond to the state of the learner. It also reflects the central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete, and in some cases quite not obvious strategies. It is hoped that the users of this guide will find these recommendations to be of some value in their vital work.

**Doing What Works: Turning around Chronically Low Performing Schools:** This is one example of the print versions of the Doing What Works website. Translates effective research-based education practices into practical tools which support and improve classroom instruction. Explains that school turnaround is a process for helping struggling schools raise student achievement dramatically and quickly. Information about improved leadership, quick wins, committed staff, and a focus on instruction is provided.

**No Child Left Behind: A Toolkit for Teachers:** Designed to provide teachers with valuable information about the No Child Left Behind Act and how it supports teachers. This publication includes an overview of the law’s “highly qualified” teacher provisions as well as useful information about other aspects of the law. This kit includes a list of questions which are frequently asked by teachers, resources and support for teachers, and a list of useful publications.

**Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools:** Formulates specific and coherent evidence-based recommendations for use by educators addressing the challenge of reducing the number of children who struggle with mathematics by using “response to intervention” (RtI) as a means of both identifying students who need more help and providing these students with high-quality interventions. This guide provides eight specific recommendations intended to help teachers, principals, and school administrators use RtI to identify students who need assistance in mathematics and to address the needs of these students through focused interventions. Provides suggestions on how to carry out each recommendation and explains how educators can overcome potential roadblocks to implementation.

**State and Local Implementation of the No Child Left Behind Act: Volume VIII – Teacher Quality Under NCLB Final Report:** Describes the progress that states, districts, and schools have made implementing the teacher and paraprofessional qualification provisions of NCLB through 2006-07. This report addresses the following broad questions: How do states designate teachers as highly qualified? What is the capacity of states to collect data and accurately report on teacher and paraprofessional qualifications? What percentage of teachers meet NCLB requirements to be highly qualified? How does this vary across states?

**Meeting the Highly Qualified Teachers Challenge: The Secretary’s Third Annual Report on Teacher Quality:** Provides a wealth of new information about teacher quality in the United States. This report is the third annual report on teacher quality and outlines the progress which occurred in the past year and the challenges which lie ahead. This publication also serves as a helpful guide as states, school districts, institutions of higher education, and others continue their work to reach a common goal: a highly qualified teacher in every classroom, leaving no child behind.

**Guidelines for School Officials, Volunteers and Mentors: Participating in Public School Community Partnerships:** Presents guidelines based on the First Amendment for faith communities in public schools. This pamphlet outlines the responsibilities of schools in forming partnerships with faith-based communities and clarifies what volunteers can and cannot do in public schools.

**Contextual Teaching and Learning: Teacher Education Programs:** Identifies and documents best practices in teacher education at five U.S. universities. This publication explores how contextual teaching and learning can improve student achievement. It demonstrates the efficacy of contextual teaching and learning as a powerful way to improve students learning.

**Nation’s Report Card: an Introduction to the National Assessment of Educational Progress (NAEP):** Explains the major features of the National Assessment of Educational Progress (NAEP) in a nontechnical manner. This publication is designed for teachers, parents, and the general public wanting information about the nation’s premier assessment of what elementary and secondary students in this country know and can do.

**Forum Guide to Education Indicators:** Helps readers better understand how to appropriately develop, apply, and interpret education indicators. This publication strives to describe the appropriate role of indicators as tools for measuring educational status and progress; recognize standard definitions and calculations for education indicators; and identify common misuse of education indicators. This guide focuses on indicator terminology, definitions.

**Family Involvement in Education: A National Portrait:** Showcases findings from a new analysis of data from “Family Involvement in Education: A National Portrait.” This publication includes a checklist for parents to assess their own school on issues of family involvement.

**Education Resources from the U.S. Department of Education: Toll-Free Numbers and Websites:** Provides toll-free telephone numbers and websites for the U.S. Department of Education. This brochure provides resources for general information about U.S. Department of Education programs, funding opportunities, services, and publications; American Recovery and Reinvestment Act of 2009; Federal Student Aid Information Center; Education Publications Center; Civil Rights Hotline; National Center for Education Statistics; teaching resources; Fraud, Waste and Abuse Hotline; grants and programs; education resources for Spanish speakers; and much more.

**Overview of the U.S. Department of Education:** Gives the big picture of the Department of Education’s functions, mission, and goals. This booklet describes how the Department is working to fulfill the goals of making a difference in people’s lives now and for future

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## Appendices

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generations to come. Contact information for various offices in the Department is provided, as well as the Department's website address.



**Appendix I:**  
**U.S. Department of Education**  
**Resources for School Counselors**

# U.S. Department Of Education Resources For School Counselors

## 1. Web Resources

**Federal Student Aid for Counselors:**

<http://www.fsa4counselors.ed.gov>

**Office of Federal Student Aid Website:**

[www.fsapubs.org](http://www.fsapubs.org)

**Student Aid on the Web:**

[www.FederalStudentAid.ed.gov/pubs](http://www.FederalStudentAid.ed.gov/pubs)

**FAFSA on the WEB Worksheet:**

<http://www.fafsa.ed.gov/>

**Know How 2 Go:**

[www.knowhow2go.org/](http://www.knowhow2go.org/)

**Webinar for Counselors”**

<http://www.nasfaa.org/publications/2007/eawebinarhighschoolfsa060407.html>

**Looking for Student Aid:**

[www.FederalStudentAid.ed.gov/LSA](http://www.FederalStudentAid.ed.gov/LSA)

## 2. Publications

**KnowHow2Go: The 4 Steps to College:** Alerts eighth- to tenth-graders that college doesn't just happen; there are actual steps students need to take. This brochure covers four easy-to-remember steps to help students prepare for college today and encourages readers to get more information from the Website <http://www.KnowHow2Go.org>. The site provides middle school students to adults with extensive information on the value of continuing education after high school, how to prepare for college, the myths versus realities about college, and the availability of financial aid.

**My Future, My Way: How to Go, How to Pay: A Workbook for Students in Middle and Junior High:** Provides information for middle and junior high school students about how to go to college and how to pay for education beyond high school. This publication also includes charts, checklists, and other activities to help students answer important questions, such as "Why think about college now?" "What can a college education do for me?" and "How will I pay for college?"

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**Counselor and Mentor Handbook on Federal Student Aid:** Example of materials found on above website. The 2009–10 Counselors and Mentors Handbook on Federal Student Aid provides useful information to help high school counselors, TRIO and GEAR UP staff, and other mentors advise students about financial aid for postsecondary education. This book focuses on the federal student aid programs administered by the U.S. Department of Education.



**Appendix J:**  
**U.S. Department of Education**  
**Resources for Administrators**

# U.S. Department Of Education Resources For Administrators

## 1. Web Resources

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**Doing What Works: Turning Around Chronically Underperforming Schools, Psychology of Learning, Math and Science Education, English Language Learners, Early Education:**

<http://dww.ed.gov/>

**What Works Clearinghouse. This is a partner site to Doing What Works:**

<http://ies.ed.gov/ncee/wwc/>

**How to Organize Instruction: Practical guide on organizing instruction, girls and math, and English language learners:**

[http://dww.ed.gov/topic/?T\\_ID=19](http://dww.ed.gov/topic/?T_ID=19)

**Tools for Student Success: Help students with Reading, Math, Science, Citizenship, Homework, and More:**

<http://www.ed.gov/parents/academic/help/tools-for-success/index.html>

## 2. Publications

**Organizing Instruction and Study to Improve Student Learning:** Describes recommendations intended to provide teachers with specific strategies for organizing both instruction and students' studying of material to facilitate learning and remembering information, and to enable students to use what they have learned in new situations. This guide recommends a set of actions which teachers can take which reflect the process of teaching and learning, and which recognizes the ways in which instruction must respond to the state of the learner. It also reflects the central organizing principle that learning depends upon memory, and that memory of skills and concepts can be strengthened by relatively concrete, and in some cases quite not obvious strategies. It is hoped that the users of this guide will find these recommendations to be of some value in their vital work.

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States. This report is the third annual report on teacher quality and outlines the progress which occurred in the past year and the challenges which lie ahead. This publication also serves as a helpful guide as states, school districts, institutions of higher education, and others continue their work to reach a common goal: a highly qualified teacher in every classroom, leaving no child behind.

**Guidelines for School Officials, Volunteers and Mentors: Participating in Public School Community Partnerships:** Presents guidelines based on the First Amendment for faith communities in public schools. This pamphlet outlines the responsibilities of schools in forming partnerships with faith-based communities and clarifies what volunteers can and cannot do in public schools.

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**Nation's Report Card: An Introduction to the National Assessment of Educational Progress (NAEP):** Explains the major features of the national Assessment of Educational Progress (NAEP) in a nontechnical manner. This publication is designed for teachers, parents, and the general public wanting information about the nation's premier assessment of what elementary and secondary students in this country know and can do.

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Waste and Abuse Hotline; grants and programs; education resources for Spanish speakers; and much more.

**Overview of the U.S. Department of Education:** Gives the big picture of the Department of Education's functions, mission, and goals. This booklet describes how the Department is working to fulfill the goals of making a difference in people's lives now and for future generations to come. Contact information for various offices in the Department is provided, as well as the Department's website address.



# Appendix K: Checklist for School Moves

# Checklist For School Moves

## From the Parent/Guardian:

- Student's birth certificate
- Student's social security number/card
- Student's shot record
- Legal documents, as needed (power of attorney, custody papers, etc.)
- Proof of residency
- Military orders (including housing orders)

## School Information:

- Address, phone numbers, e-mail, other contact information
- Course description
- Grading scale (for 6th grade and above)
- Copy of the cover of each textbook
- School profile/handbook
- School
- Other: \_\_\_\_\_

## School Records:

- Copy of cumulative folder (only the copied mailed between schools is considered official)
- Current schedule
- Report cards
- Withdrawal grades or progress reports
- Test scores (standardized or special program testing, etc.)
- Other: \_\_\_\_\_

## Special Programs Records as Appropriate:

- Individual Education Plan (IEP)
- 504 Plan
- Gifted and Talented Program description
- English as a Second Language (ESOL) or Bilingual Education description
- At-Risk or other action plans for classroom modifications
- Other: \_\_\_\_\_

# Appendix L: Homeschooling Information

# Homeschooling Information

Many military families have chosen homeschooling as an educational alternative to traditional public and private school education. The SLO is responsible to offering these families support as they make decisions about their child's education. To be effective in this role, the SLO should consider the following:

- Assist homeschool families in understanding local policies and procedures for homeschooling in their new location.
- Know local laws concerning homeschooling; however, should not provide legal advice. Rather, SLOs should refer families to sources with up-to-date legal information concerning homeschooling in local area.
- Make every effort not to judge, encourage, or discourage families from homeschooling. Every child is different and families are the ones to make the decision on what is best for their children.
- Create an open line of communication between homeschool families and local authorities they may need to contact (i.e., school district officials, department of education).
- Provide a forum for homeschool families to make contact with local home school groups (website links, include base group info on brochures and on websites).
- Be proactive in providing homeschool information to incoming families just as they are proactive in providing school information.
- Do not assume all families will send children to traditional schools. For example, instead of saying "school options" say "educational option."
- Work with base homeschool group to create opportunities for homeschoolers to access various MWR-CYP services (i.e., use SAC during school day for meetings, group activities through youth sports etc. during times other children are in school).
- Educate homeschoolers on any options available to them through the local school district (i.e. team participation, standardized testing, etc.).
- Understand the local regulations and procedures for accessing special needs services for home schooled children through the local district.
- Encourage local agencies to include homeschool families in any local "school" events (i.e., back to school bash, library programs).

**Appendix M:**  
**Special Education – Frequently Used**  
**Terms**

# Special Education – Frequently Used Terms

All parents of special education students and SLOs should familiarize themselves with some key terms which will be used by school personnel throughout their child's education. Some of the most frequently used terms which apply to special education are listed here. A review of these terms will be helpful in understanding general information about special education and related services as some of the terms are often misunderstood by parents and school professionals alike.

**Age of Eligibility:** All eligible children with disabilities who have not graduated with a standard or advanced studies high school diploma who, because of such disabilities, are in need of special education and related services, and whose second birthday falls on or before September 30, and who have not reached their 22nd birthday on or before September 30 (two to 21, inclusive) in most states. For a child served by Part C after age 2, and whose third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin (8 VAC 20-80-56 E).

**Age of Majority:** An age when the procedural safeguards and other rights afforded to the parent or parents of a student with a disability transfers to the student. In most states, the age of majority is 18. Exceptions may be determined when a student has been deemed incapable of making those decisions.

**Behavior Intervention Plan (BIP):** A behavior plan that is created based upon a functional behavioral assessment. The Behavior Intervention Plan should address positive, effective methods for improving a child's behavior which is affecting his/her learning.

**Business Day:** Monday through Friday, 12 months of the year, not counting federal and state holidays, with the exception of the notice requirement for placing your child in private school.

**Calendar Day:** Consecutive days, including Saturdays, Sundays, and school holidays. Whenever any period of time ends on a Saturday, Sunday, or school holiday, the period of time is extended to the next day that is not a Saturday, Sunday, or school holiday.

**Extended School Year (ESY):** In general, extended school year refers to special education and/or related services provided beyond the normal school year for the purpose of providing a free and appropriate education to a student with a disability. ESY should be noted in a child's IEP.

**FERPA (Family Educational Rights and Privacy Act) PL 93-380:** Establishes requirements for accessing records as well as ensuring the confidentiality of personally identifiable information.

**Free Appropriate Public Education (FAPE):** Special education and related services which

- Have been provided at public expense, under public supervision and direction, and without charge
- Meet the standards of the state educational agency
- Include an appropriate preschool, elementary school, or secondary school education in the state involved
- Are provided in conformity with the individualized education program required.

**Individualized Education Program (IEP):** A written statement for a child with a disability that is developed, reviewed, and revised in a team. The IEP specifies the individual educational needs of the child and what special education and related services are necessary to meet the child's needs.

**Individuals with Disabilities Education Improvement Act (IDEA):** The nation's special education law. The purpose of IDEA is to ensure that all children with disabilities have available to them a free appropriate public education which emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

**Least Restrictive Environment (LRE):** This means that as much as possible, given the educational needs of a child, each child with a disability will attend class and participate in other activities with children without disabilities.

**Local Education Agency (LEA):** A local school division governed by a local school board or a state-operated program that is funded and administered. An example would be a state operated program that is funded and administered by the Commonwealth of Virginia, or the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind and Multi-Disabled at Hampton.

**Manifestation Determination:** A meeting to determine whether a child's disability directly caused a behavior/misconduct for which the child may be disciplined. Before a school removes a child with a disability that constitutes a change in placement, the IEP team and other qualified people must meet no later than 10 school days after the date of the decision to take action.

**Procedural Safeguards:** An explanation of a family's educational rights which is distributed by a child's school. This includes information on the process for resolving problems with a school division.

**School Day:** Any day, including a partial day that children are in attendance at school for instructional purposes. The term has the same meaning for all children.

**Section 504:** That section of the Rehabilitation Act of 1973, which is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance.

**Special Education:** Specially designed instruction, at no cost to the parent or parents, which meets the unique needs of a child with a disability, including instruction conducted in a classroom, in the home, in hospitals, in institutions, and in other settings and instruction in physical education.

**Appendix N:  
Special Education – Types of  
Exceptionalities**

# Special Education – Types Of Exceptionalities

There are several exceptionalities which are recognized under the “umbrella” of special education. Each of the areas mandates which professionals are to be involved in the evaluation of eligibility, as well as what are the criteria for eligibility of that impairment. The following information is taken from the West Virginia State Board of Education Policy 2419, Regulations for the Education of Exceptional Students.

Each state, as well as the DoD, has its own categories and definitions of these disabilities. However, all states must follow the regulations under IDEA. Check with your State Department of Education for a list of exceptionalities and the eligibility criteria for each.

**AUTISM** is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a student’s educational performance. Other characteristics often associated with autism are irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student’s educational performance is affected primarily because the student has a behavior disorder.

**BEHAVIOR DISORDER** is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree which adversely affects the student’s educational performance:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behavior or feelings under normal circumstances;
4. A general pervasive mood of unhappiness or depression;
5. A tendency to develop physical symptoms or fears associated with personal or school problems; or
6. A schizophrenic condition.

The term does not apply to students who are socially maladjusted, unless it is determined that they meet the above definition.

**BLIND AND PARTIALLY SIGHTED** are impairments in vision which even with correction adversely affects the student's educational performance.

**DEAF – BLIND** is a concomitant hearing and visual impairment the combination of which causes such severe communication and other developmental and educational problems that these impairments cannot be accommodated by special education services solely for the deaf or hard of hearing or for the blind or partially sighted student.

**DEAF AND HARD OF HEARING** are impairments which are auditory acuity deficits which delay or inhibit the development of speech and/or language skills and adversely affect developmental and educational performance.

1. A hearing impairment is a deficit in hearing, whether permanent or fluctuation which adversely affects the student's educational performance but that is not included under the deafness in this section.
2. Deafness is a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, to the extent that specially designed instruction is required.

**GIFTED** is a description of exceptional intellectual abilities which are evidence of outstanding capability and require specially designed instruction and/or services beyond those normally provided by the regular school program.

**MENTALLY IMPAIRED** is used to describe substantial limitations in present functioning characterized by significantly sub average intellectual functioning existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work. Mental impairments manifest before age 18.

**OTHER HEALTH IMPAIRED** is used to describe disabilities of limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, cancer, or diabetes which adversely affect the student's educational performance.

**PRESCHOOL SPECIAL NEEDS** are developmental delays in two or more of the following areas: cognition, fine motor, gross motor, communication, social/emotional/affective development, self-help, or more or more of the disabilities as defined in this section, except specific learning disabilities, which are manifested in children ages 3 – 5.

**SPECIFIC LEARNING DISABILITIES** are a heterogeneous group of disorders manifested by significant deficits in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. Specific learning disabilities are intrinsic to the individual and may be

present across the life span. Although specific learning disabilities may occur with other disabilities (for example, sensory impairments or behavior disorders) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), specific learning disabilities are not the result of these disabilities or influences. Deficits in attention, self-regulatory behaviors, social perception, and social interaction may also exist but do not by themselves constitute a specific learning disability.

**SPEECH/LANGUAGE IMPAIRMENT** is a communication disorder such as stuttering (fluency), a language impairment, impaired articulation, or voice disorder which adversely affects a student's educational performance.

# Appendix O: The Role of the CYP Director

# The Role Of The CYP Director

The CYP Director will have functional oversight of the SLO, which is the first CYP program that does not provide a space and is purely outreach by design. It is important for the CYP Director or the person supervising the SLO to have a full understanding of the proper utilization.

Navy SLOs are responsible for all aspects of implementing the CYES function of the Navy's CYPs. The SLO serves as the primary liaison among community schools, commanders, and military parents. They face a wide range of issues concerning schools and military children's education. In most instances, it is NOT the responsibility of the SLO to "fix" a problem, but to inform and link the military family with individuals or groups that can appropriately address the issue.

The SLO is responsible for serving all military families within a one-hour drive of the assigned installation. Outside the one-hour catchment area, there are two options: First, if there is a SLO from another service branch within the one-hour driving distance of the family, he/she will assist the military family. All U.S. military services have agreed to work jointly to ensure that all military families receive CYES. Second, Regional SLO's will work with families who are not in a specific catchment area or who are geographically dispersed within their Navy region, such as families of recruiters, JROTC instructors, active reservists, etc.

The seven core functions of the SLO including the following:

- School Transition Services/PCS Cycle Support (20%)
- Deployment Support (20%)
- Special Education System Navigation (20%)
- Installation, School, and Community Communications (20%)
- Partnerships in Education (10%)
- Home School Linkage and Support (5%)
- Postsecondary Preparation (5%).

Critical responsibilities include, but are not limited to, the following:

- Serve as the installation point-of-contact for local CYES matters with special attention to deployment issues.
- Facilitate communication between local school authorities and senior leadership to insure school issues are addressed and resolved at the lowest practical level.
- Advocate for the educational needs of military children by:

- Working cooperatively with installation and community organizations, school district leadership
- Educating school personnel and community organizations on school issues affecting military children
- Attending local school board meetings, School Advisory Council (SAC) meetings (or equivalent), Ombudsman assemblies, and other base/community organizations' meetings as appropriate.
- Serve as liaison between organizations providing services to students, school personnel, and community to foster partnerships between military and civilian organizations, schools, and families.
- Understand and communicate to installation leaders and school administrators the funding sources to include Federal Impact Aid.
- Command a working knowledge of federal, state, and local laws applicable to military child education by initiating and maintaining contacts and websites for departments of education, local school districts, and local schools.

In most instances, the CYP Director will supervise the installation SLO. Below is an outline of how the CYP Director can support properly his or her SLO.

- Read SLO Guidebook and position description.
- Help SLO with basic housekeeping needs such as email account, computer, office transportation, cell phone, health cards, website, etc.
- Initiate introductions of key installation and command personnel.
- Establish protocol related to communications, chain of command, etc.
- Schedule regular meeting with SLO to focus on:
  - Program development
  - Progress monitoring via bi-weekly reports, activity logs, data collection, etc.,
  - Problem solving
  - Celebrations.
- Support the development of the SLO program by providing guidance on:
  - Marketing strategies and public relations
  - Contact with community leaders and representatives
  - Attendance at installation/community meetings
  - Attendance at education related events such as school board meetings, PTA meetings.
- Conduct informal observations and provide feedback of SLO's briefings, educator trainings, meetings, parent programs, etc.
- Maintain records and documentation of SLO and CYPA communications.
- Promote professional development by:

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## Appendices

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- Scheduling appropriate training opportunities for all installation training requirements
- Defining CYP expectations on HR policies related to annual leave, sick leave, comp time, flex time, etc.

**Appendix P:**  
**Navy School Transition – Best**  
**Practices**

# Navy School Transition Best Practices

This is your opportunity to share programs, procedures, and practices designed to make transition from school to school more efficient, more effective, and less traumatic for military associated students.

Forward completed forms to CINC HQ, N9, Atten: Chuck Clymer at [chuck.clymer@navy.mil](mailto:chuck.clymer@navy.mil)  
[Phone: 202-433-4384]

Suggested subject areas include, but are not limited to the following:

- School and Military Partnerships
- School Transitions & Deployment Support Initiatives
- Grief and Loss Support and Resilience in Children
- Use of Technology to Support Transitions/Deployment
- Local Action Planning Efforts
- Special Education Accommodations and Services
- Partnerships in Education
- Home School Support

|   |
|---|
| <b>Installation:</b>                            |
| <b>Installation POC (Name, phone, e-mail):</b>  |
| <b>Short Description of your Best Practice:</b> |

NOTES:

1. When possible please attach samples of products, documents and links to web pages as applicable.
2. Installation POCs should be available for other Navy installations to contact for potential replication support of the Best Practice.

# Appendix Q: Installation SLO Self Assessment

# Installation SLO Self Assessment

| Customer Focus: Within the past year, has the SLO...  | Yes | No | Comments |
|---|-----|----|----------|
| <b>Command Leadership</b>   |     |    |          |
| Educated command leadership on the role of the SLO?   |     |    |          |
| Determined with the commander which school issues should be addressed? (May only be necessary during the first year of the installation commander's tour.)                                |     |    |          |
| Kept the chain of command informed on school and school-age children's educational issues, as they relate to transitions, deployments, special needs, and military-school collaborations? |     |    |          |
| Provided current and comprehensive information as requested?  |     |    |          |
| Kept the chain of command informed of SLO activities/initiatives/partnerships?  |     |    |          |
| Updated the chain of command on the current status of Local Action Plan?  |     |    |          |
| <b>Military Families</b>  |     |    |          |
| Provided written materials about the SLO's role and services?   |     |    |          |
| Provided information and referral to military families using a multimedia approach which may include website, local and installation newspapers, and welcome packets?                     |     |    |          |
| Developed and disseminated information on school topics, educational transition issues, special needs, and CYES to military families?   |     |    |          |
| Worked to increase families' access to information and services?  |     |    |          |
| Identified ways for parents to ease the school and education transitions of school-age children?  |     |    |          |
| Advocated for and empowered families to help resolve specific school-related problems and address educational transition issues?  |     |    |          |
| Informed the chain of command and school representatives about parent and school-age children's concerns related to school(s) and educational transitions?                                |     |    |          |
| <b>Local Education Agencies</b>   |     |    |          |
| Educated school personnel about the School Liaison role, the military lifestyle, and educational transition issues of concern to military families with school-age children?              |     |    |          |
| Maintained two-way communication with schools?  |     |    |          |
| Identified information which should be disseminated to military families?   |     |    |          |
| Worked with commands, parents, and other installation agencies to address school, special needs, and transition issues?   |     |    |          |
| Followed communication procedures as delineated in the written protocol?  |     |    |          |
| <b>Military Community, Civilian Community, and Schools:</b>   |     |    |          |
| Provided oversight of the installation and school/community partnerships?   |     |    |          |
| Worked with other installation agencies to coordinate CYES?   |     |    |          |
| Established community relationships to obtain support and assistance for local schools and involvement in CYES?   |     |    |          |

# Installation SLO Self Assessment (continued)

| Performance Quality Focus: Within the past year, has the SLO...   | Yes | No | Comments |
|---|-----|----|----------|
| Clearly communicated the role of the SLO to the chain of command?   |     |    |          |
| Informed the Installation/Regional Commander about school and youth education support issues?   |     |    |          |
| Provided accurate and up-to-date information to commands, parents and schools?  |     |    |          |
| Communicated the military community's concerns to the school system? (e.g., individual meetings, committees, command communication, etc.) |     |    |          |
| Developed a satisfactory working relationship with the Chain of Command and schools?  |     |    |          |
| Remained informed about parent and school concerns?   |     |    |          |
| Assessed how many parents and schools are familiar with the CYES SLO?   |     |    |          |
| Assessed how many incoming and outgoing military families have received information on schools and educational transition issues?         |     |    |          |
| Assessed the effectiveness of the SLO's response to parent inquiries?   |     |    |          |
| Received inquiries for assistance from commands, parents, and schools?  |     |    |          |
| Evaluated the type of assistance the SLO provided to parents and schools?   |     |    |          |
| Evaluated methods and quality of collaboration with others?   |     |    |          |
| Assessed the confidence of the SLO in dealing with the issues faced?  |     |    |          |
| Gained information to help in the effective performance of the job?   |     |    |          |
| Learned about installation, local community, FFSP, CYP programs, and School Liaison services as they related to the CYES program mission? |     |    |          |