



# Department of Defense Education Activity

## PROCEDURAL GUIDE

NUMBER 15-PGED-002

DATE February 4, 2016

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EDUCATION DIVISION

**SUBJECT:** Graduation Requirements and Policy – Interstate Compact on Educational Opportunities for Military Children

**References:** DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014

1. **PURPOSE.** This Procedural Guide:

a. Establishes proper guidance and assigns responsibilities concerning implementation of the Interstate Compact on Educational Opportunities for Military Children (Compact) at Department of Defense Education Activity (DoDEA) high schools in order to:

1. Engage students in quality college and career pathways and course-taking in order to promote successful postsecondary student outcomes.

b. Provides procedural guidance authorized by Administrative Instruction (AI) 2000.1, High School Graduation Requirements and Policy, September 5, 2014.

c. Provides guidance to DoDEA officials and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable by law.

2. **APPLICABILITY.** This Procedural Guide applies to the Office of the Director, DoDEA; the Director, Domestic Dependent Elementary and Secondary Schools, and the Department of Defense Dependents Schools, Cuba (DDESS/DoDDS-Cuba); the Director, Department of Defense Dependents Schools, Europe (DoDDS-E); the Director, Department of Defense Dependents Schools, Pacific, and the Domestic Dependent Elementary and Secondary Schools, Guam (DoDDS-P/DDESS-Guam), (hereafter collectively referred to as “DoDEA Area Directors”); and all DoDEA District Superintendents, School Administrators, Teachers, and Support Staff.

3. **RESPONSIBILITIES.** See Enclosure 1.

4. PROCEDURES. See Enclosure 2.

5. EFFECTIVE DATE. This Procedural Guide is effective immediately.



Linda L. Curtis  
Principal Deputy Director and  
Associate Director of Academics

Enclosures

1. Responsibilities
2. Procedures

ENCLOSURE 1

RESPONSIBILITIES

1. DIRECTOR, DoDEA. The Director, DoDEA shall:
  - a. Ensure this Procedural Guide is reviewed, updated and distributed, as deemed appropriate, on a biennial basis.
  - b. Ensure all procedures adhere to the DoDEA AI 2000.1, High School Graduation Requirements and Policy, September 5, 2014.
  
2. DoDEA AREA DIRECTORS. The DoDEA Area Directors shall:
  - a. Ensure compliance with the provisions of this Procedural Guide.
  - b. Brief major commands, through Area Advisory Councils, on this Procedural Guide to ensure that senior military commanders and community leaders are informed and understand the educational and postsecondary benefits of the procedures within.
  - c. Hold DoDEA District Superintendents accountable for adherence to the standards and procedures in this Procedural Guide
  
3. DoDEA DISTRICT SUPERINTENDENTS. The DoDEA District Superintendents shall:
  - a. Ensure each principal establishes procedures that comply with this Procedural Guide.
  - b. Exercise general supervisory control of the Compact within their district, as described in this Procedural Guide.
  - c. Ensure that the policy is consistently implemented in all secondary schools.
  
4. DoDEA HIGH SCHOOL PRINCIPALS. The DoDEA High School Principal shall:
  - a. Establish procedures that comply with this Procedural Guide.
  - b. Exercise general supervisory control of the Compact within their school, as described in this Procedural Guide.
  - c. Ensure that the appropriate school staff members (e.g., school counselor, registrar, etc.) have received the necessary training in implementation of the guidance provided herein.

ENCLOSURE 2

PROCEDURES

1. **GUIDELINES:** The Department of Defense (DoD), working with the Council of State Governments' National Center for Interstate Compacts, developed the Interstate Compact on Educational Opportunity for Military Children (Compact) to ease the educational challenges military dependent students face due to transitions and deployments. It is DoD policy to support the intent of the Compact by reducing the difficulty children of military families have when transferring between school systems.

2. **IMPLEMENTATION OF THE COMPACT IN DODEA:**

a. The Compact's provision is applicable to AI 2000.1., Appendix 1 to Enclosure 3;1.a:

1. Students transferring during their junior or senior year to and/or from a DoDEA school;

2. Children of active-duty members of the Uniformed Services;

3. Children of members or veterans of the Uniformed Services who are severely injured or medically discharged for a period of one year; and

4. Children of members of the Uniformed Services who die on active duty (for a period of one year after death).

b. Upon enrollment in a DoDEA school, the school administrator will ensure an academic counseling review (ACR) is conducted, using all available official student educational records, and subsequently the student's four- to six-year academic/postsecondary plan is created toward completion of minimum requirements for the standard or honors diploma.

c. After conducting the ACR, the administrator will determine if the student can meet DoDEA minimum graduation requirements for the year he/she entered ninth grade.

1. If Yes, proceed with scheduling DoDEA courses;

2. If not, identify the courses needed to meet DoDEA graduation requirements to receive a standard diploma.

d. If, student enrolls into DoDEA as a ninth and/or tenth grader develop four-to-six year academic/postsecondary plan to meet DoDEA requirements.

e. Student enrolls into DoDEA as eleventh and twelfth grader:

1. Develop four- to six-year academic/ postsecondary plan to meet DoDEA requirements.

2. After the four- to six-year academic/ postsecondary plan is developed, school administrator (or designee) will determine if the student can meet DoDEA graduation requirements to receive a standard diploma. If the student has transitioned into DoDEA from another local education agency (LEA) within the school year and it is determined that the student will not meet DoDEA minimum graduation requirements without the student taking substantially heavier-than-normal course load and all alternatives have been explored; the sending LEA and DoDEA, will cooperate for the receipt of the standard diploma from the sending LEA. The DoDEA school administrator will contact the sending LEA to discuss if the student can obtain a standard diploma from them through the provisions of the Compact.

3. In the event that the student is unable to receive a standard diploma from the sending LEA, the student may be able to receive a DoDEA standard diploma through the provisions of the Compact, as outline in DoDEA Administrative Instruction 2000.1, Enclosure 3, 11.a.(2) as follows:

a. The DoDEA school administrator contacts the DoDEA Headquarters Interstate Compact Committee (HQ-ICC), which consists of HQ DoDEA Student Support Services and the Educational Partnership Branch, to pursue options under the Compact.

1. Step 1: The school administrator will submit in writing to the HQ-ICC (via e-mail to [hq.partnership@hq.dodea.edu](mailto:hq.partnership@hq.dodea.edu) ) all relevant details and a statement why the Compact does or does not apply in the given situation. Supplemental documentation that supports the basis of the statement should also be submitted. This documentation must include the student's four- to six-year academic/postsecondary plan and all official transcripts from the previous school.

2. Step 2: DoDEA HQ-ICC acknowledges receipt of the above submission via e-mail to sender, with a copy to the district office. The committee will convene and determine the course of action.

3. Step 3: DoDEA HQ-ICC provides disposition to the school administrator, with a courtesy copy to the school district and area office. Disposition will include ICC decision of if the student can graduate using the provisions of the Compact and further next steps.

4. After school administrator receives the DoDEA HQ-ICC disposition, he/she will implement as stated and ensure student records are updated, as outline in DoDEA Administrative Instruction 2000.1, Enclosure 3, 11.a.(2).

## GLOSSARY

### Part I. ACRONYMS

ACR	Academic Counseling Review
Compact	Interstate Compact on Educational Opportunity for Military Children
DoDDS-E	Department of Defense Dependent Schools – Europe
DoDDS-P	Department of Defense Dependent Schools – Pacific
DoDEA	Department of Defense Education Activity
HQ-ICC	Headquarters Interstate Compact Committee
LEA	Local Education Agency

### Part II. DEFINITIONS

academic counseling review. An academic counseling review (ACR) includes, but is not limited to, review of the student's transcript, grades, graduation status, scheduled coursework, and four- to six-year academic/ postsecondary plan. The ACR is conducted by the school counselor with the student to ascertain the student's progress toward meeting DoDEA's minimum graduation requirements, the actions the student may take to achieve graduation requirements, and postsecondary/career goals.

four- to six-year academic/postsecondary plan. A blueprint for a high school academic and postsecondary planning for students attending grades 7-12. The plan guides the decision-making for selecting appropriate classes to fulfill high school graduation requirements to earn a diploma and pursue identified postsecondary and career goals. The plan is developed during middle school (grade 7) or when a student enters a DoDEA high school and is updated regularly. It is developed collaboratively by the school counselor, student, and parent/sponsor and is updated annually to organize and reflect the student's educational coursework, program of studies, and postsecondary aspirations.

Interstate Compact on Educational Opportunity for Military Children. Uniform agreement adopted by member states and DoDEA, as an ex-officio member, to implement educational policies which address key transition issues encountered by military families, including enrollment, placement, attendance, eligibility, and graduation. Provisions in the Compact provide for a consistent policy for transitioning military students in member states.

local education agency. A United States public authority legally constituted by a United States administrative agency to provide control of and direction for kindergarten through twelfth grade public educational institutions.

official transcript. DoDEA considers an official transcript (received at the local DoDEA school from the releasing school system) as one that is presented in a sealed envelope, with a stamp from the releasing school, certifying that this is an official student transcript.

**substantially heavier-than-normal course load.** A full schedule with normal course load that ranges between seven (7.0) to eight (8.0) units of credit per year; a student may enroll in an additional 2.0 credits to meet graduation requirements. Credits beyond the additional 2.0 would be considered a substantially heavier-than-normal course load.