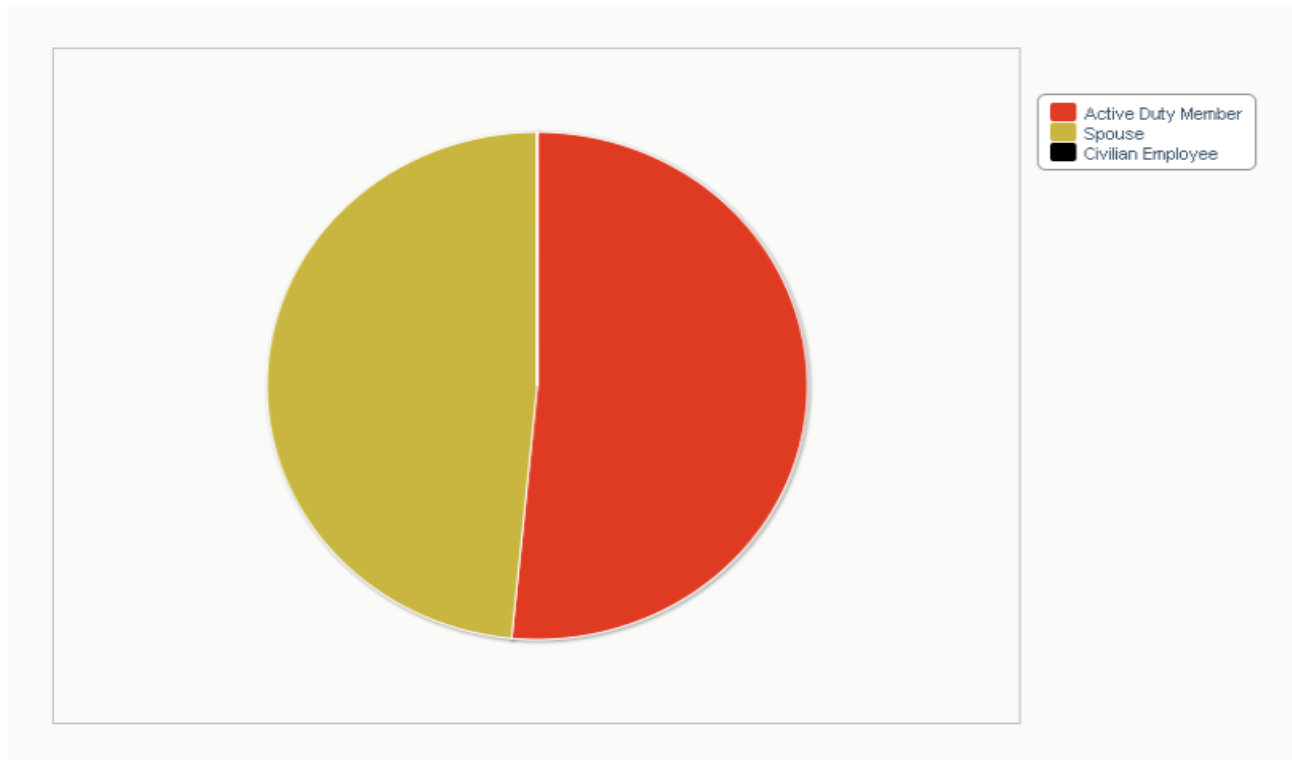


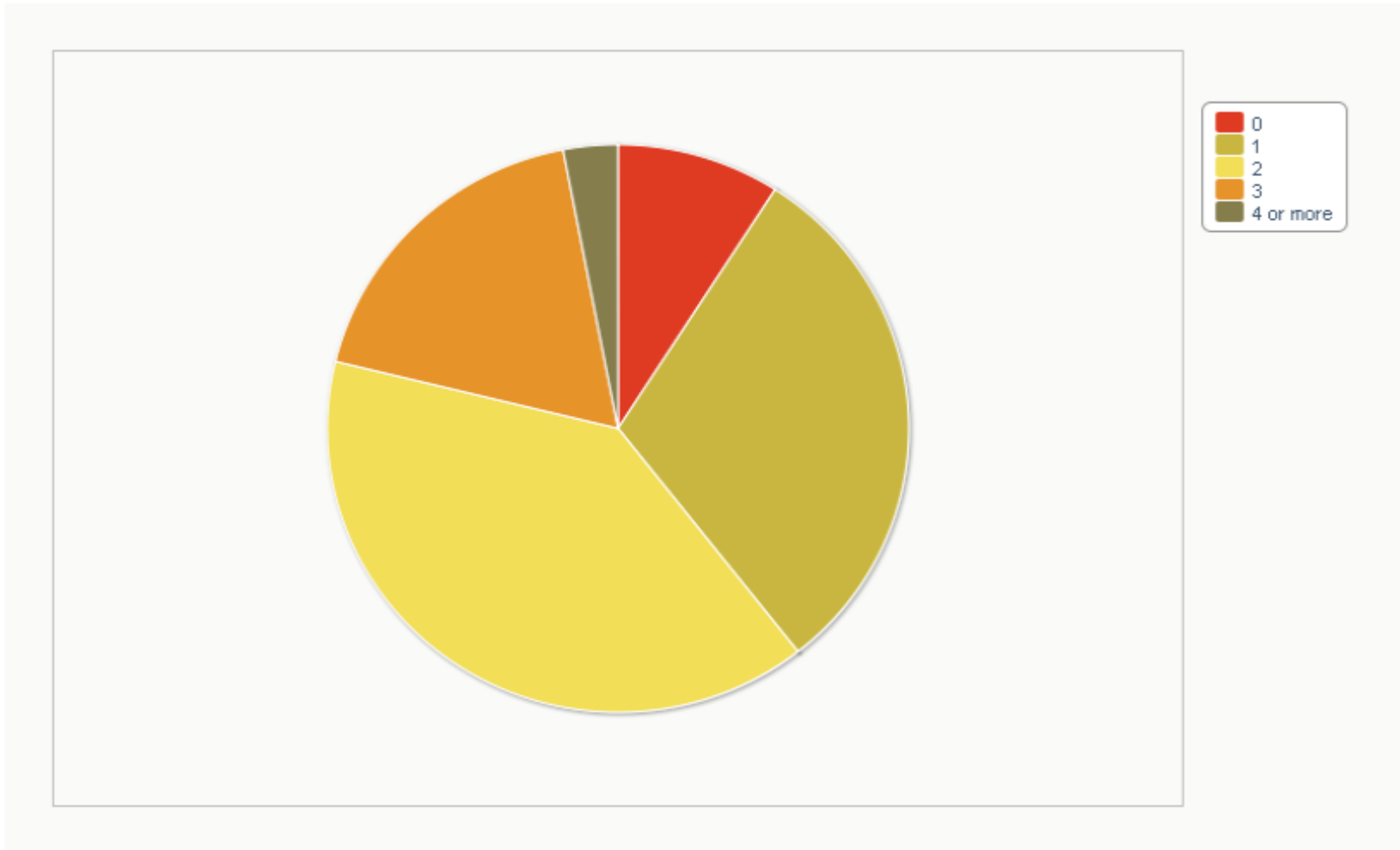
# Military Interstate Children's Compact Survey

Please select from one of the following.

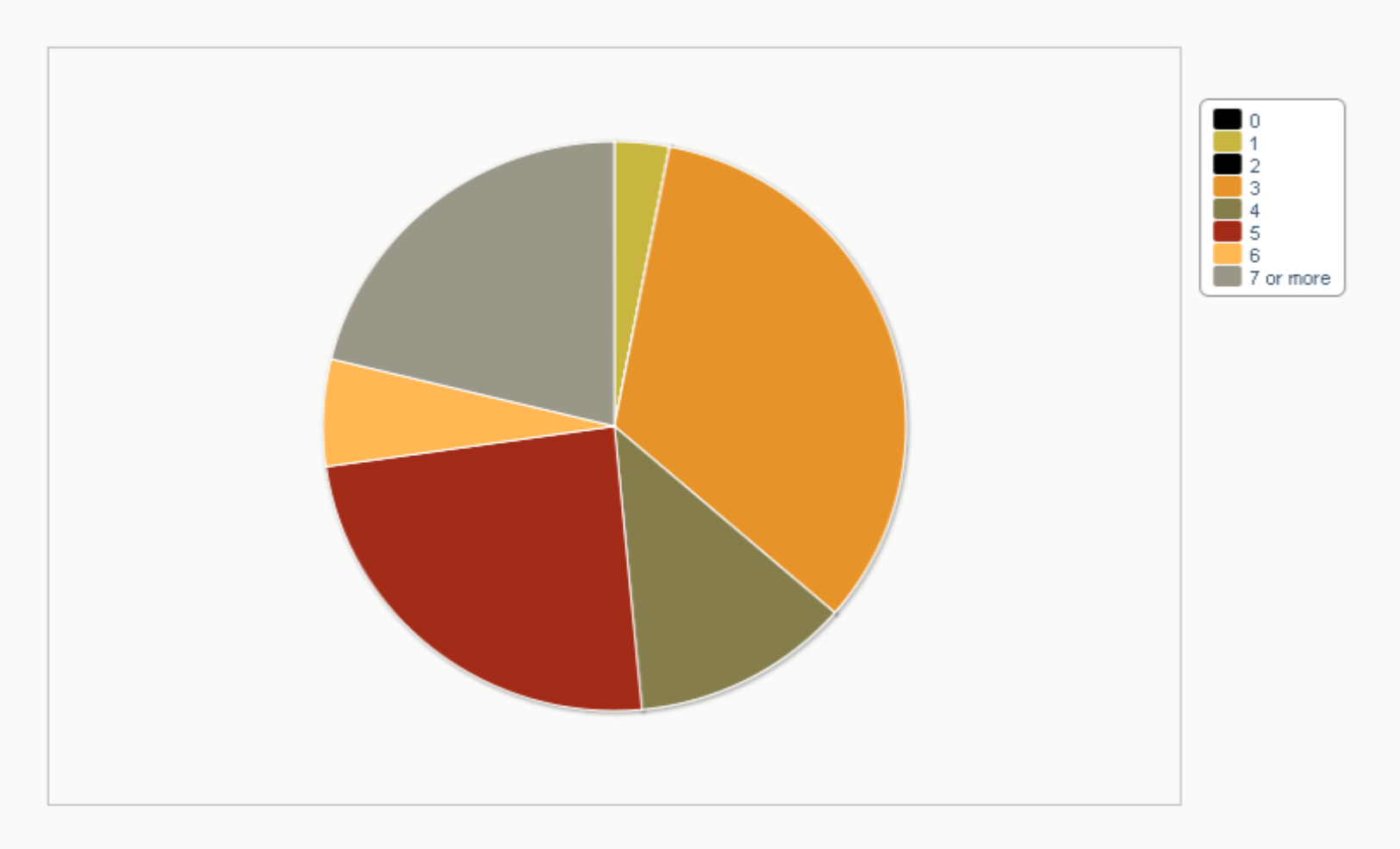
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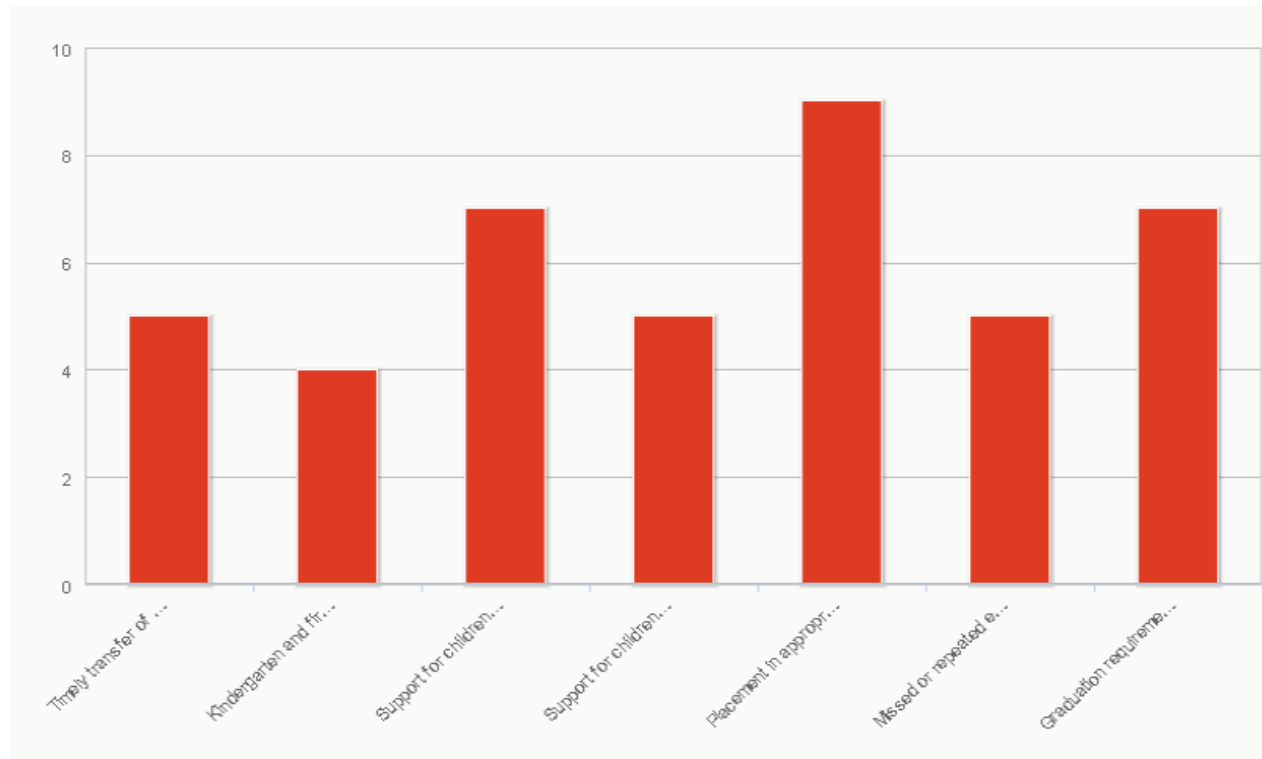
Please select how many school-aged children (five years and older) are in your family:



Please select the option that most closely represents the number of PCS moves you have experienced:



Please indicate any educational challenges you may have experienced, in Oregon:



Possible Options:

- Timely transfer of educational records
- Kindergarten and first grade entrance age differences
- Support for children with special needs
- Support for children during deployment
- Placement in appropriate courses
- Missed or repeated entrance and exit testing
- Graduation requirements

Are there any additional educational challenges, not mentioned above, you may have experienced?

Response
The differences in academic levels in school curriculum.
My 5th grade daughter was attending the gifted program in Virginia. They do not have the program in any of the local schools. She also has been studying Earth science for 3 years due to change of schools. She is in 6th grade now and has never studied biology or living science.
Each state teaches their own history at a certain grade; when a military child transfers the following summer, they wind up with a lot of low score tests which erode their confidence at the very beginning of the year. It tends to throw them completely off.
Moving from one state to another has been challenging. The biggest challenge we have encountered is not knowing whether or not our children will be "behind", "ahead" or "just right" in their school subject knowledge.
We are a military family and had to move our daughter to Astoria, OR for her senior year two years ago. Astoria High School was unwilling to accept credits (a great amount of credits) from her previous high school in Washington State and her ability to graduate on time was severely challenged by the Astoria School District. Our daughter was actually way ahead of schedule for graduation in Washington and could have graduated early in her previous school. However, Astoria School District's unwillingness to accept so much of her credits placed her way behind schedule for graduation and our daughter had to do a bunch of classes all over again. It was absolutely ridiculous. Ironically, Astoria's high school ranked substantially below our daughter's previous high school in Washington. If Oregon joined the compact, no other military child would have to go through what our daughter, who attended 13 schools in 12 years because of military transfers, did. Oregon's unwillingness to sign on seriously displays a massive disrespect for their military members and their families. As a military family, it is stressful enough to move every couple years. It would be nice if we didn't have to worry about schools in a couple states (OREGON) rejecting our kid's hard work and dedication. Our family actually loves the state of Oregon and we will most definitely return there (maybe even retire there) but, we will NOT return there until our next two kids are done with school or until Oregon decides to respect their military families and sign on to join this compact. Our experience with Astoria High School was an absolute nightmare that could have easily been avoided and one that no military family should have to face because of their required transfers.
The school system wasn't even open to the idea of testing my 5 year old (Kindergarten student) for first grade even though he can already read, write, and add. Also the school system would not allow my child to participate in after school care program.
Applying for transfer to a different school: missed deadline.
I am not sure if this is just a general hardship or if it does have any military affiliation, but we are having a horrible time getting my 10 year old tested for dyslexia within the school. We talked with her

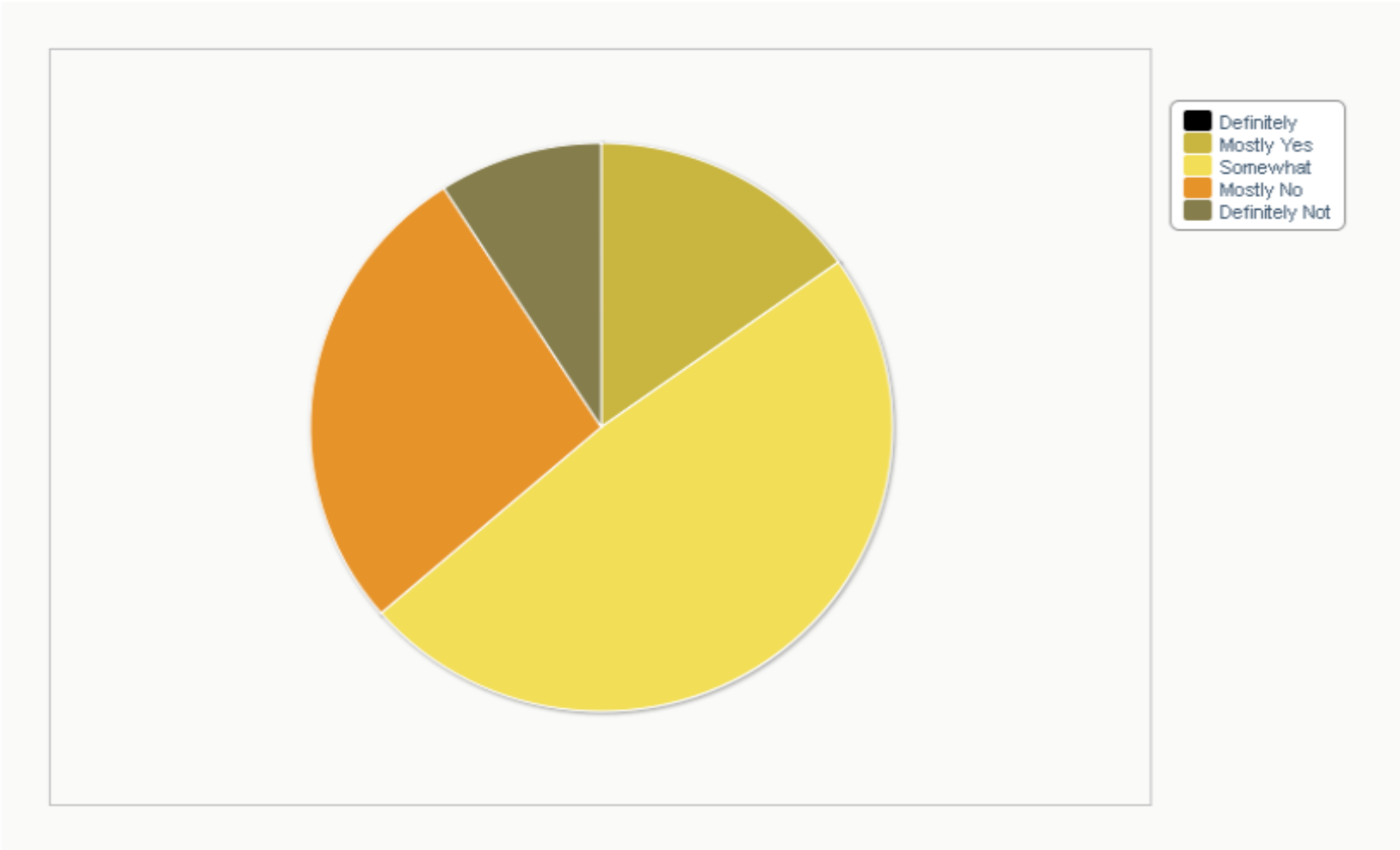
teacher last year and was told that she is doing just wonderful in class. Next thing I find out is she was put in a resource room for reading without any notification. When I talked to the school about this and requested testing they told me she doesn't need it. I was really hoping to have an IEP to take with us to our next station but with how slow to respond the school is I may have to spend upwards of \$1000 out of pocket to get that IEP to take with us to our next unit next year.

Some schools accept or recognize some courses, and another school doesn't accept some of the previous school courses necessary for the credit needed to graduate. There needs to be a set standard across the board for all schools. Another thing is that some schools have a State required test. If you don't score high enough, all you get is a certificate of attendance instead of a diploma. If someone transfers to a state that has this test their child might not graduate or might have to repeat the grade in order to pass that exam.

My two older children are gifted (had been previously identified in more than one school district/scored above 98% on the Terra Nova national exams in at least one subject and high scores in others). 1. When registering at Lewis and Clark school and presenting this information, I was informed that there was no gifted program. It was not until later that I found (through the published handbook) that there was a TAG program (no special teacher but still a program). I called the number and my daughter had NOT been tagged. I am currently working to try and see if I can get her a more challenging program, and I will say that the Math specialist is trying to help me. I would be open to skip her a grade but I hate to put a 10 year old (currently into 5th) into the middle school here. Lastly, despite explaining that she was gifted and I wanted an experienced teacher who could differentiate in the classroom, we were assigned the brand new, 1st year teacher. While nice and enthusiastic, only time will tell if this new teacher has yet developed the skill set to really give my daughter what she needs while trying to learn her job. 2. My middle school daughter is NOT in challenging classes. They are all easy for her but there is no option for her, or at least none have come to my attention at this time. I feel that this year is a waste. I am very concerned for when we move. I will argue for more challenge but she is in 8th grade and I don't think there is anywhere else to go. Maybe they should let her take classes at the high school for part of the day? Also, I know that beg. Spanish will be taught the second half of the year. She already has taken Spanish in another school. 3. My youngest reads chapter books in 2nd grade but is currently stuck reading Frog and Toad -- too easy. I am about to try and see if I can get this remedied. I would be interested in jumping her a grade but it's difficult as now she has made friends. I would like to note that when we signed up for this assignment, there was still information on a private school (Star of the Sea) in this area. That school was disbanded a couple years ago after an embezzlement. I was disappointed to find that it did not exist after we accepted the assignment. I think that either the schools need to help more with the military children or a private school option needs to be available. We are not staying here and I cannot have my kids in jeopardy of being behind after my husband has served here. It was quite a shock to us that the schools are in such bad shape. I carry my own records so they were timely transferred.

My daughter (not counted above, as she just graduated in 2013) had to repeat classes taken in 9th grade because they were not recognized here. Additionally, three classes completed at two other high schools (in CA and NY), were not accepted, so she had to take the appropriate classes for graduation credit here. She was in independent study for two of them because they were freshman classes. Additionally, she started her Pacifica project upon arrival, where other students begin their work in 10th grade with a culmination in 12th grade.

Do you feel your local schools understand the military community; and demonstrate ways of supporting military families?





What suggestions, or ideas, might you have for improving the educational success of military children in Oregon?

Response
Military support personnel in schools.
Understand the roller coaster of emotions that children may have when one or both parents are deployed and how that affects their ability to perform in school. Understand that because we do move around more that we really do want to know everything that is going on at school so we can address it at home.
There should be a way where if the kids had a different curriculum in another state, they will try to fill the gaps. For example, my daughter could have taken living science with the fourth graders last year besides having to repeat a whole year of earth science.
I would have liked more information available online for each school that my children were entering after our transfer. It was difficult to find out when registration was, there was no information listing what was needed for registration (records trans. request, birth cert., address verification, etc.) We felt like we really had to "wing it" and found out bits and pieces of what was necessary as we talked with the office staff at each school we visited after their summer vacation had concluded. The staff was very helpful, but it would be nice to have that information ahead of time through the school's website. It would also be nice to have a list of benchmarks attained for each grade in each subject. Having that information would make it easier to help our children prepare for their new state school requirements that may be different from the state they just left. We have no idea if our children will be ahead of the curriculum or behind as they start the school year. We would have used our time this summer to give them additional lessons in the subjects they may be behind in to help bridge the gap between state curriculum. Having access to more information always helps alleviate some of the stresses and uncertainties that come with moving your child to a different school. It would help the parents help their children be better prepared.
Oregon needs to sign on to this compact with the other states!!! I have another recommendation but it is for representatives of the compact. We found out after our experience that per the compact, our daughter could have attended Astoria High School simply to fulfill her remaining requirements from her previous high school in Washington and received her diploma from that high school instead. Once we found this out, we reached out to her previous high school to ask if any of their guidance counselors were aware of this and they said no. I provided the compact to her high school in Washington and they were surprised. They were also thankful because they stated this has been an issue with their military children in the past. High schools and guidance counselors within states that are signed on to the compact should be educated about the compact. The compact is absolutely wonderful, but it's not as effective as it can be if the military members don't know that it's even in existence.
The learning requirements need to be more stringent. For my kindergartner to attend school in Florida he was required to know over 30 sight words, know how to spell and write his entire name, and know

basic addition. I find it very sad that there are no sight word requirements, he doesn't have to know how to spell his name and that the school wouldn't even consider testing him for first grade. I feel that if we get transferred back to the East coast that my child will now be behind the curve and trying to play catch up.

When military families transfer to new schools, they should be offered an opportunity to meet with special education faculty. If students require special care, the special education faculty should have tools and procedures in place for developing action plans for children require such a plan.

Acceptance of extracurricular applications after deadlines.

I suggest that the state provides regular training to teachers and school administrative staff concerning the challenges that military students and families encounter due to transfers. In addition the training should discuss the requirements and protections afforded military families by various federal laws. Schools districts and staffs need to realize that military families and their students should not be penalized for the circumstances of military life.

Not pertaining to improving the educational success but, as far as athletics and fitting in at school, I have encountered what I would call prejudices shown toward my child due to being a dependent. This past year, she "tried out" for high school volley ball. She has played 2 years with the "local" kids and the talent level she has is obviously a little higher than some of the students from this area. She was placed on a lower team than those students this year and one thing said by the coach was "I'm putting you on this team", listed an expectation of being an all around player for that squad, and then the coach added "plus you are moving next year"... That's not what should be happening to our kids. This also happens in the park leagues here as well. Sorry for this being added but, I thought it was fitting.

Teacher and school staff education, maybe just a heads up that a student has just been transferred.

My daughter was on a plan to acquire 2 college credits when in high school from the state of Florida. She was allowed to skip a grade in math. After moving to Astoria, we were told that there is no program to put her in (middle school). So now she is actually going backwards instead of challenging her and being allowed to continue her path. Astoria schools seem to be lacking in the advanced class/gifted areas. It kind of makes her hard work in the advanced classes she took in Florida a waste.

Oregon schools provide a lot of benefits for children of families that are here for "seasonal or agricultural work". They get free medical, free lunches, etc. I think it is only fair to support the military children. It is not really a suggestion, but just my thoughts on Oregon Schools.

I would really like teachers to not downplay any signs of children being behind and just passing them through to the next grade as per the no child left behind.

Study/tutoring groups for military children.

We're lucky that our children are currently attending a great school that treats every child great, regardless if they're military children or not. We just transferred from Washington and that wasn't the same for us there. Fortunately, Washington has this law and it forced the Superintendent of the school

district my daughter was attending to treat her fairly. Hopefully Oregon will soon follow suit and help protect military children.

1. So, if they cannot assist kids that have just experienced more rigorous education (we just moved from a DODEA school in Montgomery, AL - Maxwell) b/c of funding, please test them and move them to a higher grade. I feel that the schools here are a year behind the ones we have been to (and we have moved every 1-2 years since our kids started school so we have lots of comparisons). 2. Inform parents of the "TAG - Talented and Gifted Program" I felt it was withheld. By the way, another military mom who also moved here at the same time with an identified gifted child who also inquired about the program was not told about it. 3. Have a conference with teachers/parents to meet the TAG needs of the child. And, please communicate. My eldest is also TAGed and I haven't heard anything. I am forced to call and bother people. I just hate that. 4. Don't stick the new kids with the newest teacher b/c we are new. Please listen to our requests. 5. Enjoy a better welcome. My 2nd grade teacher who we met during orientation did not welcome my daughter. I explained that we were new and had just moved. It would have been nice if she had said something about how great it was for her to be in the class or that she was going to meet some great friends, etc. Also, I had to personally go talk to the 5th grade counselor on the fact that we were new, etc. These school districts receive many new kids. While talking to parents at a recent Coast Guard function, I found that some kids are struggling meeting friends and assimilating into the schools. These schools have counselors. Maybe they need to do a better job of integrating these new students. And, the Coast Guard here in Astoria make up a healthy portion of the schools and rotate frequently. This is a needed service. I'd like to say that I understand that we are not here for long. But, I am a stay at home mom who volunteers and helps in the classrooms and on fundraising ventures. My kids are talented and kind and behave well. They score amazingly on standardized tests. They also open the world up to their peers - we have been many places and been stationed overseas twice. We bring a lot to the school district. Please don't let us down so that when we move we are not prepared for our next school. Please don't have us tell our friends/peers/subordinates who are thinking of taking a job in Oregon to pass on a great career opportunity because of the schools.

Accepting credits completed and the same graduation standards where they started.

OR legislature request federal funding based on the number of CG children in Astoria/Warrenton School Districts to support AP and Honors classes


As the State of Oregon prepares for the next legislative session, the opportunity may become available for a select number of military families to provide testimonials about their experiences. If you would like to be considered, please include your contact information below.

Response
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