

EDUCATOR'S GUIDE

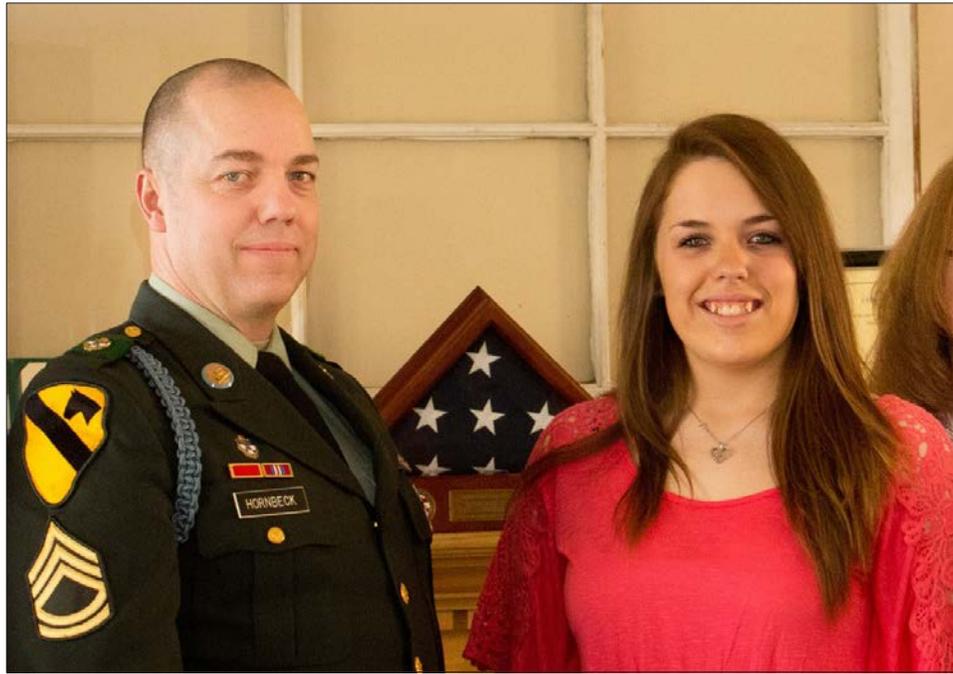
for supporting
∞ **MILITARY CHILDREN** ∞



ILLINOIS NATIONAL GUARD
~Education Outreach Program~



V3



Angela's English Paper

The following was written by Angela Hornbeck for an English assignment. She is the daughter of SFC Bill Hornbeck, who deployed to Afghanistan in 2008-2009 with the 178th Infantry Regiment, Illinois Army National Guard

You wake up in a comfortable bed. You get into a hot shower, brush your teeth with clean water, and put on a clean pair of clothes. You get to eat a good breakfast, and then start the rest of your day. You get to go sit in at a desk at school and educate yourself without having to worry about being in danger. After school, you go to basketball practice, do homework, or hang out with your friends. After a long day, you get to spend time with your family. By that time, it's just about time for bed. This sounds like a typical day of an American teenager, not a worry in the world...

Across the world, it's 0600 hours, March 15, 2009 in Nangarhar, Afghanistan. It was a hot and sunny day outside. Members of the PRT (Provincial Reconstruction Team) Nangarhar and their SECFOR (Security Forces), and two trucks from Hot Rod 5 are preparing to visit and assess schools in Kot, Afghanistan. Meanwhile, other PRT members and elements of Hot Rod 5 are preparing to convoy to a nearby base to pick up mail and supplies. While they were at the base picking up mail, soldiers took turns guarding vehicles

and weapons while others visited the PX (Post Exchange) and picked up items they don't have access to every day such as snacks, toothpaste, shampoo and other things. Others went to retrieve the mail. Hot Rod 2 was one of the men that were guarding the trucks when another soldier mentioned, "Someone must be in trouble, the MEDEVAC (Medical evacuation) crews are in a hurry." Moments later, two Blackhawk helicopters lifted off to go help the soldiers that were in trouble. After that, they pulled the truck up to the post office and began loading mail. That's when the Team Leader, Hot Rod 2 Bravo ran up and told Hot Rod 2 that the MEDEVAC had just left and was heading to help Hot Rod 5. Their lead truck had just run over an IED (Improvised Explosive Device). They stopped loading mail and rallied the rest of the soldiers to head back to base and wait for news about their friends. Once they returned, Hot Rod 2 was instructed to gather all of the soldiers and collect all cell phones while outside internet access was turned off. This is known as a media blackout. This usually means that someone

is dead or wounded and they don't want anyone back home to find out before Military officials have notified the next of kin. As the soldiers were gathered, everyone was quiet and fearing what news might come. One of the officers came in and tried to find the strength to deliver the news that two of their friends were killed and others were seriously injured. The casualties were flown to a nearby hospital. Over the next few hours, word came that the two wounded soldiers died from their wounds. It was the darkest day of Hot Rod 2's career. Few words were spoken as members of the PRT Nangarhar mourned the loss of their brothers.

I woke up that morning at 6:30 A.M. to get ready for school. I took a nice hot shower, brushed my teeth, and put on a clean pair of clothes. After that, I got a ride to school from my neighbor Angel. I went through my normal day of school and everything was the same as always. During my 6th hour art class, Mrs. Banks paged me down to the office. The first thought in my head was that something bad had happened, so I got very nervous. I asked what was wrong and she told me that my dad was okay, but we had lost four

soldiers. I would tell you how the rest of my day went, but it was all a blur. All I remember was crying for days. It amazed me how people that I personally knew had made the ultimate sacrifice so that everyone else and I could live in freedom. The difference between most teenagers and I is that I don't take my warm bed, my education, or even spending time with my family for granted. I know that I have these luxuries all because these people that put their life on the line for us each and every day.

These four men, along with millions of other U.S. soldiers and their allies have made the ultimate sacrifice for over three hundred years so we can sit in school and get an education. They fight for us to live in freedom every single day. They fight to defend their country in hopes of preventing another terrorist attack. They fight so we don't have to. These brave men and women do the unthinkable every single day of their lives, so we at least owe them some respect. I believe that we can never thank them enough for all that they have and continue to do for us. By the way, Hot Rod 2 is my father, SFC Hornbeck.

FOR IMMEDIATE RELEASE

August 23, 2011

**Governor Quinn Takes Action to Protect Veterans and Support Military Families
Three New Laws Support Servicemembers and Their Families**

SPRINGFIELD – August 23, 2011. As part of his ongoing commitment to servicemembers and their families, Governor Pat Quinn today signed three laws that will protect Veterans and support military families.

“Our servicemembers are the heart and soul of Illinois,” Governor Quinn said. “Whether they are returning home from service or defending our country overseas, we want them to feel confident that they and their families are taken care of back home.”

Sponsored by Rep. Linda Chapa LaVia (D-Aurora) and Sen. David Koehler (D-Pekin), House Bill 2870 will provide schools with another way to identify students with active duty parents and provide much-needed counseling and support. The new law requires K-12 public and private schools to allow students to voluntarily identify themselves as having parents actively serving in the armed forces. This allows the school to provide counseling and support for students whose parents are currently or will soon be deployed.

“Governor Quinn stands with Veterans and their families on military issues, and we will continue to fight together to improve life for our Veterans,” Rep. Chapa LaVia said. “This new law will help make sure that we are giving the children of servicemembers the support they need.”

House Bill 3255 allows Illinois State Police troopers, Illinois National Guard members and volunteer nonprofits serving small populations to apply to a fee waiver for Emergency Medical Technician (EMT) training. Sponsored by Rep. Donald Moffitt (R-Galesburg) and Sen. Carole Pankau (R- Bloomingdale), this bill will encourage more first responders, including state troopers and members of the National Guard, to complete additional emergency medical training and become certified EMTs, which will also improve unit safety when servicemembers are deployed.

“Many times, troopers, volunteer ambulance members, volunteer firefighters or members of the National Guard are the first to reach a victim of an accident, disaster or other situation involving life- threatening injuries.” Rep. Moffitt said “The more emergency medical training they have, the better they will be able to help until paramedics or doctors can take over.”

Sponsored by Sen. Kwame Raoul (D-Chicago) and Rep. Kevin McCarthy (D-Orland Park), Senate Bill 1672 requires all pension funds and retirement systems to comply with the federal Heroes Earnings Assistance and Relief Tax Act of 2008 (HEART ACT). This law ensures that additional tax and pension benefits are granted to Illinois servicemembers who are absent from work due to duty in uniformed military service.

The new laws all take effect immediately.

ILLINOIS PUBLIC ACT 97-505

IL PA 97-505 was passed into law by Governor Pat Quinn in August 2011.

The law requires schools throughout the state to identify military children during registration at the start of each school year.

In accordance with the law, school districts must add enrollment questions concerning parents' or guardians' military service to their standard registration forms or on a supplemental form. Please reference the courtesy copy provided on the next page.

This law went into effect for school year 2012-2013. Schools must ask students if their parent(s) or guardians are members of the military, including Guard and Reserve. The school district must also ask if the students' parent(s) or guardian(s) serve on active duty or expect deployment in the next twelve months.

*"[A] school district...shall provide, either on its standard form or on a separate form, the opportunity for the individual enrolling the student to voluntarily state whether the student has a parent or guardian who is a member of a branch of the armed forces of the United States and who is either deployed to active duty or expects to be deployed to active duty during the school year" 105 ICLS 5/22-65. **Public Act 97-505.***

It is the responsibility of the school districts to ensure that families have an opportunity to disclose this information. School districts must then compile the received information and sent that to ISBE for the following school year. Such information can help the school district in acquiring US Department of Defense assistance for these students.

Military Children Registration Form

Dear parent or guardian,

Please take a few moments to answer these voluntary questions.

This information will help identify Illinois military families.

Your participation will help schools get U.S. Department of Defense assistance for children struggling with their parent's or guardian's military deployment.

Name(s) of child(ren)/School:

Does the child(ren)'s parent or guardian serve in the military, including National Guard or Reserve?

YES

NO

Is the parent or guardian currently serving on active duty or expect to be deployed this year?

YES

NO

Has a parent or guardian returned from deployment in the last 6 months?

YES

NO

Return form to your school. Thank you!

The intent of this information is to provide guidance to leaders in the education system about the military, military children, and the issues that may arise from a deployment or other separation of a military parent(s).

This collection of information should also be used as a resource to learn what signs to look for when a military child may have an issue, different suggestions as to how to approach a military child and tend to their needs.

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EDUCATOR'S GUIDE TO THE MILITARY CHILD DURING DEPLOYMENT



INTRODUCTION

The demands on military members and their families are not only increasing, but are becoming more complex. Military families sacrifice their personal comfort and experience tremendous upheaval when Soldiers, Sailors, Airmen, Marines, Reservists and National Guard members are called to serve our country here or abroad. Children are especially vulnerable when separated from parents due to deployments. Their unique developmental perspective and limited life experience put them at heightened risk for emotional distress during the separation period.

Schools can be one place where stability and normal routine can provide an anchor for children during the challenges of deployment and the resulting disruptions to daily life. The predictability of the classroom helps cushion the impact of deployment that often includes changes in psychological equilibrium and disruption of individual behavior and coping skills. Alternatively, the stresses that may result from family

separation have the potential to affect an entire school community and may interfere with the ability of students and staff to focus on learning.

This booklet is intended to help educators build coping skills in their students during and after military deployments. The goal is to bring needed support and understanding to the process and to maintain an optimal learning environment in the classroom and the school. Specific and practical guidelines for administrators, counselors, teachers, and other school employees are presented in order to identify age-related reactions and focus on appropriate intervention strategies. By using the information and techniques in this booklet and adding your own unique perspective and expertise, you will become more knowledgeable and better prepared to assist the military child during the deployment and transition.

BACKGROUND

Many civilians are unfamiliar with the unique nature and challenges of the military. The distinct history and traditions of the military; the dress, language, rank structure and mobile lifestyle may seem foreign to those who have not experienced military service.

The United States military is a total force made up of the Active and Reserve components including the Army, Army Reserve, Army National Guard, the Navy, Naval Reserve, The Marine Corps, Marine Corps Reserve, the Air Force, Air Force Reserve, Air National Guard, the Coast Guard and Coast Guard Reserve.

Children of military members can be from the active duty or reserve components. They can live on or near a large military base or they can come from geographically isolated commands. Your students may have one or both parents in the military. The children may be sent to live with a relative or guardian during times of deployment. Children of military members may have experienced numerous deployments or may be experiencing the stresses of deployment for the first time.



DEPLOYMENT

Deployment is the name given to the movement of an individual or military unit within the United States or to an overseas location to accomplish a task or

mission. The mission may be as routine as conducting additional training or as dangerous as war.

Deployments have three phases: pre-deployment, deployment, and post-deployment (which includes reunion). Each phase has unique challenges that require the proper interventions. Although the emotional impact of each phase of the deployment cycle has been carefully documented and studied, it is important to remember that no two students will react the same way. Individual responses depend on a variety of factors such as age, maturity, gender, parent-child relationships, and coping skills of the caregiver during separation.

PHASES OF DEPLOYMENT

PRE-DEPLOYMENT PHASE

Notice that the family member will be deployed to another location in the U.S. or abroad is followed by feelings of general shock and disbelief. Students will ponder questions such as “How could this happen to me?” The order, security and safety of their lives and the lives of their family members will feel temporarily shattered.

DEPLOYMENT PHASE

When the deployment day arrives, there is usually family, unit and community support. Military personnel are honored as dedicated, self-sacrificing and courageous. In wartime, there is an enormous mobilization during which the family and community members provide a range of outward forms of support. As the troops leave and the emotional impact of that separation continues with the passage of time, the involvement of the community and those less affected by the event fades. The students and their families are left with feelings of loss and grief to manage on their own. The remaining spouse or guardians of children (including aunts, uncles, grandparents or family friends) struggle with new and increased roles and responsibilities. Conflicts may surface.

During this phase, children and families of deployed military members reach different levels of adjustment. Some have developed or improved coping skills and are ready to resume their lives with renewed resiliency and hope. Some struggle with past problems and new conflicts. Others may continue to suffer from

feelings of depression. Actively reaching out to children and families who are experiencing deployment difficulties during this phase can be helpful, especially if support includes the teaching of new coping skills in relation to specific problems. The majority of families reach a “new normal” in daily life activities without the deployed parent or spouse.

POST-DEPLOYMENT PHASE

Reunion is typically experienced with euphoria and joy when the military parent or spouse returns. Hidden beneath the surface are normal issues that must be re-addressed and resolved as the family works to re-incorporate the returned family member. The joyous return from the family’s perspective may bring challenges to the new equilibrium established while the service member was gone. Spouses and children may have operated with a new independence that is not easily surrendered. Old and new conflicts may arise over roles and responsibilities. Family counseling, support and assistance may be needed to reconstruct family interaction. The expectation that the family will be just as it was before the deployment must be addressed. This phase brings different risks and challenges and the opportunity to negotiate stronger and improved family relations.

IMPACT OF DEPLOYMENT

Deployments cause stress due to change for both the service member and the family that is left behind. Regardless of the length of deployment, the family will have to redistribute family roles (e.g., finances, the maintenance of the house and car, and the care and discipline of children). Among young families, there is a strong tendency to return to the location of their families origin. These moves are made to reduce costs and to add to the psychological and physical support needed to keep the family going.

Many factors influence family adaptation to deployment. Each individual in the family of a deployed service member must adjust to the new roles and responsibilities in additions to the “loss” through the separation of their loved one(s). All families benefit from the assistance and support in one or more areas but disorganized families with multiple pre-existing problems

and/or troubled family members tend to be at higher risk for poor adjustments during deployments and separations.

Most students and their families will be able to adjust to a “new normal” after the departure of a spouse or parent. However, some students who are fragile or who have had previous social or emotional problems may continue to have serious symptoms of stress and their ability to function in the school remains compromised.

Prompt referral for intensive individualized assessment and therapy will be appropriate for students who, after six to eight weeks,

- (1) Have not been able to resume normal classroom assignments and activities*
- (2) Continue to have high levels of emotional response such as continued crying and intense sadness*
- (3) Continue to appear depressed, withdrawn and non-communicative*
- (4) Continue to have difficulty concentrating in school*
- (5) Express violent or depressed feelings in “dark” drawings or writings*
- (6) Intentionally hurt or cut themselves or are at risk for hurting others*
- (7) Gain or lose a significant amount of weight in a period of weeks*
- (8) Discontinue taking care of their personal appearance*
- (9) Exhibit a possible drug or alcohol abuse problem*

The primary difference between a normal and serious reaction is one of degree and duration of change rather than kind. The withdrawn student who may go unnoticed in a classroom may also need a referral for evaluation. This student may, in fact, need more immediate intervention than the agitated child who is acting out. If any of the “normal” reactions to the stress of deployment persist over six weeks, after the majority of their classmates no longer show any symptoms of stress, then the parent needs to be notified and a referral made to appropriate school, community or military services.

SERIOUS STRESS REACTIONS

A student may show signs of serious stress during and immediately after deployment to war. The following signs indicate that the student is in acute distress and will need to be referred for immediate evaluation:

- > *Unfocused agitation or hysteria*
- > *Disconnection from peers and adults*
- > *Serious depression or withdrawal*
- > *Auditory or visual hallucinations*
- > *Any prolonged major change from normal functioning that continues six weeks after deployment*

INTERVENTION STRATEGIES

As an educator, you play a critical role in the life of each student. You are a significant and valuable resource and support as the children affected by deployment learn to cope and also to grow during this time of change. We have provided some suggestions and strategies you can use in your classroom as appropriate. Remember to rely on your own wisdom and knowledge of childhood development to help each child and to assess their individual needs and the needs of the other children in your classroom.

ELEMENTARY

- > *Engage in play activities*
- > *Paint or draw pictures reflecting feelings and thoughts about how to make things better*
- > *Write in a journal*
- > *Read and discuss stories about children in conflict and children as problem solvers*
- > *Write cards or letters to the deployed family member*
- > *Make a memory book or calendar reflecting positive thoughts and actions*
- > *Take part in individual and group counseling when problems arise*

MIDDLE AND HIGH SCHOOL

- > *Keep a Journal*

- > *Engage in art activities*
- > *Write poetry*
- > *Write stories*
- > *Write cards or letters to the deployed family member*
- > *Relax by doing deep breathing and muscle relaxation exercises*
- > *Learn problem-solving strategies*
- > *Participate in small group discussions*
- > *Participate in support groups*
- > *Exercise*
- > *Listen to music*
- > *Take part in individual and group counseling when problems arise*



TEACHER INTERVENTIONS IN THE CLASSROOM

FOCUS ON STUDENTS AND THE CLASSROOM LEARNING ENVIRONMENT

Retain classroom routines and an emphasis on the importance of learning, always leaving room for tending to students' needs.

PROVIDE STRUCTURE

Maintain a predictable, structured class schedule with specific rules and consequences to provide support and consistency for your students. When students are distressed about news from their parents or the circumstances of the deployment, you may want to

find an appropriate time for students to share feelings, needs and fears and have their feelings validated. It is important for students to believe that they are not alone emotionally and to be reassured that their school is a safe and caring place.

MAINTAIN OBJECTIVITY

Respond to events in a calm and caring manner, answer questions in simple, direct terms while helping students transition back to their normal studies and activities. Regardless of personal political beliefs, as a professional educator entrusted with vulnerable children who need nurturing and support, refraining from expressing possible negative opinions about their loved one's involvement in the military is a significant contribution to their emotional well-being.

REINFORCE SAFETY AND SECURITY

After any classroom discussion of a deployment related event, end the discussion with a focus on the child's safety and the safety measures being taken on behalf of their loved one. In the event of a deployment due to crisis or war, protect students from unnecessary exposure to frightening situations and reminders. Limit adult-to-adult conversations about frightening details in front of your students. It is best not to have television news as a backdrop when students are in class.

BE PATIENT AND REDUCE STUDENT WORK LOAD AS NEEDED

Expect some *temporary* slow down or disruption in learning when a change affecting students occurs. Plan for shorter lessons and proceed at a slower pace when necessary.

LISTEN

Be approachable, attentive and sensitive to the unique needs of children coping with deployment and family separations. Let the child know that they can speak with you or with a school counselor, nurse, psychologist or social worker about their questions and concerns. Take time to discuss the deployment and provide factual information. It is important to reduce fear and prevent rumors from spreading. By allowing students to ask questions, they can gain information about the event in terms they can understand. Limit scary or hurtful communication. Some children may express themselves inappropriately; however, it is important to recognize that this is also a way of coping



with overwhelming feelings of fear, anxiety and confusion.

BE SENSITIVE TO LANGUAGE AND CULTURAL NEEDS

It is difficult to express or interpret feelings when children and parents or caregivers speak a different primary language. Bilingual/bicultural personnel are most important in providing intervention services. Teachers and other school personnel must be aware of, knowledgeable about and sensitive to the values and beliefs of other cultures in order to assist students and their family appropriately. Inquire about school, community and military resources that are available to assist.

ACKNOWLEDGE AND VALIDATE FEELINGS

Help students develop a realistic understanding of deployment. Provide reassurance to students that the feelings of loss, anger, frustration or grief are normal responses to separation. Everyone reacts and adjusts to deployment and change at a different pace.

REINFORCE ANGER MANAGEMENT

Expect some angry outbursts from students. While recognizing that it is natural to feel hurt and angry when someone we care about has left, there are appropriate ways to express anger without hurting yourself or taking your anger out on others. Reinforce age-appropriate anger management and adjustment interventions to ensure a climate of nonviolence and acceptance. Make referral to the school counselor as appropriate.

FREQUENTLY ASKED QUESTIONS

HOW OFTEN DO DEPLOYMENTS OCCUR AND HOW MANY OF MY STUDENTS WILL BE AFFECTED?

Although it is impossible to predict the number of deployments that will occur during a time of war and terrorism, it is almost certain that one or more students from your school may be involved in a military deployment at any given time. Schools located in geographic areas where there are large military installations will be most affected.

HOW DO MILITARY DEPLOYMENTS AFFECT A CLASS?

A deployment that affects one child may affect other classmates vicariously, much as experiences of individual family members will affect the rest of the family. Classroom climate and student behavior and performance may be affected. Interference in the ability of students to focus on learning can result. Administrators may need to set the standard for school climate. Thoughtful classroom discussions may be appropriate for older students during studies of current events but sensitivity and support are required for all students whose loved ones have been deployed.

HOW DO STUDENTS REACT TO DEPLOYMENT?

Emotional reactions vary in nature and severity from student to student. Previous experiences or lack of experience with deployment, temperament, personality and the student's assessment of danger to their family member determine a child's reactions. Nonetheless, some commonalities exist when lives are disrupted by sudden separations and dramatic family changes.

*> **Loss of Stability:** Deployments interrupt the normal order and routine of daily life. Lack of stability is very threatening. Deployments can upset the equilibrium for extended periods of time. In the mind of the student, if this sudden change can occur, then it is possible that other unpredictable events might also transpire.*

*> **Loss of Control:** By their very nature, deployments represent events over which the child has no control. Lack of control over happenings that impact daily life can produce an overwhelming feeling in children.*

*> **Individual Reactions:** Children's immediate reaction to deployment often includes a fear for their own safety. They may be intensely worried about what will happen to them and their family members, to a degree that may be judged by adults as unreasonable. However, young children have difficulty putting the needs of others before their own. Children need repeated reassurance regarding their own safety and the outcome of the deployment as it relates to them and their daily lives.*

Conversely, for a variety of reasons, some children may express relief that the family member has left the family unit. The deployment may put an end to pre-existing family tension or dysfunction or it may represent the finality of an action that resolves the child's anxiety, fear and uncertainty about when the separation will occur.

However shocked or dismayed adults may be by their children's reactions, it provides an opportunity for children and adults to understand their respective thoughts and feelings and marks a beginning point to work toward a new adjustment in the family.



WHAT ARE COMMON STRESS REACTIONS?

Acute reactions to separation generally appear within the first 24 to 48 hours. In the two weeks after the deployment, the reactions may change. Behaviors will vary depending upon the age and developmental maturity of the child. It is also important to note that it is possible for weeks or months to pass before a delayed reaction will become apparent and cause problems. (See Normal Reactions to Stress section)

WHEN SHOULD A REFERRAL TO A SCHOOL COUNSELOR, PSYCHOLOGIST OR SOCIAL WORKER BE MADE?

If symptoms persist over several weeks or seem extreme, teachers, with the help of the school counselor, should contact the parent. The teacher should consult with the school site administrator and support staff to ensure that the appropriate mental health referrals are recommended within the school or community. Support staff members may include the school nurse, school psychologist, school social worker and crisis intervention team member.

The duration and intensity of stress reactions vary greatly depending on the level of impact on the child and family. These emotional surges may pass more quickly with the support of loved ones, friends, social contacts and military affiliations. If the separation is extremely traumatic, the need for counseling is very normal and sometimes necessary for healing and adjustment to take place. Counseling does not indicate that a person is mentally ill. It shows that a person is strong enough to accept help with the goal of learning how to manage changes in a constructive way.

WHY MUST TEACHERS BECOME INVOLVED?

It is important to become involved for two reasons. First, studies have shown that the way in which an adult responds to individuals and groups after a crisis can significantly affect the outcome of the student's experience. Once the immediate physical and safety needs of the child are met, consideration must be given to the psychological needs of those affected. Through supportive interventions, delayed or prolonged stress responses can be minimized and learning can resume. Second, the process of effective intervening with individuals or groups of children can create a sense of class cohesiveness and help to re-establish the student's sense of security and belonging in class.

FREQUENTLY ASKED QUESTIONS

CAN DEPLOYMENT AND THE ADJUSTMENT PERIOD AFTER DEPLOYMENT AFFECT LEARNING?

Deployment and the period after deployment affect learning by creating instability in the lives of individual students as well as the classroom. Stressed students have difficulty concentrating, learning new concepts and controlling emotional expression. Some students may become very quiet and withdrawn while others may become disruptive and overly active. Their academic functioning may be impaired. Studies have shown that prolonged stress alters brain chemistry and function, causing students to have difficulty with concentration, memory, behavior and control of emotions.

HOW CAN MY SCHOOL COUNSELOR, NURSE, PSYCHOLOGIST OR SOCIAL WORKER HELP?

These school-based health and mental health professionals can help identify the problem and determine the degree of impact on students and on the school.

They should be trained to assess the student's situation and provide supportive interventions that will assist in the student's adjustment.

School-based health and mental health professionals can determine if additional services may be needed from district, community or military sources and can make those referrals.

WHAT KINDS OF TRAINING WOULD BE BENEFICIAL FOR SCHOOL STAFF MEMBERS?

- > *School site deployment awareness training*
- > *Consultation with school liaisons from military services*
- > *Specialized assessment and intervention training for staff*
- > *Resource mapping*
- > *Referral follow-up*

Many of these services are available to schools through the Family Service Centers on near-by installations.

CONCLUSION

This booklet is designed to meet the needs expressed by teachers and other school personnel for background information and intervention strategies to support the military child during mobilization and deployment.

The information included in this booklet is not intended to answer all questions related to mobilization, deployment, transition, reunion and readjustment. There are a variety of additional resources and deployment support services available at each of armed services websites (active duty, reserve and National Guard), any military base, or your local community counseling services. Listed below are online resources offering further information.

HELPFUL WEBSITES AND LINKS

Army: www.goacs.org (click on family readiness)

Navy: www.lifelines2000.org (click on deployment readiness)

Marine Corps: www.usmc-mccs.org (click on deployment information)

Air Force: www.afcrossroads.com (click on family separation)

National Guard: www.guardfamily.org

National Guard Youth Site: www.guardfamilyyouth.org

Reserves: www.defenselink.mil/ra (click on family readiness)

Department of Defense Education Activity: www.dodea.edu

Department of Defense Educational Opportunities: www.militarystudent.org

National Military Families Association: www.nmfa.org

Military Child Education Coalition: www.militarychild.org/pdf_files/deployment2.pdf

National Children, Youth and Families at Risk Initiative: www.cyfernet.org

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Quick Reference Guide for Serving Military Youth



Army Reserve Child & Youth Services 2007

Dear Friends,

Deployment is a challenging time for each member of a Family. Separation from a parent can be one of the more stressful events children could experience in their lives. Surrounding children with informed, trustworthy adults can help them cope more effectively.

Military children living in civilian communities are geographically dispersed from other military Families and may not be able to access services on an Active Duty Installation. These children and Families are relying on the people in their community to support them during trying times ...This person may be you!

Teachers, counselors, coaches, child care providers, after school program staff and others, need more information to deliver enhanced services to the military Families in their communities. This quick reference guide is not intended to answer all of your questions about military life and deployment. This guide is a starting point for you to begin learning about how deployment impacts military children – especially those connected to the Reserve Component of the Army.

This guide will help you support military Families in your community. Please take time to read about the Deployment Cycle and familiarize yourself with the symptoms of stress and healthy responses on pages 5 and 6. I encourage you to explore the websites highlighted at the end of this guide which will provide you with more valuable information.

Army Reserve Child & Youth Services Regional Coordinators are your primary contact for accessing services. As the experts on Army Reserve children, Regional Coordinators are available to provide you with more information on serving the military youth in your community.

We appreciate your steadfast support of our nation's military youth.

Mr. C.R. Lee Ratliff

Director

Army Reserve Family Programs and Child & Youth Services

Mission Statement:

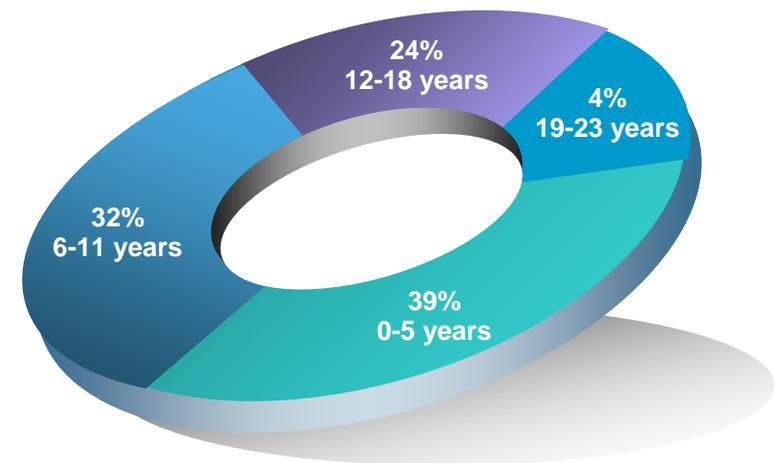
To support the readiness and well-being of geographically dispersed Families by reducing the conflict between parental responsibilities and mission requirements.

THE ARMY RESERVE

The Army Reserve's mission is to provide trained and ready Soldiers. Most Army Reserve Soldiers have civilian jobs in their hometowns and attend training to develop their critical combat and support capabilities. Army Reserve Soldiers train at Reserve Centers that are located throughout every state, in Europe and the Pacific. These highly skilled Soldiers serve in roles such as military intelligence, transportation, civil affairs, medical, administration, aviation and military police.

In 2005, there were approximately 189,000 members of the Selected Army Reserve. This number is 29% less than it was in 1990; resulting in Soldiers being deployed more frequently and for longer periods of time.

There are nearly 156,000 dependents of Army Reserve Soldiers. Keep in mind, this number does not represent the siblings, extended Family members or friends of Soldiers who are also impacted by deployments.

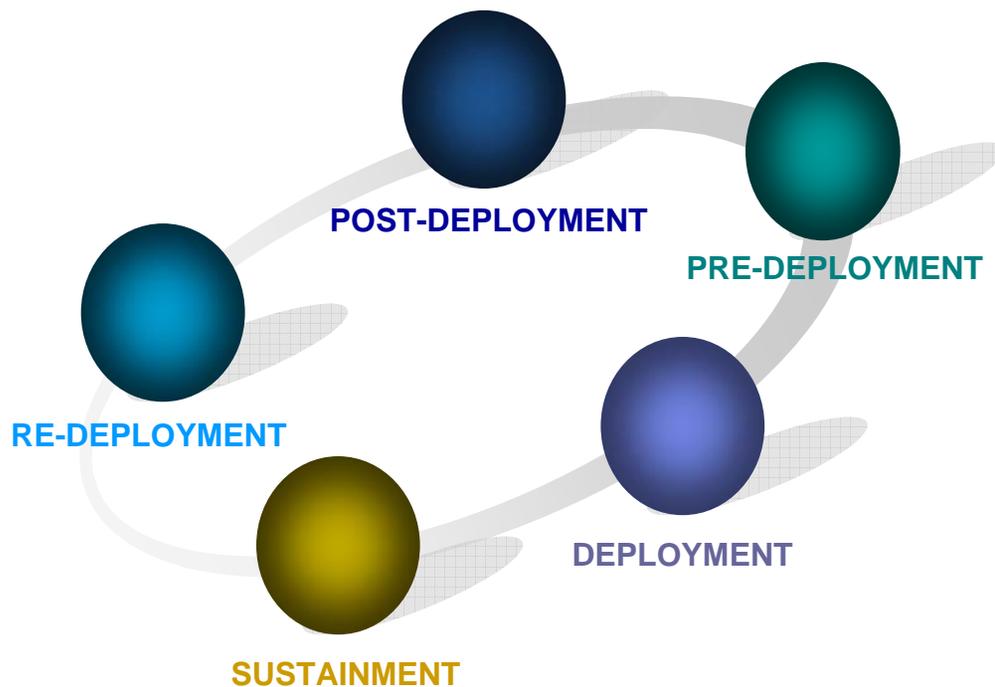


Age breakdown of Army Reserve Soldiers' dependents; approximately 56% are school-age youth.

CYCLE OF DEPLOYMENT

The Emotional Cycle of Deployment is a concept often used to explain the distinct, emotional phases of a deployment lasting longer than six months. Each phase is characterized by an estimated time frame and specific challenges that must be overcome by each Family member. Failure to master these challenges can result in additional stress for the Families and for the deployed Service Members.

Educating Families and children normalizes the deployment experience and promotes positive coping. This knowledge may prevent potential crises.



Pre-Deployment

This phase begins when the Service Member receives the official order for deployment and ends with the departure from home station, which could be in several weeks or a year. Anticipation of the loss creates mental/physical distance and can lead to arguments.

Deployment

The first month of the separation is usually characterized by a range of emotions. The Service Member's departure creates changes in Family members' roles and relationships. Reports of difficulty sleeping, security issues and mixed emotions are normal.

Sustainment

After the first month of separation the Family begins a time of establishing new routines and identifying sources of support. The majority of adult Family members who are adapting well are able to cope with the deployment. They often report feeling confident and in control. Children may have greater difficulty adjusting to the stress because they lack the experience to cope effectively. Take the time to help children learn additional coping strategies. This phase lasts until the next to last month of the deployment.

Re-Deployment

The last month of the deployment is often one of anticipation and excitement. Mixed emotions are common because the Family has adjusted to a new sense of normal. Role negotiation will have to take place as the Family reunites. Dates of the return home can change many times which is frustrating and disappointing to the entire Family.

Post-Deployment

It surprises some to learn that coming home can be a frustrating and upsetting part of the deployment process. Typically beginning with a short honeymoon period, awkwardness and emotional distance is expected as well. The time frame for this period can last for weeks or months. There are indications that this phase can even last much longer for some Families to readjust to life together.

POSSIBLE SYMPTOMS OF DEPLOYMENT STRESS

- ◆ Unable to complete class assignments and activities; difficulty concentrating
- ◆ High levels of emotional response displayed by crying, intense sadness and/or temper tantrums
- ◆ Express violent or depressed feelings verbally or through drawings/play
- ◆ Intentionally hurt self or others
- ◆ Significant gain or loss of weight in a short time
- ◆ Discontinue care of personal appearance
- ◆ Possible alcohol/drug abuse problem
- ◆ Frequent absences from school
- ◆ Decline in performance and grades that does not improve over time
- ◆ Cognitive confusion
- ◆ Rebellion at home or in school; routinely disrupt the classroom at school or child care
- ◆ Confusion or inadequate understanding of events
- ◆ Feelings of abandonment by caregivers
- ◆ Behavior regression, reverting back to behavior typical of a younger child (i.e. bedwetting, thumb-sucking)
- ◆ Changes in sleeping or eating habits
- ◆ Frequent complaints of stomachaches or headaches

SUGGESTED HEALTHY RESPONSES FROM ADULTS

- ◆ Become educated on the impact of deployment on children, youth and Families
- ◆ Maintain a predictable schedule with clear guidelines and consequences
- ◆ Expect changes and respond by being patient, understanding, caring yet firm while outlining clear academic and behavioral expectations
- ◆ Help children identify, accept and express what they are feeling
- ◆ Model constructive ways of dealing with strong or challenging emotions such as anger, grief, loss and sadness
- ◆ Be approachable, attentive and sensitive to children coping with separation; acknowledge the deployment and respond to questions with honest, age-appropriate answers
- ◆ Schedule time for children to communicate with their Service Member; email, draw pictures or write letters
- ◆ Promote resiliency by providing opportunities for meaningful contributions and participation
- ◆ Read stories about deployment and separation with young children to normalize their experiences and provide them with a way to express themselves

Words of Caution:

This is not intended to be an all inclusive list of possible stress reactions children may show. Look for changes in behavior as symptoms of stress. Routine and structure are important for children who are coping with separation from a loved one. Do not punish children who are in need of reassurance. Use this time as an opportunity to teach more appropriate, healthier coping strategies. The following symptoms indicate a child is in acute distress and will need to be referred for immediate evaluation:

- Unfocused agitation or hysteria
 - Disconnection from peers and adults
 - Serious depression or withdrawal
 - Auditory or visual hallucinations
 - Any prolonged, major change from normal functioning that continues six weeks after the deployment
- Military Family members can contact Military OneSource for an immediate, confidential referral: 1-800-342-9647.



AR CYS ONLINE

Do you want to find out what events are taking place in your community that support military youth? Are you looking for resources to better support a military child? Are you ready to read the latest research-based articles and studies regarding the effects of deployment on Soldiers and Families?

Army Reserve Child & Youth Services Online is for you!

Visit the Teachers' Lounge on our website to find out about events, partnerships with community-based organizations and additional resources about the following:

- Staff Contact Information
- Child Care
- Summer Camps
- Army Reserve Teen Panel
- Local Events
- Professional Development Trainings
- Relevant Research Articles



WWW.ARF.P.ORG/CYS

TEEN DEPLOYMENT CLASSES

The Teen Deployment Class was developed for youth ages 12 and older. The purpose of the class is to familiarize teens with what deployment is and what it means to their Families. This class can be accessed online at our website, conducted telephonically or delivered in person during unit activities.

Army Reserve Teens report feelings of isolation during a loved one's deployment. They may be the only student whose older brother is in Afghanistan or not know anyone else who has a mom stationed in Iraq. Educating teens about deployment helps prepare them to cope with separation from their loved one.

Participants may want to share the course materials with friends, younger siblings, educators and youth serving professionals. Anyone who is an influential person in their life could benefit from understanding the realities of having a loved one deployed.



www.arfp.org/teenclasses

Some of the topics addressed through The Teen Deployment Class include:

- Facts and tips about deployment
- Typical emotions and reactions during the deployment cycle
- Possible changes in the Family
- Staying in contact with Soldiers during deployment
- Finding support from friends, teachers, Family members, etc.

RESOURCES



Army Child & Youth Services

Provides quality, developmental programs to youth and Families on Army Installations. School Liaison Officers on each Army Installation, partner with area school districts to meet the unique needs of their military students.

www.ArmyMWR.com



Army Reserve Child & Youth Services

Parents, educators, and youth development professionals should contact their state's coordinator for information. Learn about upcoming trainings, access to tools and resources, programs for youth and how you can get involved.

www.ARF.org/cys

National Guard Child and Youth Program

State youth coordinators support educators and Family members by helping to identify existing resources which could help them during deployment.



www.GuardFamily.org

Military OneSource

Resources on topics such as financial planning, parenting, couple relationships, deployment and reunion are available online. Service members can receive free, confidential counseling in their own communities. A toll free call puts Family members in contact with licensed professionals, 24 hours a day, 7 days a week. 1-800-342-9647.



www.MilitaryOneSource.com

& WEBSITES

Operation: Military Kids

Training on the impact of deployment, delivered by the state team, is conducted for parents, professionals and concerned citizens. Organizations can request training by contacting their state liaison.



www.OperationMilitaryKids.org

Military Child Education Coalition (MCEC)

Resources and trainings are available for parents and professionals on topics such as deployment, supporting children of the Guard and Reserve, trauma and loss.



www.MilitaryChild.org

National Association of Child Care Resource & Referral Agencies

Helps military Families locate quality child care and after school care options and manages the Department of Defense child care fee assistance programs.



www.NACCRA.org

ZERO TO THREE

A national, nonprofit, multidisciplinary organization concerned with the needs of very young military children. Materials are available for parents, caregivers and professionals supporting young children during stressors such as deployment and relocation.



www.ZEROTOTHREE.org

Download additional copies of this Quick Reference Guide at www.arfp.org/QRG

Information used in this guide was adapted from the following sources by Chad Sheldon and Sarah Jones, Army Reserve Child & Youth Services Outreach Liaison Specialists.

2005 Demographics Report, Office of the Deputy Under Secretary of Defense (Military Community and Family Policy), under contract with Caliber.

Tough Topics Series Learning and Teaching Support, Mona Johnson, Washington Office of Superintendent of Public Instruction

Ready, Set, Go! Training Manual; Operation: Military Kids; 4-H Army Youth Development Project

The Emotional Cycle of Deployment: A Military Family Perspective, LTC Simon H. Pincus, USA, MC, COL Robert House, USAR, MC, LTC Joseph Christenson, USA, MC, and CAPT Lawrence E. Adler, MC, USNR-R

Educator's Guide to the Military Child During Deployment, the National Traumatic Stress Network.



Students at the Center

An Education Resource for:



Military Families



Military Leaders



School Leaders

Students at the Center: A Resource for Military Families, Military Leaders and School Leaders was co-created by the Department of Education Activity (DoDEA) and the Collaborative Communications Group.

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Department of Defense Education Activity (DoDEA) is a field activity of the Office of the Secretary of Defense. DoDEA's mission is to plan, direct, coordinate and manage the education programs for eligible dependents of U.S. military and civilian personnel of the Department of Defense. DoDEA provides an exemplary education that inspires and prepares all students for success in a dynamic, global environment.

Through DoDEA's Educational Partnership Program, it is working collaboratively with the U.S. Department of Education in efforts to ease the transition of military children and by providing resources to Local Education Agencies that educate an estimated 80% of military children. This initiative also provides information and support to increase understanding of the unique needs of military children and academic support to improve educational opportunities and outcomes for military children. DoDEA's expertise and mandates provide it the opportunity to champion quality educational opportunities for all military children.

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Collaborative Communications Group is a strategic consulting firm that builds the capacity of individuals; organizations and networks to work collaboratively to create solutions that are better than any single entity could produce on its own. Through strategic consulting, dialogue and convening, creation of publications and tools, and community conversations, Collaborative helps organizations and networks to identify, share and apply what they know in ways that increase productivity and effectiveness. The ultimate objective of Collaborative's work is the improvement of the quality of public education and community life.

The guide and all contents of within are deemed "works" as the term is defined in the Defense Acquisition Regulation Supplement (DFARS) 252.227-7020, RIGHTS IN SPECIAL WORKS (JUNE 1995)
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Students at the Center

An Education Resource for:



Military
Families



Military
Leaders



School
Leaders

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Introduction

You are part of a very important group of people -- those who care about education and, specifically, those who care about education for the children of military service members. Children of military families face unique challenges that are unparalleled in the general student population.

If you are a family member or a service member yourself, you know first-hand the sacrifices that are made in order to serve in our Nation's Armed Forces – frequent moves, time away from family because of training and deployments and the uncertainty that comes from serving in harm's way.

If you are an educator with military families in your community, you may be aware of the challenges military families face as they deal with these issues: transfer of records, eligibility for extra-curricular activities, differences in achievement standards and academic requirements and the stress and anxiety from having a parent away.

If you are a military leader, you have undoubtedly faced situations where you need to provide information for both parents and local education agencies and sometimes help find solutions to challenges that are unique to service members' children.

In this guide, you will find resources designed to aid everyone involved in providing quality education for military children.

You will find information and resources to:

- Empower parents to be better advocates for their children and to more fully understand the rules and policies local education agencies must adhere to while meeting the needs of all of their students.
- Inform Military leaders on how to best to work with local education agencies to meet the needs of our families and to take advantage of resources available through DoD.
- Assist Local Education Agencies around the country who have within their populations, the children of our Soldiers, Sailors, Airmen, Marines, Coast Guardsmen, National Guardsmen and Reservists.

To learn more about resources available for our military families, please visit our website at www.militaryk12partners@dodea.edu.

How To Use This Guide

This guide outlines the important policies, procedures, and best practices that will enable military families, military leaders, and school leaders to provide military-connected children the best possible support for success. For the purpose of this guide, the following are definitions of the three audiences using this guide:

Military family: An all-inclusive term representing the parents and guardians of school-age children of military members.

Military leadership: A military or civilian leader of any Military Service who has the responsibility for the quality of life of military families.

School leadership: A term representing Local Education Agencies (LEA), school administrators, superintendents, principals, school board members, counselors, and educators in a school system.

Throughout the guide there are also references to the importance of partnerships among each stakeholder group, including specific suggestions for collaboration. Evidence has shown that children are more likely to succeed when adult stakeholders find ways to collaborate on common goals. When military leaders are aware of the school options near their installation, and have positive communication with local school leaders, they can provide accurate and credible information for service members and installation personnel. Likewise, when schools and parents partner with the military, the children under their care are provided a greater level of support and advocacy.



MILITARY
FAMILIES



MILITARY
LEADERS



SCHOOL
LEADERS

This guide is written to lead the reader to basic information and relevant resources. While key definitions and foundational information are provided here, a vast array of resources is available through online and print publications to supplement the guide. The information is presented in five sections:



Chapter 1 – Foundational Information for All Stakeholders

The first section provides foundational information that military leaders, parents and school leaders alike need in order to understand the systems and policies they will encounter when supporting a child’s school experience.



Chapter 2 – Military Families

Parents and caregivers will find resources to support their children before and during a move as well as practical information about making quality school and enrichment choices in the new location.



Chapter 3 – Military Leaders

Leaders from various branches of the military will be guided to understand how best to support their transitioning staff in their search for quality educational settings for their school-aged children. They will also find best practice information about ways to partner with local school districts, aiding student transition further.



Chapter 4 – School Leaders

Whether superintendent, principal or school teacher, this section will provide current research and best practice tips to aid in providing a successful experience for a new military student and the school community as a whole.



Chapter 5 - Resources

The last section is a summary of all the online and print resources referenced in this guide. An annotated guide to Web sites and publications has also been provided.





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For All STakeHolders

OBJECTIVES

Understand the basic policies and structures of the U.S. education system:

- School Governance
- Elementary and Secondary Education Act (ESEA)
- School Choice
- public School Funding
- other Relevant Education Laws and policies

Understand the Department of Defense (DoD) education initiatives:

- department of defense Education Activity (dodEA)
- department of defense and department of Education Memorandum of Understanding (MoU)
- department of defense Education partnership
- department of defense impact Aid program
- interstate Compact on Educational opportunity for Military Children
- School Liaison officers

The U.S. Education System

Education in the United States is in many ways strikingly similar from one classroom to another, yet at the same time, it can be different in many regards. The material that is being taught, how student understanding is gauged, and even how much is being spent on each student's education can vary drastically from one classroom to the next, and can greatly impact the success of military students who are much more likely to move from one school to another.

Education grew out of local communities, spreading across the country as settlers slowly marched from east to west. Today, the establishment of education as a basic right lies with each of the 50 States and territories, and as a result, means we have 50 different and unique systems for how we educate children. Within each local community, there is even more room for variation. Military families experience this perhaps more than any others, moving from one school district to another, often in different States. The key is to understand the basic foundation of the education system in our country, know what is most likely to change from one school to another, and learn how to navigate those differences to ensure the best educational experience for military children.

In this chapter the reader will be provided a foundational understanding of the U.S. education system, its laws, policies, funding systems, and current trends, with an emphasis on public education. Included in this discussion is information on the education-related Department of Defense (DOD) policies and programs. Armed with this information, parents can speak knowledgeably when seeking appropriate academic support for their children, and commanders and school leaders will understand how best to partner with each other to support military children.



School Governance

In order to understand the classroom experiences for children, it is important to get at least a basic understanding of the way the entire system is organized. School governance in the United States involves a myriad of players across Federal, State, and local levels of government. At the Federal level, Congress sets broad policy for education, with specific guidance and regulations and oversight coming from the U.S. Department of Education (ED). Congress also contributes roughly 10 percent of the total funding for public education in the United States. The local and Federal courts also play a role in setting policy for schools, mostly as a result to challenges to legislation. State boards of education and legislatures set policy at the State level, with strong attention from the governors, who also set a high priority on helping to set the agenda for what happens in public schools. Each State's Education Agency (SEA) carries the bulk of the implementation at the State level, with responsibility for developing guidance for State and Federal laws, ensuring compliance and providing technical assistance to local school districts. Local boards focus on setting priorities at the local level -- priorities that are carried out by superintendents, principals, and teachers.

The establishment of education as a right and requirement for school-aged children lies with each of the 50 States. As a result, each State has a unique system of education, meaning a different set of standards for what students should learn and know, a different method for assessing learning, and even different standards for what teachers should know before they enter a classroom. The impact of 50 individual State-based systems of education is far reaching, both for the adults who work in the system and for those families and students who are served by them, especially in today's global economy. For example, each of the 50 States has a unique set of standards students must learn and know. And for students the issue is even more complex: Moving from one State to another means an adjustment in what they are learning, when they learn it, and what they need to do to show progress. There is a current movement to create common standards that would be used across all 50 States. This movement could alter the above-described system of school governance.

Most parents, military leaders, and sometimes even school leaders will have little to no interaction with most of the stakeholders described above. Congress and the U.S. Department of Education, the State legislature, State board of education, and even the State education agency generally have very little direct interaction with the day-to-day operations in a school. There are several key players who are much more involved, and who are more likely to come into contact with the readers of this guide, including local school board members or mayors, depending on the governance structure.

Local school boards

Local school boards oversee the decision- and policymaking for individual school districts, ensuring that school leaders, teachers, parents, and students have the conditions needed to foster student success.¹ There are more than 95,000 local school board members nationwide. Local school board members tend to be elected, and as a result, are much more accessible to parents, military leaders, and school leaders. Parents can directly contact their local school board member with questions, they can testify before the board, and they can run for election to the board, among other things. Local boards focus on setting priorities for student learning; staff and resource allocations; and district, State and Federal reporting.

Local mayoral control of education

In recent years some local communities have moved away from a local school board-controlled system towards a mayoral-controlled system of education governance, New York City, and Washington, DC, being perhaps the most notable. This is another type of governance structure, with the mayor, and sometimes the city council, involved in setting policy and implementing education goals at the local level. This type of governance gives city officials more control over the school systems for which they are often held accountable in elections.

Local Education Agency (LEA)

At the district or school level, the Local Education Agency (LEA) is responsible for the day-to-day operations of the school. This includes administering and reporting on standardized tests, overseeing and training teachers, establishing parent and student programs, and maintaining ongoing communication with the community. The school district superintendent is the chief administrative officer for a school district. Depending on the size of the district, there may be a layer of administrative officials that help to manage the district. From there, each school has a principal, perhaps an assistant principal, and a range of other staff, including counselors, teachers, tutors, and administrative staff.²





Elementary and Secondary Education Act (ESEA)

The governing structures described above are established by the principal law affecting K–12 education, the Elementary and Secondary Education Act (ESEA), which was first enacted in 1965. The Act is an extensive statute that funds primary and secondary education. As mandated in the Act, funds are authorized for professional development, instructional materials, and resources to support education programs and promote parental involvement. The government has reauthorized the Act every five years since its enactment.

The most recent reauthorization of ESEA is known as the No Child Left Behind Act.^{3,4} Congress is overdue to reauthorize the legislation, which passed Congress in 2001 and was signed into law in 2002. Current stated goals of ESEA are to raise the academic performance of all children with the ultimate goal of 100 percent proficiency on State-level performance goals by 2013–2014.

Through the Federal budget and the American Recovery and Reinvestment Act (ARRA) of 2009, additional funds to schools and school districts are already being distributed through competitive grants that encourage innovation and partnerships between public schools and private non-profits. These initiatives are part of the stated goals of the current administration for the reauthorization of ESEA as follows:

- College and career ready students
- Great teachers and leaders
- Equity and opportunity
- Raise the bar and reward excellence
- Promote innovation⁵

It is hoped that these changes to ESEA will provide for more consistency in education quality across states and for all children.

Title I

One of the key components of ESEA, Title I, strives to improve the academic achievement of disadvantaged students. The basic function of Title I is to distribute funds through SEAs to local school districts with a high percentage of students from low-income families. Title I funds help students who are behind academically, or at risk of falling behind, by providing services such as hiring teachers to reduce class size, tutoring, computer labs, parental involvement activities, professional development, purchase of materials and supplies, pre-kindergarten programs and hiring teacher assistants or others.

A Title I school must have a percentage of low-income students that is at least as high as the district's overall percentage or have at least 35 percent low-income students (whichever is the lower of the two figures). This entitlement funding reaches more than 17-million children nationwide, roughly 60 percent from the elementary grades (kindergarten through grade five), 21 percent in the middle grades and 16 percent in high school.⁶

Accountability Under ESEA

The current ESEA legislation incorporates a strong system of accountability for results.

There are four foundational goals of ESEA:

- Hold school accountable for results
- Give States and districts flexibility in how they spend Federal money
- Use scientific research to guide classroom practice
- Involve parents by giving them information and choices about their children's education⁷

To that end, States are required to develop clear standards, align their schools' curriculum to those standards, and test students to ensure that they are at the level they need to be. It is important for parents to know that this law is the reason that students are tested through standardized assessments in each State and that schools are held accountable for ensuring that ALL students are being provided with a quality education.

States are required by ESEA to assess mathematics, reading and science, annually, in grades 3–8 and once in grades 10–12. It is the responsibility of each State to determine the particulars of the assessment. In other words, will the test be short answer, multiple choice, or essay response? Other issues, such as who develops the tests, what specific questions are on the test, and even who will grade the assessments are all matters left to each State.

Other provisions in the ESEA law require that professional development and teaching modalities are based on scientifically proven methods and that all students are taught by highly qualified teachers. Also, schools should engage parents proactively. Furthermore, schools are required to report on the progress of student achievement and other indicators, such as high school graduation rates, to meet another layer of accountability—from the general community.

The following information details some of the more specific features of the law and how they impact the classroom:

Adequate Yearly Progress (AYP) – When schools reach their State's student performance goals in math and reading for the year, they are said to meet "Adequate Yearly Progress" (AYP). Every State's AYP standards are different. States set their standards by using information on national standards, the difficulty level of state assessments, the definition of proficiency, and student performance on tests to determine the starting point for measuring student progress toward the 100-percent proficiency goal. Each State then establishes its own goals to be measured annually. Some States plan for a

the department of Education (Ed) samples schools and grades within schools to administer the annual national Assessment of Educational progress (NAEP). This test has often been called the "gold standard" of assessments because of its high technical quality and because it represents the best thinking of assessment specialists, education experts, teachers, and content specialists from around the nation. The results of NAEP are released as "the nation's Report Card" published by Ed. There are no results for individual students, classrooms, or schools. Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in America. NAEP is a trusted resource and has been providing valid and reliable data on student performance since 1969

Source: http://nces.ed.gov/nationsreportcard/pdf/about/introduction_to_naep_2008.pdf



steady incremental academic improvement, while others expect rapid improvement at the beginning (or end) and more slowly in other years. Many States also include school attendance rates in their AYP standards.

Schools that fail to meet AYP are subject to progressive monitoring and state intervention by the SEA, with benchmarks set at 2, 3, and 5 years. A school or district can fail to meet AYP for a number of reasons, but generally does so because scores on standardized tests fall below their established levels for a particular demographic subgroup or because of low attendance rates. For example, a school might fail AYP because the scores for Hispanic students were below the target score for the assessments. Or perhaps the school only had 90 percent attendance, and the target was set higher. In most States, the specific AYP formula is complex and is often detailed in lengthy guidelines developed for school and district administrators.

Measures such as State-imposed curriculum, teacher training, student tutoring, or the complete takeover of the administration and staff of a school are all possible ramifications for failing to meet AYP. In California, for example, Program Improvement (PI) is the designation for Title I-funded schools and LEAs that fail to make AYP for two consecutive years. As part of ESEA requirements, Program Improvement schools and LEAs are responsible for implementing certain Federal and State measures during each year that they are in PI status. These requirements vary and often include a lengthy to-do list. In Year 1 for an LEA for example, the requirements include providing technical assistance to all PI schools, notifying parents of Public Improvement status and school-choice options, setting aside five percent of the Title I budget for professional development, providing school-choice options and establishing a peer-review process for reviewing revised school plans. For the specific schools within the LEA, the requirements for Year 1 include revising the school plan, using 10 percent of Title I funds for professional development and implementing plans promptly.⁸

While standardized tests are the main component used to gauge AYP, schools are also accountable for other indicators of quality under ESEA:

Highly Qualified Teachers (HQT) – The purpose of the HQT portion of ESEA is to ensure that all students, regardless of race or income level, are taught by highly qualified teachers. What it means to be “highly qualified” varies from State to State, there are three general criteria States must apply: teachers must have college degree, subject matter expertise and State licensure. The current law calls for all core-subject classes to be taught by HQTs by the end of the 2005–06 school year. Progress toward this goal has been made, with 81 percent of States reporting recently that at least 90 percent of their core subjects are taught by HQTs.⁹

Demographics – The reporting requirement under ESEA requires that schools disclose the ethnic, gender, special education, and English language

learner percentages of its students. Demographics also disclose the percentage of children receiving the federal food subsidy, called Free and Reduced Meals, which is based on family income. Schools that meet that state's definition for a "high percentage" qualify to become Title I schools, gaining access to special funds.

Attendance and High School Graduation Rates – Schools must not only report on overall daily student attendance as part of ESEA, but must also account for attendance during assessment periods. In addition, there are requirements for the percentage of students who must participate in the exams in order to ensure that schools are not just testing the highest-achieving students.

ESEA also requires schools and States to report how many students graduate from high school on time, in large part due to the dismal completion rates nationwide. Currently only 69%¹⁰ of students graduate on time in the United States, a rate that plummets for urban school districts and many individual States, especially those with a high percentage of minority students and children living in poverty. These measures were put in place to ensure that schools focus on the achievement of all students and that all graduates met minimum achievement standards.

Parental Involvement – A key element of ESEA is that parents and guardians are included and informed regarding school achievement standards. Through this aspect of the law, schools develop effective ways to engage parents. Title I schools must involve parents in overall planning at the district and school level and schools that have school-wide programs, such as academic achievement programs.¹¹

School Report Cards – ESEA requires that schools and school districts publicly post information about their schools' population and achievement relative to several scales of quality, such as test scores, teacher quality, and graduation rates, as described above. These results are typically broken down by subgroups to indicate whether or not a school or district has met AYP (described above). The report also includes the demographics of a school, number of Highly Qualified Teachers teaching core subject areas, school attendance and graduation rates. Report cards are generally recorded by the district and individual schools, but follow a general State-approved format. States are responsible for making the report cards easy to understand and readily available. The report cards are most often posted on State or district school Web sites or can be obtained by contacting those offices. Sometimes local newspapers also publish the results. (A more complete example of such report cards can be found in the Military Families section on page 50).¹²

English Language Learners (ELL) – The number of students who are English Language Learners (ELL) in the United States has sharply increased in recent years. As a result, policy and practice regarding these students have rapidly evolved in the last decade. The Office of Civil Rights (OCR) within the U.S. Department of Education (ED) keeps a close watch on compliance nationwide, under ESEA policy with the following guidelines for school district programming:

if a child attends a title i school that has been identified by the state as in need of improvement, corrective action, or restructuring, parents can choose to send their child to another public school that is not so identified.

Source: national Council on parent involvement in Education
<http://www.ncpie.org/nclbaction/ayp.html>



- Identify students as potential ELLs
- Assess students' need for ELL services
- Develop a program which, in the view of experts in the field, has a reasonable chance for success
- Ensure that necessary staff, curricular materials, and facilities are in place and used properly
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students
- Assess the success of the program and modify it where needed¹³

The Offices of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (LEP), also within the U.S. Department of Education, focuses on closing the achievement gap for ELL students and have specific oversight for Title III in ESEA. Title III requires that each district do the following:

- Assess the English proficiency of all students with limited English proficiency
- Assess LEP students' progress in ways that fairly and accurately determine their knowledge
- Provide information to parents about the programs that are available, as well as the right to refuse services
- Provide information about the LEP program and a parent's rights in regard to LEP services
- Assess potential LEP students during the first two weeks of school, using a research-based instrument (results from the test administration must be shared with parents by phone conference, mail, or teacher-student-parent meeting)¹⁴

If a child is a first-year LEP student, he or she may participate in either the English/language arts assessment or LEP English proficiency assessment.¹⁵ After three years of attending school in the United States, a child must take the English version of the language arts portion of the test.¹⁶ School districts vary in when the assessments are administered, but information can generally be obtained from the school directly or by viewing the school or state assessment calendar on the Web.

School Choice

The term “school choice” means giving parents the opportunity to choose the school their child will attend. Traditionally, children are assigned to a public school according to where they live. That means parents and guardians wanting public education for their children generally have no choice of school and have to send their child to the school assigned to them by the district, regardless of the school's quality or appropriateness for their child.

To provide additional options for parents and guardians, forty-six States and the District of Columbia have adopted various public school choice options, sometimes called “Voluntary School Choice Programs.” These districts offer a choice of schools among any public schools within the district boundary. The allowance of school choice is an effort to establish and open enrollment and to provide parents—particularly parents whose children attend low-performing public schools—with expanded education options. Where the choices exist, parents may send their children to another school within their district or State. Some districts may offer magnet programs for

children with special interests or charter school options under this program.¹⁷ Other options may include open enrollment among all public schools in a district or between districts.

A State's school-choice laws are sometimes a result of ESEA, which requires school-choice options where the existing school structures have not met AYP, for example, for a number of years. In these districts where parents and guardians can choose among various public school options, schools must let parents know each year if their child is eligible to transfer to another school, and districts must give parents more than one transfer option if more than one exists.

Districts must also pay for students' transportation costs, giving priority to low-income, low-achieving students if there are not enough funds available to pay for all students.

The growing number of choices for American school children includes the following, which provide geographic, subject matter, special interest, special needs, and/or income-based choices:

Charter schools – These are independent public schools designed and operated by educators, parents, community leaders, education entrepreneurs, and others. They are sponsored by designated local or education organizations, which monitor their quality and effectiveness but allow them to operate outside of the traditional system of public schools. However, they are required to meet AYP standards just as other public schools. A decade and a half after their inception, nearly 4,600 charter schools are serving over 1.4 million children across 40 States and the District of Columbia. They are the fastest growing type of school in America, but their success has not yet been established due to the short period in which they have been operational. Charters must practice open admission policies and are forbidden to be selective.¹⁸

Magnet schools – These schools are designed to focus on a specific subject, such as science or the arts; follow specific themes, such as business, technology, communications, humanities or law; or operate according to certain models, such as career academies or a school-within-a-school. Some magnet schools require students to take an exam or demonstrate knowledge or skill in the specialty to gain admission, while others are open to students who simply express an interest.¹⁹

Tuition Vouchers – These are funds available, usually on a limited basis to qualifying families, to provide a portion of the public education funding allotted for their child to use toward tuition at the school of their choice, whether it is a religious or other type of private school. A few States offer choice scholarship programs specifically for students with special needs.²⁰

Homeschooling – This is instruction offered in a home, usually by a child's parent or guardian along with or through virtual learning programs conducted over the Internet. Some parents prepare their own materials, while others use materials produced by companies specializing in homeschool resources. Most States have general guidelines about the grade-level program of study for students who are homeschooled to ensure they meet graduation requirements and are fully prepared for post-secondary options. There are also policies in place to address nonacademic issues, such as participation in athletics or other extracurricular activities.²¹





Public School Funding

The United States spends almost a trillion dollars on all aspects of education each year. This amount is slightly above defense spending.²² School districts in the United States spend roughly \$530 billion annually.²³ In 2009, nearly \$450 billion was spent on elementary and secondary education: \$57 billion covered capital outlay, \$14.3 billion funded interest payments on debt, and \$7.4 billion was allocated to other programs such as adult education.²⁴ Public education financing in the United States varies from one State to the next and even from one school district to the next within the same State.

Generally, schools are funded using some combination of income taxes, corporate taxes, sales taxes, local property taxes, and finally the Federal Government.²⁵ It is the local portion of the funding—often captured in local property taxes—that has created a firestorm across the country between school districts within higher property-value areas and districts where property taxes cannot bridge the gap between what is available and what is needed to cover the cost of a child's education.

Funds for public education are distributed to school districts in a few ways: on a per-pupil basis, to cover the expense of an individual child's education, and categorically, to cover the expense of a particular program or facility.²⁶ Besides the Federal allocation based on the number of pupils, schools receive Federal funds in the ways listed below.

Per-pupil funding – These funds are allocated based on the number of students enrolled, by a particular date (usually late fall) in each school. It is a formula grant, for which States do not have to compete, beyond timely submission of enrollment data. The most recent analysis found that schools spent on average \$10,362 for each student.²⁷ Yet there is great variance across States, with Alaska spending the most per student (\$21,468) and Idaho (\$8,045) spending the least.

Title I funding – These funds, which are sometimes received by schools for additional staff or programs, are available for schools whose population meets the poverty guidelines to qualify for Title I funds. (See ESEA section on page 10)

Private grants and donations – Schools or school districts may also receive funding through philanthropic grant awards to supplement funds received through government sources. Schools sometimes use these funds to help with school equipment, facilities, and activity programs for students. Private individuals, local businesses, and corporations may also donate funds. Some districts have even developed policies surrounding private donations to help cover the widening gap between funding and expenditures. Most charter schools are able to leverage private funds because the laws under which they were created provide them more autonomy.

Impact Aid – This fund, among the largest programs under the Office of Elementary and Secondary Education, is a federal formula grant program designed to relieve the financial burden placed on resources of local educational agencies (LEAs) in educating significant numbers of federally connected students – those who reside on military bases, low-rent housing properties, Indian lands or other federal properties, and/or have parents in the uniformed services or employed on eligible federal properties.

Many local school districts across the United States include within their boundaries parcels of land that are owned by the Federal Government. These school districts face special challenges: They must provide a quality education to the children and meet the requirements of the ESEA while sometimes operating 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, including military children. The Impact Aid law provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties and, to a lesser extent, concentrations of children who have parents in the uniformed services or employed on eligible Federal properties who do not live on Federal property.

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. Most recipients use these funds for current expenditures, but recipients may use the funds for other purposes such as capital expenditures. Some Impact Aid funds must be used for specific purposes.

School districts use Impact Aid for a wide variety of expenses, including the salaries of teachers and teacher aides; purchasing textbooks, computers, and other equipment; after-school programs and remedial tutoring; advanced placement classes; and special enrichment programs. Payments for children with disabilities must be used for the extra costs of educating these children.²⁸



Special Needs Laws and Policies

Three Federal laws provide the legal foundation for the education of children who have disabilities.

The primary laws in this area are as follows:

The Individuals with Disabilities Education Act (IDEA) – This Federal law ensures services for children with disabilities. First enacted by Congress in 1975, IDEA governs how States, school districts, and other public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with disabilities from birth to age 2 receive early intervention services under IDEA Part C. Children and youth ranging in age from 3 to 21 receive special education and related services under IDEA Part B. One of the key components of IDEA Part B for schools, families and students is the individualized education program (IEP), which provides a blueprint for special education services.²⁹

Nondiscrimination Rehabilitation Act of 1973, Section 504/

Regulations – This act prohibits discrimination against people with disabilities by any agency or organization that receives Federal funds. Recipients of Federal funds such as States, counties, cities, public and private schools, hospitals, clinics, etc., must make it possible for people with disabilities to participate in their programs and access their services. (An agency can be penalized by loss of Federal funding if it discriminates against a person with a disability) OCR acts on complaints it receives from parents, students, or advocates; conducts agency initiated compliance reviews; and provides technical assistance to school districts, parents, or advocates.³⁰

Americans with Disabilities Act (ADA) – (1990 Act) Like Section 504 of the Rehabilitation Act, ADA prohibits discrimination against students with disabilities. The ADA and Section 504 are described as nondiscrimination statutes rather than as entitlement statutes such as IDEA. They provide procedures to ensure that persons with disabilities

enjoy the same rights as persons without disabilities. When those rights are thought to have been violated, the ADA, like Section 504, provides a procedure for addressing the alleged violations.

ADA and Section 504 exist to benefit both those children with disabilities who require special education as well as those children who have a disability but are not eligible for special education services. To qualify for protection under ADA and/or Section 504, the child must show that the disability “substantially limits” a major life activity such as walking, seeing, hearing, speaking, learning, working, taking care of oneself, breathing, and performing manual tasks. Many children with these impairments are eligible for special education services under IDEA. Some children, however, will not qualify for special education, but if found eligible under Section 504 or ADA, they will qualify for equipment, aids, or other accommodations needed to help them benefit from the school program.



Family Educational Rights and Privacy Act (FERPA)

This is a Federal law that protects the privacy of a student's academic records. This law is under consideration by the U.S. Department of Education, but it currently gives a parent certain rights until a child reaches the age of 18 or attends school beyond the secondary level. Below are the most critical parts of FERPA regulations as outlined by the U.S. Department of Education. Under FERPA, schools are required to annually notify parents of their rights. The basic rights of parents and schools are the following :

- Parents have the right to inspect and review their child's education records. A child's school is not required to provide copies of records unless it is impossible for them to review the records otherwise. The schools may charge a fee for copies.
- Parents have the right to request that their child's school correct records when they feel there are errors. If the school decides not to revise the record, parents have the right to a hearing. After the hearing, if the school still decides not to change the record, parents have the further right to submit a statement about their viewpoints to be included in the student's record.
- Generally, schools must have signed and dated written consent from a parent or guardian in order to disclose personally identifiable information from a child's education record. There are a few exceptions:
 - School officials with legitimate education interest
 - Other schools to which a student is transferring
 - Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with financial aid to a student
 - Organizations conducting certain studies for or on behalf of the school
 - Accrediting organizations
 - To comply with a judicial order or lawfully issued subpoena
 - Appropriate officials in cases of health and safety emergencies
 - State and local authorities, within a juvenile justice system, pursuant to specific State law





Department of Defense (DoD) Education Initiatives

DoD and DoDEA, along with the Department of Education (ED) and other Federal agencies, have created strategic partnerships and policies helping military-connected children receive the support they need to achieve success academically.

As part of a long-standing tradition in the military, a variety of programs and services have been instituted to support the academic, social and emotional of the families and children of service members and officers. The Department of Defense Education Activity (DoDEA) provides quality pre-kindergarten through 12th grade educational opportunities and services to military dependents around the globe. DoDEA educates nearly 85,000 in 191 schools in 12 foreign countries, 7 States, Guam, and Puerto Rico with 8,700 educators. DoDEA incorporates evidence-based practices in teacher training, curriculum, and related activities.

DoDEA Schools

DoDEA's mission is to plan, direct, coordinate, and manage the education programs for eligible dependents of U.S. military personnel and civilian personnel of the DoD. Because dependents of military personnel face unique challenges due to frequent moves and family changes, DoDEA schools provide students with a uniform curriculum and standards.

DoDEA's schools are divided into three areas; Department of Defense Schools - Europe, Department of Defense Schools - Pacific / Domestic Dependent Elementary and Secondary Schools - Guam, and the Domestic Dependent Elementary and Secondary Schools. Within each of these three areas, schools are organized into districts headed by superintendents.

Performance

DoDEA measures student progress with multiple performance-based assessments. The TerraNova standardized test provides DoDEA with results that it can compare to a nationwide sample. DoDEA students also take the National Assessment of Educational Progress (NAEP), which provides comparisons of student achievement in reading, writing, math, and science. All DoDEA schools are also accredited by one of the six regional accrediting agencies, which provide each school with an independent evaluation.

The agency has developed rigorous and demanding curriculum standards. The curriculum standards provide a framework for advancing every student to the highest levels of achievement by defining the knowledge, concepts, and skills that students should acquire at each grade level or within a course of study. The DoDEA standards for each content area are based on current research and best practices and are aligned with those States that have exemplary standards. DoDEA recognizes that standards are important because they provide clear expectations for instruction, assessment, and student work and represent an essential component in the process of continuous improvement for student performance and achievement as well as schools overall. The standards will also form the basis for gathering data for assessment of student and school progress.

DoDEA students consistently score above the national average on the NAEP test and above the national average of state tests in math. Minority students have been especially successful, scoring at or near the highest in the nation in mathematics. DoDEA students also maintain a high school graduation rate of approximately 99 percent.

Eligibility

Dependents of military members and Federal civilian employees are eligible to enroll in DoDEA schools. Specifically, the enrolling sponsor must be on extended active duty or a full-time Federal civilian employee, and the sponsor must be residing in permanent living quarters on the installation and the student must be the sponsor's dependent.

Grading and Assessment

Schools submit annual reports of data, and every 5 years they host an on-site validation visit led by education experts from the United States. Following the on-site visits, the experts send a report that includes recommendations for improvements to each of the schools visited. DoDEA also conducts internal monitoring of educational programs to ensure high-quality implementation of new programs and overall effectiveness of existing programs. Monitoring activities may include, but are not limited to, the following activities: surveys, interviews, focus groups, classroom observations, and the analysis of achievement and training data.

DoDEA has also launched a new Web-based reporting system called School Report Cards (SRCs). The SRCs were created as a part of DoDEA's response to greater accountability to parents and stakeholders. They are designed to help families who may be transitioning to DoDEA schools by giving them an overview of a new school before their child enters the classroom. The SRCs also contain valuable information that will be of use to military leaders at the headquarters, area, and district levels so that they can become familiar with the schools that they will be visiting.

DoDEA's SRCs are very similar to the school report cards that are required by the No Child Left Behind Act. They both list school contact information, school improvement goals, a school's student demographic profile, and student academic performance on standardized tests. In the future, it is anticipated that the DoDEA SRCs will include expanded data on graduation rates, attendance rates, and information on elementary and middle schools.³¹



Department of Defense and Department of Education Memorandum of Understanding (MOU)

Recognizing that successful partnerships are characterized by an exchange of ideas, knowledge, and resources, the Departments of Defense and Education signed a Memorandum of Understanding (MOU) to create a formal partnership between the two agencies to support the education of military students. The MOU provides a comprehensive and cohesive structure for collaboration between the two Federal agencies as well as with local, State, and other relevant entities. Through the MOU, the agencies can now leverage their coordinated strengths to improve the educational opportunities of military-connected students.

The DoD and ED have worked together informally for many years, but the MOU formalized these relationships and has allowed both agencies to work together in a more comprehensive manner.³²

Department of Defense Education Activity Educational Partnership

DoDEA's Educational Partnership is providing support to LEAs to transform the responsiveness of educators to children of military families and academic support to improve educational opportunities and outcomes of military students. A significant element of family readiness is an educational system that provides not only a quality education but also one that recognizes and responds to the unique needs of children of military families. To support that need, DoDEA's Educational Partnership is working collaboratively with the Department of Education in any efforts to ease the transition of military students and providing resources to Local Education Agencies (LEA) that educate military children.

DoDEA's Educational Partnership grant program is focused on enhancing student learning, transforming the responsiveness of educators to children of military families, improving parent and family engagement, increasing virtual learning capabilities, and extending support to work with schools serving the National Guard and Reserve. DoDEA's aim is to enhance the education of military students, but funds may be used to raise achievement for all students.

In 2009, DoDEA awarded \$56 million in grants to public schools serving military children throughout the nation. A total of 284 schools within the 44 districts received grant funds and those schools serve over 77,000 military students. The amount of the awards is based on military student enrollment and range from \$300,000 to \$2.5 million, depending on the number of military students at the target schools.

In addition to the grant programs, DoDEA is providing special education modules and related face-to-face training to public-school educators.

DoDEA's Educational Partnership, in coordination with DoD and the Military Services, extended a program to provide professional, licensed, and credentialed counselors to support and augment military connected school districts.

DoD Impact Aid Program

While the U.S. Department of Education's Impact Aid funding provides vital operating funds for affected school districts, the U.S. Congress appropriates funding for the DoD Impact Aid programs. School districts where military children make up at least 20 percent of the enrollment are eligible for the DoD Supplement to Impact Aid. In 2009, 110 school districts received DoD Supplement to Impact Aid funds. Funding awards and levels vary according to the number of eligible LEAs, the number of military-dependent students, and the amount of funding appropriated by Congress.

As with the ED program, the DoD provides additional aid for schools serving two or more military-connected children with severe disabilities that meet certain special education cost criteria. In 2009 113 school districts received the DoD Impact Aid for Children with Severe Disabilities.

When Congress appropriates funds, the DoD Impact Aid for Large Scale Rebasing Program provides financial assistance to LEAs that are heavily impacted by the increase or reduction in military dependent students.

The Department of Defense Education Activity's (DoDEA) Educational Partnership Program is responsible for administering the DoD Impact Aid programs, consistent with its mission of developing, promoting, and maintaining partnerships and communications with local school districts to improve student achievement.

Interstate Compact on Educational Opportunity for Military Children

Since 2006, the Council of State Governments (CSG)³³ has worked closely with DoD to create a new interstate agreement that addresses the education transition issues faced by children of military families. Federal, State, and local officials, national education groups, school superintendents, and military families have all been involved in constructing The Interstate Compact on Education Opportunity for Military Children (Compact).

The goal of the Compact is to replace the widely varying treatment of transitioning military students with a comprehensive approach that provides a uniform policy in every school district in every State that chooses to join. As of March 2010, 28 States have enacted the Compact—accounting for approximately 81 percent of military-connected, school-age children. While the Compact is not exhaustive in its coverage, it does address the key school transition issues encountered by military families: enrollment, placement and attendance, eligibility, and graduation.

The Compact is an agreement among member States that they will address certain school transition issues for military children in a consistent manner. However, there are limitations to what it covers. The Compact is designed to resolve transition issues only and does not directly address the quality of education in a particular school nor require a State to waive any of its state standards or exit exams. The Compact not intended to impact curriculum or local standards of education. The Compact provisions specifically provide for flexibility and local discretion in course and program placement and on-time graduation within the criteria established by the State. It applies to public schools only. The Compact is a broad framework that allows for rules to be adapted and adjusted as needed without having to go back each time for legislative approval from the member States. It provides for a detailed governance structure at both the State and national levels with built-in enforcement and compliance mechanisms.



Compact Provisions

In its current iteration, the Compact does and does not cover following:

What it Does Cover	What it Does NOT Cover
<p>Educational Records</p> <ul style="list-style-type: none"> Parents and guardians may receive copies of unofficial records from sending schools and, receiving school must honor those records. Sending schools must send official records within 10 business days of receiving a request. 	<ul style="list-style-type: none"> Parents cannot request a copy of every paper in the student file. Fees may be charged by a school for unofficial records.
<p>Immunizations</p> <ul style="list-style-type: none"> The receiving school to obtain required immunizations must provide 30 days. The series of immunizations must be started within 30 days of enrollment. 	<ul style="list-style-type: none"> TB testing is not included, since it is a test rather than an immunization. The test may be required before enrollment.
<p>Kindergarten and 1st Grade Entrance</p> <ul style="list-style-type: none"> Students can continue in the same grade in the receiving State regardless of entrance age requirements if he or she has already enrolled in kindergarten or 1st grade in an accredited public or private school in the sending State and as long the students meets age requirements in the sending State and their academic credits are acceptable to the receiving school board. A student may go to the next grade regardless of age requirements, if he or she has completed kindergarten or 1st grade in the sending State. 	<ul style="list-style-type: none"> A student who has not been enrolled in kindergarten even though they are of eligible age to have started.
<p>Continuation of Grade Level</p> <ul style="list-style-type: none"> Students will be initially allowed to continue their enrollment at grade level in the receiving State commensurate with their grade level from the sending State. (An evaluation may be performed subsequently by the receiving State to determine appropriateness of placement) 	<ul style="list-style-type: none"> No guarantee of continued placement if not qualified. Receiving State is not obligated to create a course or additional space in a course, beyond a reasonable accommodation.
<p>Course Alignment</p> <ul style="list-style-type: none"> LEAs can waive course or program prerequisites where similar coursework has been completed in the sending school district. (This language gives local officials authority to make accommodations and allows students the opportunity to take more advanced courses rather than repeating similar basic courses.) 	<ul style="list-style-type: none"> There are no mandatory waivers of course prerequisites or other pre conditions.
<p>Extracurricular Activities</p> <ul style="list-style-type: none"> School districts are encouraged to provide for transferring students to be included in extracurricular activities in the receiving school, regardless of deadlines for application, as long as qualification requirements are met. 	<ul style="list-style-type: none"> School officials are not required to hold open or additional spaces.
<p>Absences Due to Deployment</p> <ul style="list-style-type: none"> Students are allowed to request additional absences to visit their parent or guardian during deployment. (This period of time is defined as one month before the service members' departure through six months after return from an assignment) 	<ul style="list-style-type: none"> Absences beyond the "reasonable accommodation" may not be allowed. LEAs can determine whether the absence during testing is allowable or if the absence is detrimental to student education.
<p>Special Education Services</p> <ul style="list-style-type: none"> Students covered by the Individuals with Disabilities Education Act (IDEA) receive the same services identified in the student's Individual Education Plan (IEP) from the sending State. (Receiving State may subsequently perform an evaluation to ensure proper placement and/or services) 	<ul style="list-style-type: none"> Exact programs in the receiving State are not required No accommodation for services or programs beyond the requirements of IDEA
<p>Guardianship</p> <ul style="list-style-type: none"> If, during deployment, a child resides with caregivers that live outside of the student's current school district, the new school district may not charge tuition to the student and they can continue to attend their current school. Powers of attorney are sufficient for enrollment. 	<ul style="list-style-type: none"> Guardianship situations not resulting from deployment may not be considered.
<p>Graduation</p> <ul style="list-style-type: none"> School districts are allowed but not mandated to waive courses required for graduation if similar coursework has been completed in another school district. If a student moves during his or her senior year and the receiving State cannot waive graduation requirements for similar coursework, then the receiving school district agrees to work with the sending school district to obtain a diploma so the student can graduate on time. 	<ul style="list-style-type: none"> There are no mandatory waivers, but the school must show "good cause" for denial. No mandatory waivers of an exam or acceptance of alternative results.

Each member-State of the Compact establishes State Council and appoints a State Military Family Education Liaison to assist military families and the State in facilitating the implementation of the Compact. Each State also appoints a State Commissioner who serves as a voting member of the National Interstate Commission. In the best case, compliance issues will be handled between school districts, or between the State Councils. If this is not possible, such questions move to the Interstate Commission where dispute resolution processes, such as mediation or arbitration, can be initiated. The DoD is an ex-officio member of the Compact and is represented by DoDEA of DoD.



For both families and schools, it is important to understand the scope and limitations of the Compact, what it covers and what it doesn't. In addition, the process is still in its infancy, and many school districts—in States that have enacted the Compact—are still learning about this new agreement. What's more, as new States join the Compact there is an inevitable transition period in order to align policies and procedures with the Compact. It will be important for both parents and the Service School Liaisons to be actively engaged with their schools during this period.

Eligibility

The Compact only applies to students transferring between member States. If either State is not a member of the Compact, they are not required to comply with its provisions. Students in this case are defined as the children of active-duty members of the uniformed services and some special classes of veterans for brief periods. The Compact does not apply to inactive members of the Guard and Reserves, to most retired veterans, or other DoD employees.

In summary, the adoption of the Interstate Compact will provide significant benefits for the education of military children. However, based on its current status, we must all remember we are on a journey rather than having arrived at a destination. It will take time before all children are covered and the process works smoothly. If a service member is transferring between member States and facing issues believed to be covered by the Compact, to ensure they are brought to the attention of the local school Counselor/Administrator. In addition, local installation School Liaisons are available to assist when needed.



School Liaison Officers

The Army, Navy, Air Force, and Marine Corps all have **School Liaison Officers** or points-of-contact who serve a communication and assistance role between the school system, the military, and military families. Each service branch also works with LEAs directly on deployment support and student resiliency.

School Liaison Officers also network, educate, and work in partnership with local schools to provide caring adults to enhance the education experience. Finally, they play an important role as a subject matter expert on an installation, helping military commanders with the support necessary to coordinate and advise military parents of school-aged children, and to solve education-related problems.

School Liaison Officers promote parental involvement in their children's education, develop and coordinate partnerships in education, and educate local communities and schools regarding the needs of military children. In some service branches, this role has been successfully instituted for over 10 years; other branches of service have used school liaison officers in an ad hoc fashion or assigned their duties as part of the overall list of responsibilities of an officer on the installation. The different military branches have different ways of organizing this function, but they all have a similar purpose:

- The Army has School Liaison Officers at the installation level to work across school systems and on behalf of geographically dispersed students. The Army has developed partnership agreements currently with over 300 school systems, which provides a common structure for information sharing.
- The Navy supports its families through Child and Youth Education Services at all major Navy installations. Navy School Liaison Officers can be contacted through the Fleet and Family Support Programs or by using their online resources.
- Each Air Force base has a School Liaison Officers or points-of-contact who advocate for the education needs of military children and assists families with information and referrals regarding local school districts and other education options. The Airman and Family Readiness Center on any Air Force installation has more information.
- Each Marine Corps installation has School Liaison Officers to assist parents and commanders in interacting with local schools and in responding to education-transition issues. The Marine Corps promotes the active involvement of the Installation Commander in the support process for Marine Corps families.

The specific responsibilities of the School Liaison Officer include the following broad categories:

1. Providing information for newly assigned military families, including the following:

- Local school information with online Web links for more detail
- Lists of local support networks and parent groups
- Community resources for extracurricular and tutoring help
- Support for children with special needs or gifted programs

2. Creating communication linkages between parents, installation command, and local educators through the following:

- The creation of advisory groups
- Online resources
- Communication with families, installation commanders, and school leaders
- Participating in community school-related groups and meetings

3. Providing ongoing analysis and feedback on family needs through the following:

- Focus groups, surveys, and case notes
- Referral and resources for mediation and other supports to resolve family concerns
- Keeping command informed and involved on key parent and community concerns

4. Coordinating the installation's Partnerships in Education (PIE) and "Adopt-a-School" initiatives

5. Maintaining communication with school representatives by:

- Identifying and distributing school information to military families
- Supporting school leadership's effort to obtain signed Impact Aid forms from parents

These military officers are central to creating a true partnership between families, military leaders and school leaders, as will be evident throughout this guide.³⁴



SCHOOL LEADERS



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SCHOOL LEADERS

OBJECTIVES

- Understand the differences between the various military branches and protocols
- Understand the unique needs of a military child
 - Family locations, demographics, and needs
 - Social/emotional attributes of military children
 - Academic needs of military children
- Understand how the Department of Defense supports schools
 - DoD Impact Aid Programs
 - DoDEA Educational Partnership
- Military Family Life Consultants
- Military Family Assistance Programs
 - Joint Family Support Assistance Program
 - Operation Military Kids
- Understand how the U.S. Department of Education Impact Aid works
- Understand how best to support military students' needs
 - Easing academic risks
 - Building resilience/supporting Psychological Health
 - Ways to increase parent involvement
 - Collaboration best practices
- Basic Military Terms and Acronyms

An average military child moves six to nine times during their school years. Yet, children of military families are often more independent, adaptable, and able to relate better to those of diverse backgrounds. Nonetheless, their mobile lifestyle and the impacts of parental deployment means that they may struggle to develop deep and lasting relationships. They may also suffer from depression or have more difficulties concentrating than their classmates. All the while these children are attempting to learn to read, manage their friendships, and maintain their grades so that they can graduate from school.

Schools can be impacted by large-scale military moves or the occasional relocation of a family. The following information is intended to help school leaders understand the needs of military families, the resources they require, and the Federal and local resources available to help ease the transition.

Consider the benefits to smooth student transitions:

- Better preparation for additional staffing and fewer overcrowded classrooms
- Ability to guide new parents and students through school policies and procedures, which supports the school community at large, as well
- Quicker assessment of new students' academic support needs, aiding general school goals to meet AYP
- Better ability to establish appropriate supports for students with special needs or for English Language Learners
- Stronger partnerships with local installation leaders, who can help provide policy and community support



Military Service Branches, Ranks, and Protocols

Military families live throughout the United States and abroad, from cities and suburbs to rural areas. A school leaders' interaction with military personnel will differ depending on the school's proximity to a military base or whether there are many Reserve or National Guard service members in a community. This section outlines the various military service branches, ranks, and protocols, to help school leaders better understand the overall structure of the military. Although each branch has its own history and traditions, the Armed Forces of the U.S.

overall have played a preeminent role in our country's history. The current military structure is based on the National Security Act of 1947, which established the Air Force and led to putting all service branches under the direction of the Department of Defense. The Department of Defense (DoD) is headed by a civilian, who is appointed by the U.S. President. This appointment reflects a strong tradition of civilian control of the armed forces. The four-star generals (or admiral in the case of the Navy) who command each of the military branches make up the Joint Chiefs of Staff, which plays an advisory role and reports directly to the Secretary of Defense and the President. The National Security Council (NSC) was also created in 1947. Largely playing a coordinating role among the different military branches, the NSC is part of the Executive Office of the President and the principal forum to consider national security and foreign policy matters.

Broadly speaking, the National Security Act of 1947 improved coordination among entities responsible for defense and national security, including with the U.S. intelligence agencies.



The subsequent Goldwater-Nichols Act, signed into law in 1986, further defined the chain of command that runs from the U.S. President through the Secretary of Defense to the combatant commanders of each military branch. Each service organizes, trains, and equips military units for joint commands, which may be organized geographically or functionally.

The U.S. military is an all-volunteer force, although the President can institute conscription with the approval of Congress. It remains among the world's largest militaries, has the biggest budget, and has troops deployed globally. Despite this, the changing nature of global conflicts and the War on Terrorism has put additional strains on the Armed Forces, and there are efforts underway to increase the troop levels for the Army and Marine Corps—not least to lessen the stresses on military members who have been called to duty on multiple trips abroad.

The Air Force

The main mission of the Air Force is to conduct aerial warfare. It operates fighter aircraft, tanker aircraft, light and heavy bomber aircraft, transport aircraft, and helicopters for this purpose. The Air Force is also responsible for all military satellites, controls all U.S. strategic nuclear ballistic missiles, and is increasingly involved in patrolling cyberspace.

The Air Force has 10 major commands, as well as field operating agencies and direct reporting units. In descending order, major commands are organized into air forces, wings, groups, squadrons and flights. Most of the major commands are located in the United States, where they organized on a functional basis. Overseas, they are organized geographically. According to the Air Force Web site, “field operating agencies are assigned to specialized missions that are restricted in scope when compared to the mission of a major command. They carry out field activities under the operational control of a Headquarters U.S. Air Force functional manager.”

The mission of the Air Force is to fly, fight and win, with particular emphasis on rapid global response and precision engagement.⁶²

The Army

The U.S. Army is the main land-based force of the U.S. military and the largest of its branches. It is composed of active and reserve components, with both components conducting operational and institutional missions. According to the Army's Web site, “the operational Army consists of numbered armies, corps, divisions, brigades, and battalions that conduct full spectrum operations around the world. The institutional Army supports the operational Army. Institutional organizations provide the infrastructure necessary to raise, train, equip, deploy, and ensure the readiness of all Army forces.”

The role of the Army can range from providing noncombat support during peacetime—such as humanitarian assistance—to efforts that may involve limited or full-scale combat, such as counterterrorism efforts, peacekeeping, or general warfare. Besides its military functions, the Army also provides assistance to Federal, State and local governmental agencies, which may include environmental protection and disaster relief. Although it is on a growth trajectory, the U.S. Army currently consists of 10 active divisions as well as several independent units.⁶³



Beginning with basic training and extending throughout their careers, soldiers in the Army adhere to seven core values: loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Balancing Army duties with family life has always been an important component of the Army's programs.

The Coast Guard

The U.S. Coast Guard is one of the five armed forces of the United States and the only military organization within the Department of Homeland Security. The Coast Guard protects the maritime economy and the environment, defends our maritime borders. Nearly 42,000 men and women are on active duty in the Coast Guard, which carries out an array of civil and military responsibilities touching almost every facet of the U.S. maritime environment. Upon the declaration of war or when the President directs, the Coast Guard operates under the authority of the Department of the Navy.

Among its many mandates, the Coast Guard is responsible for 11 key missions, including: Ports, waterways, and coastal security; drug interdiction; aids to navigation; search and rescue; living marine resources; marine safety; defense readiness; migrant interdiction; marine environmental protection; ice operations and other law enforcement.⁶⁴

The Marine Corps

The Marine Corps is the smallest of all the DoD branches and specializes in amphibious operations. Established in 1798, the Corps has been known historically for its ability to assault, capture, and control “beach heads.” Today though, it is increasingly engaged in rapid deployment and combat operations. The Marine Corps generally operates “lighter” forces in comparison to other military branches, so they can be deployed quickly to almost anywhere in the world within days. For combat operations, the Marines are characterized by their self-sufficiency, so they have a lot of their own air power; however, they rely on the Navy for much of their logistical support.

The Marine Corps is organized into three Marine Expeditionary Forces (MEFs) and three air wings, which are stationed in North Carolina, California, and Japan. The main combat force for each MEF is the Marine Expeditionary Unit (MEU). Each of these units is a self-contained naval, air, and ground task force, which is capable of putting 1,000 marines ashore. An MEU may either quickly accomplish its mission and withdraw or serve as an advance force for the follow-up work of other branches like the U.S. Army.

Marine Corps service members are expected to take more initiative—and they generally have more autonomy—than other U.S. military personnel. The Corps motto is *Semper Fidelis* (Latin for “Always Faithful”). The Marines have a long tradition of serving in honorary capacities. The Marine Band, for example, is the oldest musical organization in the U.S. Armed Forces and has the privilege of performing at all state functions at the White House.⁶⁵

The Navy

The Navy's primary mission is to maintain the freedom of the seas, and it is known for its ability to rapidly respond to regional crises. The Navy operates nearly 300 ships, including amphibians, carriers, cruisers, destroyers, and attack submarines. Through the use of its many aircraft carriers, the Navy supplements the activities of the Air Force, and it also transports Marines to areas of conflict. With its large global presence, the U.S. Navy is active in a variety of peacetime tasks—such as ensuring freedom of navigation on international trade routes.

The United States Navy has several operating fleets, including the Atlantic Fleet, Pacific Fleet, Naval Forces Europe, and Naval Forces Central Command (responsible for an area including the Red Sea, Arabian Sea, and parts of the Indian Ocean). As units of the Navy enter the area of responsibility for a particular Navy area commander, they are operationally assigned to a numbered fleet. The Navy also has a branch called the Military Sealift Command, which delivers supplies and military cargo and conducts special projects (including scientific ones) for Federal agencies.

The core values of the Navy consist of the three basic principles of honor, courage, and commitment. Sailors also have a distinct lingo, which, among others, includes traditional sailing terminology.⁶⁶





National Guard and Reserves

The National Guard and Reserves are forces that can be tapped for trained personnel and equipment when there are needs above and beyond those that active-duty personnel can meet. The Air Force and the Army have both a Reserve and a National Guard, but the Navy and Marines only have Reserves. The difference between the two is that the Reserves are “owned” and managed by the Federal government and execute military decisions relative to preparing for wartime. In contrast, each State “owns” its own National Guard, and their main mission is to protect life, property, and domestic security.

National Guard

National Guard members are under the command and control of State governors. However, the President of the United States or the Secretary of Defense can activate State National Guard members into Federal military service during times of need.

National Guard members have monthly drills and two weeks of annual training. According to the U.S. Census, there were 355,000 soldiers in the Army National Guard and 108,000 in the Air Force National Guard as of late 2007. Army Guard members have over a year’s notice prior to deployment. Air Guard members usually have 90 to 120 days notice prior to their deployment.⁶⁷

Reserves

There are two types of Reserve forces, Ready and Standby. Ready Reserves augment active-duty forces during times of war or national emergency, whereas Standby Reserves only report for duty when authorized by Congress. According to the 2009 Statistical Abstract of the U.S. Census, there were almost 1.1 million soldiers in both Ready and Standby Reserves (for all four military branches) as of late 2007. Since September 11, 2001, 750,000 Reserve component personnel have been activated. More than 140,000 reservists are currently serving on active duty. 49% of the Reserve component has been deployed to Iraq or Afghanistan. That is higher than any time in the past 50 years.⁶⁸

Military Ranks & Protocols

Understanding the military chain of command and the various ranking structures can help school staff better understand with whom and how to engage on particular issues. For example, civilians generally address military personnel by their rank.

There are three categories of rank in the U.S. military. These include enlisted personnel, warrant officers, and commissioned officers. Enlisted personnel are the backbone of the military and are trained to perform specific duties. They can move up through nine enlisted ranks, taking on more responsibilities or supervisory roles as they do so. Enlisted personnel in certain grades have special status. In the Army, Air Force, and Marine Corps, this is known as noncommissioned officer status (NCO)—or as a petty officer in the Navy.

Warrant officers are very highly trained specialists, and they provide specialized knowledge, instruction, and leadership throughout the ranks of the services. The Air Force is the only service that does not have warrant officers. Finally, commissioned officers are at the top of the military ranks. Their primary function is to provide overall management and leadership in their area of responsibility. Ultimately, if they are line officers, they become responsible for commanding more troops.

Commissioned officers can move up through 10 different officer grades and are expected to be well educated (with bachelors or master's degrees). Throughout the services, pay grade—an administrative feature—does not necessarily correspond to military rank.

Some common customs and courtesies followed by military personnel include standing when someone enters a room or conversation; saluting a superior; saying “sir” or “ma’am” when speaking to a superior; walking or sitting to the left of superiors; giving officers a position of honor at a table; taking off headgear when indoors, in places of worship, or at official functions; and following certain protocols related to the display of the U.S. flag, or playing of the National Anthem. Military customs such as these shows respect and demonstrate the disciplined standard of conduct that is characteristic of the U.S. Armed Forces.





Military Families 101

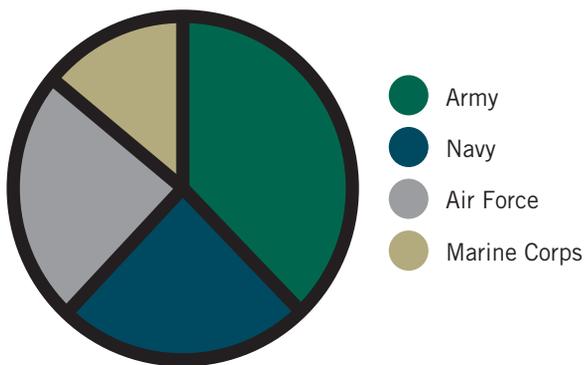
The U.S. military has always had a prominent place in American society and a rich historical legacy. Its members—and the families that accompany them—also share a distinct culture. Above all, that culture shares a long tradition, is conventional in approach, centers on serving the nation and its interests, and follows a hierarchical structure. It is also characterized by frequent mobility. While troops are based throughout the world, most are located in the United States and its territories, Europe, and East Asia. Whether serving in the Army, Navy, Air Force, Marine Corps, National Guard, or Reserves, military families often form strong attachments to their military installations and follow a common set of patriotic rituals.

In 2009, the total number of U.S. military personnel was over 3.5 million strong, including active duty personnel (estimated 1.4 million), National Guard and Reserve members, and civilian personnel. Women comprise about 14 percent of the Department of Defense’s active-duty force. Approximately one-third of this force (and Reserve components) also identifies themselves as a minority. While it varies by military branch, there is generally about one officer for every five enlisted personnel. The majority of officers (over 87 percent) have a bachelor’s or higher degree, and 94 percent of enlisted officers have a high school diploma and/or some college experience. Over one-half of active-duty members are married and one-third are married with children. These ratios are also

consistent with the Reserves. There are more spouses, children, and adult dependents than there are active duty or Reserve members.⁶⁹

On the Continental U.S. (CONUS) the Army has the largest number of personnel, followed by the Air Force, Marine Corps, and the Navy, as illustrated by the graphic on the left.⁷⁰

CONUS Distribution of Military Personnel by Service Branch



Attributes of the Military Child

School leaders encounter hundreds of children and families every year, each with a unique set of behaviors and experiences. While military families are not a completely homogeneous group, they do share some experiences that are different from their nonmilitary counterparts. For example, they are often more independent, adaptable, and able to relate better to those with diverse backgrounds. Military-connected children also move an average of every 3 years and, as such, have to adapt to a new home, a new school, and new friends every time. Breaking into already-formed social groups is particularly difficult when these children and young people make a major move at mid-year.

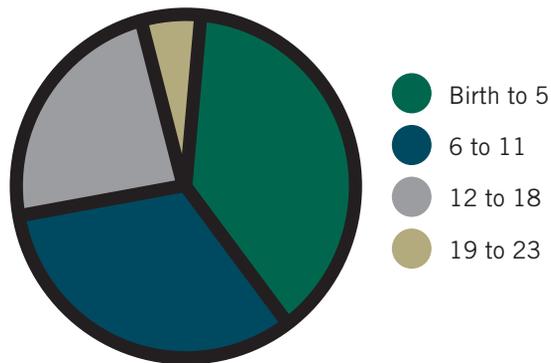
In all, there are an estimated 1.2 million children of active-duty military personnel. The majority of them are under the age of 11, and most military-connected children do not attend DoD schools. They attend public and private schools near their parent or guardian's assigned base. The chart below illustrates this statistic.

Educators working with military children should become aware of the issues that surround transition and deployment since they may impact classroom performance. In addition, there are many positive qualities that the military student can bring into any classroom.

Educators in schools with large numbers of military students have identified the following as qualities of the military child:

- Strong family bonds
- Parents who are involved in their children's education
- Parents whose employer encourages parental support of schools
- Experiences from many different cultures and geographic areas
- Ability to relate to others with diverse backgrounds
- Adaptability
- Flexibility
- Cooperative spirit
- Maturity
- Independence

Age Distribution of Military Children





Social/Emotional Needs

Military-connected children live a lifestyle where relocation, loss, and change are ever-present. The experience of relocation is further complicated for many military children by the uncertainty of a father or mother being deployed or returning with a physical injury or psychological need. In today's military, more families experience the added stress of multiple deployments and longer tours of duty. For a child, family connectedness can suffer and exacerbate the experience of relocating to a new school.

Families typically come to accept and commit to their new duty station, but the process can take a year or more for some. When military families are returning from a tour of duty overseas, the “culture shock” upon returning to the U.S. can be very real and impact school adjustments. Of course, if parents are positive about the changes, it will help their children to adjust as well. For parents, moves may represent an opportunity for career advancement or a chance to broaden horizons. For the children, such moves can also be exciting, and they are likely to develop skills that their civilian counterparts may not have, such as independence and broader cultural awareness. And, for teens especially, meeting new people and traveling to new places can be very rewarding. The frequency of military family moves has an impact on a child's well being.

Unique Needs of Guard and Reserve Families

The National Guard and Reserves for the different military branches make up about half of the military capability of the United States. More than 500,000 children have one or both parents serving in the Guard or Reserves, and about 72 percent of these service members are called up each year.⁷¹ The amount of time that these individuals are given to deploy varies by assignment. Children with a family member in the Guard or Reserves find themselves instantly becoming a “military family,” which is not a role that they are familiar with. As such, these children may not be emotionally prepared for rapid deployments, especially when they may need to relocate to stay with a caregiver. In addition to the upset associated with a move, or the sudden absence of a loved one, the economic circumstances of the family may also change during this time and put additional strain on students.

Military teens in particular want communities—school communities and otherwise—to know what they are going through. The National Child Traumatic Stress Network States those at a high risk for stress include youth who have endured multiple deployments; those who do not live close to military communities do not have the same level of access to or support from installation services. Schools can provide such support and referrals, beginning by identifying these students and reaching out directly to their families to understand their unique needs.

Academic Needs

Academically, military students are often very adaptive and savvy about the ways to adjust to a new school when they are transitioning. But some may face practical problems associated with transferring their records, having to repeat classes, facing a delay in their graduation, or diminished opportunities to sign up for extracurricular activities. Still others may exhibit changes in behavior or academic performance during times of family changes due to deployment, an injured or ill parent, or reunification.

What these children—and their parents—need most from school administrators and teachers is academic and emotional support for the multiple transitions that they face. In the Best Practices section, a detailed description of common issues with variances in areas such as state requirements, missing documents and continuance of extracurricular activities is listed, along with ways school administrators can address these challenges.

Statistically, military-connected students perform well academically. They also graduate at higher-than-average rates for nonmilitary peers and have fairly sound support networks at home. The military also provides a host of support for medical, academic, social, and psychological health needs.

The family dynamic of military children can change, however, over the course of a school year. As a parent is deployed, another family member may care for a child. In some instances, especially with high school-age students nearing the end of their schooling, parents may opt to leave the child with a guardian to finish out the school year while they move to another location. These changes are not always disclosed to existing schools and can impact student behavior and performance. School administrators and teachers must remain alerted to changes and actively engage the student's guardians to ensure proper services and supports are provided consistently.

CASE STUDY:

Kaléa Leverette, the daughter of a Navy commander, went to sixth grade in Florida, crossed the globe for seventh grade in Japan, then moved to Virginia for eighth grade.

Each school had a different curriculum, a different grading system and a different set of standardized tests. She ended up taking pre-algebra twice and world history three times, but missed U.S. history altogether. She also had to make up several Virginia Standards of Learning tests. On top of the academic obstacles, she lost the opportunity to become a cheerleader during the fall of her eighth-grade year, she said, because she arrived in Suffolk too late for the August tryouts.

Kaléa, now 15, is one of more than 60,000 students from military families in Hampton Roads who face extra academic, social and emotional challenges because of the frequent moves and separations that are part of military life.

“The transition is probably the hardest part for me, transitioning to a new neighborhood, to a new house, to a new school, to new friends,” said Kaléa, who is a straight-A student. “It’s hard for military kids to be caught up with all the students who have lived here all their lives.”

From the *Virginian-Pilot*, October 2008

<http://hamptonroads.com/2008/10/military-kids-challenges-are-part-territory>



DoD Initiatives to Support Schools

In order to facilitate the transitions of military-connected students to new schools, the DoD has put a number of programs in place—not only to ensure that the children and young people involved have a level playing field, but also to help schools. Defense Secretary Robert M. Gates, addressing a conference focused on supporting the educational needs of military children in 2008, said, “Our military children are awesome, just as their parents are, but they have extra hurdles to clear, burdens to bear— repeated moves, the absence of a parent at war, an injured parent, or the loss of a parent.” He went on to say, “Children of service members also make unique sacrifices during peacetime, including frequent moves that can require them to attend up to nine different schools between kindergarten and high school graduation.” He added that most teenagers of military members attend at least two high schools. “Because of the unique way the husbands and wives, the sons and daughters of our all-volunteer force serve this nation, we have a sacred responsibility to care for them,” Gates said.

To assist in communication between installations, families, and schools, School Liaison Officers have been assigned within all military branches on a permanent basis, increasingly. DoDEA has been at the forefront of this endeavor, as has the U.S. Department of Education (ED). A Memorandum of Understanding (MOU)—signed by DoD and ED in June 2008—established a framework for collaboration between these agencies to address the quality of education and unique challenges that military children face.

Finally, where barriers related to a student’s academic records are concerned, an Interstate Compact is wending its way through State legislatures. The goal of this Compact is to provide uniform policies in every school district so that children of military families are not adversely affected when they move. The aim is not to give these children special privileges, but to ensure that school districts are better able to accommodate mobile families. By March 2010, 28 States had enacted this Compact. (These initiatives are also described in more detail in Chapter 1, pages 23 to 25.)

“...The (RAND) report also examined whether the cost of educating a service member’s child is more or less than that of a typical public school student. The evidence suggests that these students may impose some extra costs, but these costs may not be large. In other respects, however, military children may have below-average costs, so the net effect is unclear. Children of military members move three times more often than do their counterparts, which presumably increases testing and counseling costs. They participate in the free or reduced-cost lunch program at lower rates than their civilian peers do, and the eligibility of military children for these programs is more a reflection of the unique military compensation system that provides “free” on-base housing than it is one of economic need. Available evidence suggests that military children are above-average students, as the backgrounds of their parents would suggest (e.g., high school graduates, intact husband-wife households). Also, fewer military children are enrolled in special education programs.”

Source: Ron Zimmer, Richard Buddin, Brian Gill. *Journal of Education Finance*, v. 27, no. 4, Spring 2002, pp. 939-963.

DoD Impact Aid Program

While the Department of Education's Impact Aid funding provides vital operating funds for affected school districts, the U.S. Congress has allocated approximately \$30 million a year in recent years for DoD Impact Aid programs. School districts where military children make up at least 20 percent of the enrollment are eligible for the DoD Supplement to Impact Aid.

In 2009, 120 school districts received DoD Supplement to Impact Aid funds. Funding awards and levels vary according to the number of eligible Local Education Agencies (LEA), the number of military-dependent students, and the amount of funding appropriated by Congress.

As with the ED program, the DoD provides additional aid for schools serving two or more military-connected children with severe disabilities that meet certain special education cost criteria. In 2009, 113 school districts received the DoD Impact Aid for Children with Severe Disabilities.

When funds are appropriated by Congress, the DoD Impact Aid for Large Scale Rebasing Program provides financial assistance to LEAs that are heavily impacted by the increase or reduction in military-dependent student enrollment resulting from large scale rebasing. Eligible districts have (or would have had) at least 20 percent military-dependent students in average daily attendance in their schools, as counted on their Federal Impact Aid application for the preceding year, and have an overall increase or reduction of no less than 5 percent military-dependent students or no less than 250 military-dependent students as a direct result of large scale rebasing. Department of Defense Education Activity Educational Partnership administers this program.

DoDEA Educational Partnership

This Initiative provides support to LEAs to transform the responsiveness of educators to children of military families and offers academic support to improve educational opportunities and outcomes of military students. A significant element of military family support is an educational system that provides not only a quality education but one that recognizes and responds to the unique needs of children of military families. To support the need, DoDEA's Educational Partnership Initiative is working collaboratively with the Department of Education on any efforts to ease the transition of military students and providing resources to LEAs that educate military children.

Within the Partnership Initiative, DoDEA's Educational Partnership Grant Program is focused on enhancing student learning, transforming the responsiveness of educators to children of military families, improving parent and family engagement, increasing virtual learning capabilities, and extending support to work with schools serving National Guard and Reserve families. DoDEA's aim is to enhance the education of military-dependent students, but funds may be used to raise student achievement for all students.

In 2009, DoDEA awarded \$56 million in grants to public schools serving military children throughout the nation. A total of 284 schools within the 44 districts received grant funds, and those schools serve over 77,000 military students. The amount of the award is based on military-student enrollment and range from \$300,000 to \$2.5 million depending on the number of military students at the target schools.



In addition to the grant programs, DoDEA is providing special education modules and related face-to-face training to public school educators. And, DoDEA's Educational Partnership, in coordination with DoD and the Military Services, extended a program to provide professional, licensed, and credentialed counselors to support and augment military connected school districts.

More information about these grants and services can be found by visiting the DoDEA website. (Link provided in the Resource section of this guide)

Psychological Health and Family Assistance Programs

The military has developed comprehensive programs that provide concrete services and referrals to support the social, emotional, and academic needs of family members and their children. Some of the programs intersect directly with public schools. These are listed below. Information on other programs, like academic tutoring, after-school programs, and programs for children with special needs, is provided to service members directly. For a more complete list of these types of support, refer to the Military Families chapter of this guide entitled "Military Supports for Students."

Military One Source (MOS) - In the context of psychological health services, MOS provides non-medical counseling for 24 hrs, seven days a week, 356 days a year. The services are provided of via telephone at (800) 342-9647, on-line at www.militaryonesource.com and through in person sessions. It is a confidential service to military service members and their family members designed to fulfill the immediate needs for family support.

Military Family Life Consultants (MFLC) - These are counselors providing free-of-charge assistance to active-duty, National Guard, and Reserve Component members and their families. MFLCs deploy to active duty installations for up to 90 days and to National Guard and Reserve events to provide on-site support. They assist with a range of issues in individual, group, and family settings. DoD has now extended the program to public schools with a high percentage of military children from families that are stationed at installations that are heavily deployable.

The MFLC Program utilizes professional, licensed and credentialed clinical consulting staff to support and augment the Child and Youth Programs called Child and Youth Behavioral-Military Family Life Consultants (CYB-MFLC). These are masters or PhD level, licensed, and credentialed clinical providers who have undergone a criminal history background check. CYB-MFLCs support faculty, staff, parents, children and youth in a variety of settings, including but not limited to Child and Youth Programs, Department of Defense Education Activity (DoDEA) Schools, National Military Family Association "Operation Purple Camps," Guard and Reserve camps for children, Local Education Agencies (LEAs) and through the Joint Family Support Assistance Program (JFSAP). CYB-MFLCs provide confidential, non-medical, short term, solution-focused counseling to Service members, their families, faculty and staff, to enhance operational and family readiness.

Military Family Assistance Programs - All military branches have equipped their installations to support families' needs through dedicated family-support programs. It is worth noting that families can access information from any installation, not just those belonging to a particular branch of service. Officers that staff these programs will provide information on local schools and laws, even if the service member is connected to another branch of the military. The resource officers are trained to refer families to the appropriate resource if they cannot answer questions directly. Two specific programs are available for active-duty Reserve and National Guard service members through the military to provide community resources and a network of support.

Joint Family Support Assistance Program - This is a “program to deliver high-quality, mobile family support and services to families facing the same deployment-related challenges as installation-based families, whose access to support is more challenging. Services are delivered in local communities through collaborative partnerships with the Military Services, and Federal, State, and local entities.” Some of the services offered include information and referrals to community services, counseling, help locating child care and financial counseling. A centralized call center and online request is available. All National Guard and Reserve members and their families are eligible to participate.





Operation Military Kids (OMK) - This is a collaborative effort, through the National 4-H Headquarters at the United States Department of Agriculture, with America's communities to support military kids impacted by deployment and geographically dispersed from military installations. OMK primarily focuses on National Guard and Reserve families. It is available to all active-duty and activated or deployed National Guard and Reserve members. OMK is currently available in 49 States.

The main programs offered include the following, as listed in the Military HomeFRONT web site:⁷²



- **Hero Packs** are backpacks filled with a variety of items from community partners as a tangible expression of support for military children. Contents are designed to keep youth connected to deployed parents and include letter-writing materials, disposable cameras, journals, handwritten letters to recipients from nonmilitary youth, and parent information to help families get connected to local resources.
- **Mobile Technology Labs** allow military kids to communicate with deployed parents, send special information such as report cards or sports awards, and design keepsakes such as scrapbooks for/about parents. Mobile Technology Labs allow military parents to communicate with children, and to tape stories and messages to leave behind for their families. Mobile Technology Labs include laptop computers configured for the Internet; digital video cameras; and scanner and software packages such as those for video/photo editing and Web page design.
- **Speak Out for Military Kids** is a youth-led, adult-supported project that generates community awareness of issues and concerns faced by “suddenly military” children and youth. Program initiatives include a Youth Speakers’ Bureau; public service announcements developed by program participants; video productions of suddenly military youth telling their stories, and interactive theater productions.
- **Ready, Set, Go (RSG) Community Training** is designed to develop state and local support networks of youth workers, educators, counselors, and community service agencies. The RSG Manual has information on military culture, the deployment cycle, fostering resilience in kids, influencing the media, and building community capacity.
- **OMK Camps** are hands-on, interactive day camps, weekend events, special focus camps (computer, conservation, leadership, etc.), school break retreats, or residential experiences of varying lengths for military youth.

U.S. Department of Education's Impact Aid

The presence of a military base in a school district increases enrollment, yet also reduces the tax base for that district by removing property from the tax rolls. Impact Aid is a Federal program administered by the U.S. Department of Education (ED) as a way for the Federal Government to pay its “property taxes” to local school districts as a result of the impacts created by a military installation.

Despite the funding cuts to this program, Impact Aid resources can be an important source of additional revenue for schools that are hosting an additional influx of military-connected children. For schools that qualify, funds from the Impact Aid program are sent directly to the school district. Funds are generally placed into a school district's general fund to pay for the purchase of textbooks, computers, maintenance, and to offset the cost of staff salaries.

In order to be eligible for Basic Support through the Impact Aid program, a school district must meet the following requirements:

- Have at least 400 military-connected students in their Average Daily Attendance (ADA), or
- At least 3 percent of all children in the school district's ADA must be federally connected.

Impact Aid provides additional assistance to school districts that educate federally connected children who are eligible for services under the Individuals with Disabilities Act (IDEA). These funds, however, must be used for the costs associated with educating these children with special needs. Similarly, Construction Grants can go to local school districts that educate high percentages of certain federally connected children. These funds can go toward the construction and repair of school buildings.

Applying for Impact Aid

The distribution of Impact Aid funds is based primarily on the percentage of military children enrolled in a particular district. Each year school districts that serve military installations are required under Federal law to conduct a “**First Count**” on a specified date. The “First Count” is an actual form that parents/guardians are asked to complete for each child that is enrolled in the school district. These forms are then used to determine the school district's eligibility and funding through the Impact Aid program.

The information provided on the form is confidential and is available only to school and Federal officials. Impact Aid is not a military program. However, school leaders can work with the installation commander to obtain their district's entitled amount of Impact Aid by getting 100 percent of families to complete the Impact Aid Survey each year. For example, schools could send the form and a letter home to parents explaining the importance of the data, while installation commanders could put a letter in the base newspaper explaining “First Count,” why it's important for everyone to participate, and take the opportunity to focus on the importance of education and parent involvement.⁷³



Alternatively, LEAs may prepare a source check form, which is a list of students associated with a particular federal property, e.g., a military installation, with all of the information that is required for a survey form, and submit this list to the federal installation for certification of the students. The base commander's office and/or the base housing office could verify that the parents of the students were on active duty on the survey date and that the family lived on base on that date.

LEAs can register for the Impact Aid e-Applications at e-grants.ed.gov. Results from these surveys are used to determine Impact Aid payments for the following school year.

Using Impact Aid

Most Impact Aid funds are considered to be general aid to the recipient school districts and can be used for any school-related purpose in accordance with state and local requirements. However, it is not designed as a source of revenue for new school buildings. And, since it is not forward funded (funded in advance of the exact student count), schools may find that they have had to make contractual commitments to staff and planning for a new school year take place before school districts know how much Impact Aid will be made available. If there is a sudden increase in the student population from the transfer of military families, for example, it may take a couple of years before the Impact Aid funding for those students is received by the school district.

A special provision of Impact Aid has been established to provide for school construction due to LEAs must use these funds for construction activities, including preparing drawings and specifications for school facilities; erecting, building, acquiring, altering, remodeling, repairing or extending school facilities; and inspecting and supervising the construction of school facilities. The formula funds may also cover debt service for such activities. It is also designed to support operating costs and not to fund large construction projects. So, schools have to look to other sources for new buildings to accommodate larger student populations.



Supporting Military Students – Best Practices

There are many things that school administrators, counselors, and teachers can do to assist military-connected children. This starts with understanding the particular challenges that these children and young people face when they are affected by mobility, family separation, and school transitions. Setting up regular communications with the School Liaison Officers, or installation commanders at local military bases is essential. Other promising practices include having “virtual orientations” and links between school and installation Web sites, accepting hand-carried records for initial placement, permitting substitute courses for graduation requirements, and communicating variations in the school calendars and schedules. On the emotional front, there are various ways that school communities can support children—especially those who have parents in the National Guard or Reserves. Using deployments as teaching opportunities, maintaining regular routines, creating safe school environments, and addressing feelings associated with grief and loss are just some of these techniques.

Easing Academic Challenges

There are many things that school personnel can do to mitigate the academic risks associated with a student’s transition to a new school. Even if the school district’s given State has enacted The Interstate Compact on Educational Opportunity for Military Children, it will take some time for these policies to be understood and implemented. In the interim, the best approach is flexibility. When school personnel work closely with the military installation, its School Liaison Officers, and military-connected families, it can make a big difference in easing the challenges that students in transition face. Many educators do not have experience with military culture. However, when educators are aware of how relocations and deployments affect children and families, they can better address the needs of these students.

School leaders can reach out to the military installation in their area or encourage military leaders to organize tours and orientations for teachers. Similarly, “adopt-a-school” programs in which parents and military leaders are invited to visit and participate in local schools are valuable. In many school districts, such as Bellevue Public Schools in Nebraska, a military advisor is a member of the school board. If this is not feasible, members of the military community or military spouses can be invited to serve on school board committees. An open communication line between all parties is the most critical ingredient for success. Beyond that, there are several practices that educators can follow that will help ease school transitions.

Transfer of records - The timely transfer of academic records ensures the appropriate placement of students. School personnel can enhance communication procedures so that parents know which documents are needed to enroll their students. A willingness to accept hand-carried records also expedites initial placement. Parents can be encouraged to bring official course descriptions from the sending school to expedite placement, and/or school districts can make sure that these descriptions are posted on Web sites.



Calendars and schedules - School districts have many variations in school calendars, schedules, and grade-reporting periods. Posting this information on school district Web sites and including it in “new student” packs and orientation materials is important. School leaders should work closely with installation commanders and parents to ensure that relocations are timed so that students can both start school at the beginning of the year, and/or that students are kept in school through the end of the year.

Initial orientation programs - The first two-weeks of transitioning to a new school can be the hardest. School personnel can make these transitions smoother for military families by establishing an institutionalized welcome program. Virtual orientations, new-student open houses, buddy programs, and support groups for military-connected students are just some of the ways that schools across the country have helped students to feel more connected to new school environments.

Access to extracurricular activities - Many military students do not have access to extracurricular activities that would help them build social networks because they miss deadlines for tryouts. School personnel can address this problem by establishing policies for accepting reference letters or videos in lieu of tryouts. Other options include having tryouts or elections in the fall, saving slots for students who arrive later in the school year, or posting accurate and timely extracurricular requirements and dates on school and installation Web sites.

Graduation requirements - States and school districts differ in their requirements for high school graduation. Without access to courses and reliable information, some students will not be able to earn their high school diploma on schedule. Posting district course requirements is critical so that gaining schools can see which courses are comparable and make the necessary adjustments. When a student cannot meet graduation requirements in a new school, but does qualify in the previous school system, consider transferring course and test credits back to the previous school for issuing a diploma. When classes do need to be made up, implementing transition labs or catch-up programs allows students moving in or out of the district to accelerate instruction in an individualized manner.

Other areas to consider:

- Immunization requirements
- Kindergarten entrance age
- Entrance and exit testing
- Varied attendance and discipline regulations
- Special education qualifications and services
- English as a second language services
- Scholarship availability (e.g., residency requirements may disqualify students from state tuition reduction and scholarships)
- Educators unaware of implications of military lifestyle

“To accommodate students whose parents are deployed, the Virginia Beach Schools provide a Web broadcast of their graduation ceremonies so that a service member can view it from any location.”⁷³

Dr. Merrill, Superintendent, Virginia Beach Schools

In no way are school districts expected to have lower standards for military students; however, they can take extra steps to determine if they can waive or adjust course or program prerequisites where similar coursework has been completed in the sending school district. This approach will allow students to take more advanced courses rather than repeating similar basic courses. For example, if a student came from a school that sequenced math courses Algebra I, Geometry, Algebra II and moved to a school district that sequenced them Algebra I, Algebra II, Geometry, and the student was in Geometry, they would not have to drop Geometry and take Algebra II before going back and finishing Geometry. They would be allowed to finish out Geometry and then take Algebra II.

Educators may need to be particularly sensitive to how media coverage and anti-war sentiment may affect students and to make a distinction between a family member's military service and the politics of war. Regardless of their personal beliefs, educators should refrain from expressing negative opinions about a parent's involvement in a war.

Supporting Psychological Health Needs

According to the Military Family Research Institute at Purdue University, "Providing support and helping children gain coping skills are essential roles that teachers and school personnel can assist children with during deployment phases. Children and families experience deployments differently. Having resources available to assist children can help teachers feel more confident to address the needs presented in the classroom. Having open communication with the child's caregivers, being sensitive to lesson plans and personal conversations about current war events, and checking in often with the child are all possible daily approaches to supporting a military child."⁷⁴

There are many things that educators can do to help the military-connected child or young person cope with the social and emotional challenges that they face. Educators can help students by creating safe school environments, establishing routines, using deployments as teaching opportunities (in subjects such as social studies and geography), establishing policies that accommodate separation good-byes and reunions, and linking students to community clubs and resources that will build their confidence, such as 4-H clubs, Boy and Girl Scouts, etc. While preschool and elementary-aged children typically require increased attention from parents and school personnel during deployments, adolescents typically place an increased value on interaction with their peers.



In any situation in which a parent is deployed, teachers and counselors should be attentive to stress reactions in students such as agitation, aggression, lack of focus, serious depression or withdrawal, eating difficulties, dropping grades, changes in personal appearance, disconnection from peers, or other major changes in normal behavior. The timing and duration of a student's reactions to the deployment of a loved one will vary and will depend on broader family and community support. "If symptoms persist over several weeks or seem extreme," notes a DoD study, "teachers, with the help of the school counselor, should contact the parent. The teacher should consult with the school site administrator and support staff to ensure that the appropriate psychological health referrals are recommended within the school or community. Support staff members may include the school nurse, school psychologist, school social worker, and crisis intervention team member." The study adds that the need for counseling is normal in such circumstances and can facilitate a student's healing and adjustment.

The following are helpful strategies to assist educators in supporting kids who are coping with stress:

- **Be a role model** – Set an example and keep in mind that kids learn from watching the adults in their lives.
- **Connect with kids** – Pay attention to their fears; respect their wish to not talk until ready; help them keep stressors in perspective.
- **Foster open communication** – Speak in terms that are easy to understand; reassure and provide opportunities for them to express their thoughts and concerns in safe ways; answer questions as openly and honestly as possible.
- **Maintain consistency** – Expect and respond to changes in behavior; maintain consistent academic and behavioral expectations.
- **Foster resilience** – Help kids interpret what has happened and make sense of it; help them explore positive ways of coping with fears and anxieties.
- **Be alert to special needs** – Spend extra time with kids if necessary; make a referral to school or community counseling for additional support if needed.
- **Open lines of communication with parents and caregivers** – Coordinate information between school and home; provide parents with helpful suggestions and information about available school and community resources.



The following are resources provided by DoD to support the psychological health needs of military children and their families. School guidance counselors should be versed in these and use them as referral resources. Military families are also provided psychological health coverage through their medical benefits called TRICARE (described in the glossary below).

- **Family Advocacy Program (FAP)** – A command support program that addresses domestic violence and child abuse in military families through prevention efforts, early identification and intervention, support for victims, and treatment for abusers.
- **Family Center** – A location on an installation that provides services and support to military families. Each service branch has its own centers and programs: Air Force—Airman & Family Readiness Centers (A&FRC); Army—Army Community Services (ASC); Marine Corps—Marine Corps Community Services (MCCS); and Navy—Fleet and Family Support Centers.

Increasing Parent Involvement

School leaders understand the value and importance of regular, open communication with parents and caregivers, particularly when it relates to children’s progress and the education objectives of the school. With military-connected children in particular, this communication should also include non custodial parents, stepparents, and any other adults, such as grandparents, who are responsible for the child. The Harvard Family Research Project recently published an article citing the ways in which six school districts created parent and family engagement plans strategically. For example, Prince George’s County, Maryland, includes parent engagement as part of their employees’ performance reviews.⁷⁵

These districts invest time and money to grow this aspect of their schools because they understand the potential benefits of parent engagement:

- Building involvement in children’s education and raising achievement levels
- Providing information about children’s home life, personality, and needs
- Building allegiance to the school and raising retention rates
- Building word of mouth for additional recruitment
- Providing resources for the school such as fund leads, volunteers, goods, and services
- Meeting ESEA requirements



Where to start?

1. Create a goal. Parents are busy, and school staff are busy, too, so be clear about why parent involvement is wanted. Goals may include simply the following:

- Increasing homework completion
 - Increasing school attendance
 - Partnering on behavior issues
 - Getting more volunteer help in the lunchroom
-

2. Create a Participant and Parent Program Manual, so that parent engagement is the responsibility of the entire school community. This helps establish a consistent set of behaviors and a culture of engagement at the school.

- Include the school mission and describe the goals identified above
 - Develop a school calendar that includes key dates that are tied to the goals
 - Describe ways parents and staff can collaborate towards meeting goals
-

3. Conduct orientations for parents before school begins and get signatures of their acceptance of the manual

4. Create a regular feedback loop to keep developing this work, and make sure to actively engage parents in the process. Ask them to evaluate the school's leadership. Remember that parent involvement can take place in a variety of ways. Joyce Epstein has codified six types of parent involvement:⁷⁶

- The needs and lifestyle of a military family may require school staffs to create nontraditional approaches to parent involvement. Dr. Joyce Epstein of Johns Hopkins University helps those seeking to increase parent involvement by suggesting that parents can be involved in a variety of ways, not just attending meetings at the school. She has defined six successful methods for engaging parents, which include opportunities for parents to volunteer at schools or at home, helping parents contribute their ideas to school leadership teams and providing easy ways to communicate with teachers via a note system, email, and school blogs.⁷⁷

Collaboration Best Practices

School leaders can take direct actions to successfully integrate military students into their school and ease transitions. Using the information provided in the previous sections, it is wise to focus on two primary goals for a military-student support program.

First, sensitize the staff to the unique needs of military students. This includes general information about military students, the nature of the military family lifestyle and the emotional and academic issues that arise from relocation, loss, and changes in family dynamics.

Second, garner every resource possible to ensure a sustainable program of support. This includes creating ongoing dialogue with local military leaders, understanding resources available such as Impact Aid, and finding out if a particular State is part of the Interstate Compact.

The following is a list of types of practices that many proactive school communities have undertaken with success. More information about specific best practices can be found in the Resource section of this guide.

- Establish an ongoing working partnership with the local installation commanders and other military leaders. Include military personnel such as the installation commander, the officer in charge of military personnel, and the School Liaison Officer (see Chapter 1 for more information on school liaison officers). Also include school staff, such as the guidance counselors, the assistant principal, PTA officers, and youth leaders.
- Secure updated information about new military families to be relocated in the school's geographic enrollment area. Make sure to find out the following:
 - How many families are expected and how many children of various ages do they have?
 - Where will they be housed?
 - Where are they coming from? (If they are coming from a particular area, consider creating a partnership with the sending school district.)
 - When will they arrive?





- Create a communications mechanism to inform new families about the school:
 - Send welcome packets to new families.
 - Create a Web site to orient new families and children to the school.
 - Let the entire school community know about the prospective increase in students, from assistant principals and teachers to counselors and custodial workers. A potential influx of new students will affect the entire school community.
 - Contact community partnerships, especially those offering extracurricular activities.
 - Alert the local child care and/or preschool programs.
- Create a receiving team to begin the planning process and to create an ongoing communications loop about any issues or changes that need to be addressed. Stakeholders that will be affected by the changes in additional children and those that are knowledgeable about the needs of military children are most important. These individuals may include the following:
 - The local installation's commander, designated subordinates, and School Liaison Officer
 - District superintendents, board members, and city officials—so that funding sources are secured
 - School staff, especially instructional and psychological health staff
 - Local military families
 - Military youth, who may become ambassadors for new enrollees, especially older youth
- Create special programs and services to address the unique needs of military children:
 - Orientation sessions
 - Buddy systems
 - Counseling
 - General teacher and staff sensitivity training



Basic Military Terms and Acronyms

Some school districts are very accustomed to working with their local installation leaders and integrating military children into local schools. More information is often needed, however, to understand the U.S. military structure and the policies that are applied to military families. The following information defines basic terms and military reference information to help school leaders better understand the military structure, branches, and protocols.

Active Duty Force: Full-time duty in the active Armed Forces.

BAH: Basic Allowance for Housing. Monthly housing assistance provided to service members who live off the military installation or in private housing on the installation. Overseas, it is known as OHA, the Overseas Housing Allowance.

BAS: Basic Allowance for Subsistence. The monthly food assistance provided to service members who do not eat at military facilities.

CO: Commanding Officer. This is the officer in command of a military unit. Typically, the commanding officer has ultimate authority over the unit, and is usually given wide latitude to run the unit as he or she sees fit, within the bounds of military law.

COLA: Cost of Living Adjustment. Financial adjustments made to pay as a result of increases in costs of living.

CONUS: Continental United States.

DDESS: Domestic Dependent Elementary and Secondary Schools. Schools operated by the Department of Defense Education Activity (DoDEA) in the United States.

DeCA: Defense Commissary Agency. DeCA operates a worldwide chain of commissaries that provide groceries to military personnel, retirees, and their families.





DEERS: The Defense Enrollment and Eligibility Reporting System. Database of uniformed services members (sponsors), their family members, and others who are eligible for military benefits, including TRICARE.

DODDS: Department of Defense Dependent Schools. Schools operated overseas by the Department of Defense Education Activity (DoDEA).

Dependent: A family member for whom a service member is legally and financially responsible – usually a spouse or child.

EFMP: Exceptional Family Member Program. A program for military family members with special medical, psychological, or education needs.

ID cards: Identification necessary to use military services and facilities.

IG: Inspector General.

JAG: Judge Advocate General. A military lawyer.



LES: Leave and Earnings Statement. Statement that lists the exact amount of compensation (basic pay and allowances) and vacation time, leave, and retirement benefits earned during the month.

MWR: Morale, Welfare, Recreation. Military service programs that provide recreation, support services, and entertainment.

Mobilization: The assembling of forces in preparation for deployment.

NCO: Noncommissioned officer. An enlisted person ranked sergeant or above.

OCONUS: Outside the Continental United States. Any location outside the continental United States, including Alaska and Hawaii.

PCS: Permanent Change of Station. Reassignment to a different military installation.

POC: Point of Contact

Privatization: Occurs when a contractor takes over the function of a particular area of operations. Examples include housing, transportation, custodial, etc.

Rank: Grade or official standing of commissioned and warrant officers.

Reserve Components: Army National Guard of the United States, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard of the United States, Air Force Reserve, and Coast Guard Reserve

SBP: Survivor Benefit Plan

Sponsor: Military member or civilian with dependents. The term is also used to refer to a military member who greets and helps a service member assigned to a new duty station.

TDY or TAD: Temporary Duty or Temporary Active Duty. Work-related trips that service members take for short periods of time.

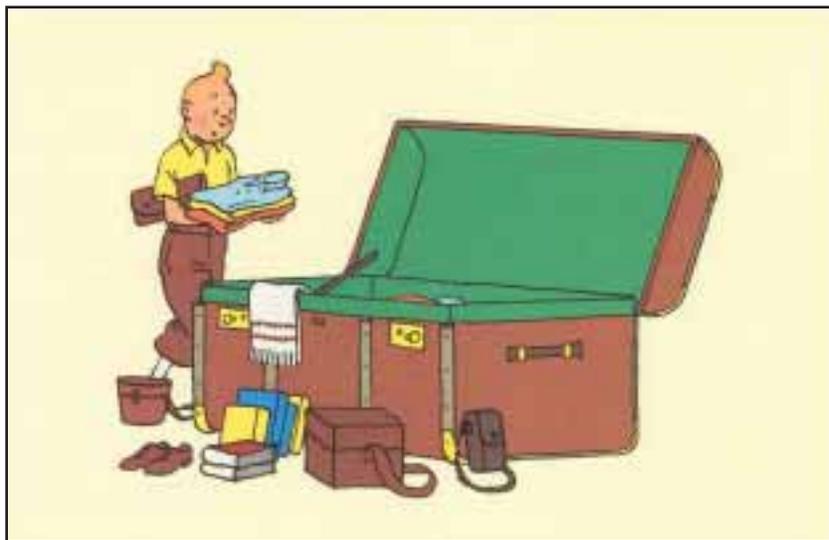
Total Force: All components of the Armed Forces: active duty (Army, Navy, Air Force, and Marines), National Guard and Reserves.

TRICARE: The triple-option Department of Defense health care program. It relies on a commercial contractor to develop and manage the private sector network of healthcare providers and service. This network is utilized by CHAMPUS beneficiaries when care is not readily available in the Military Treatment Facility (MTF).

VA: U.S. Department of Veterans Affairs

XO: Executive Officer. The second officer in command, regardless of rank.

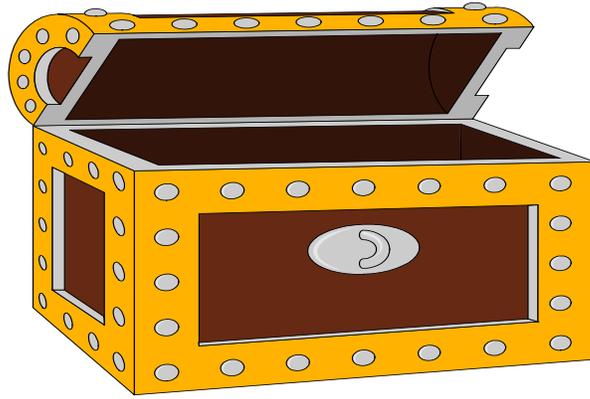
My Travel Trunk



(When Mom and Dad go away to help our country.)

A Deployment Guide for Children ages 5 to 7 whose families are in the National Guard

National Guard Bureau - Family Program Office



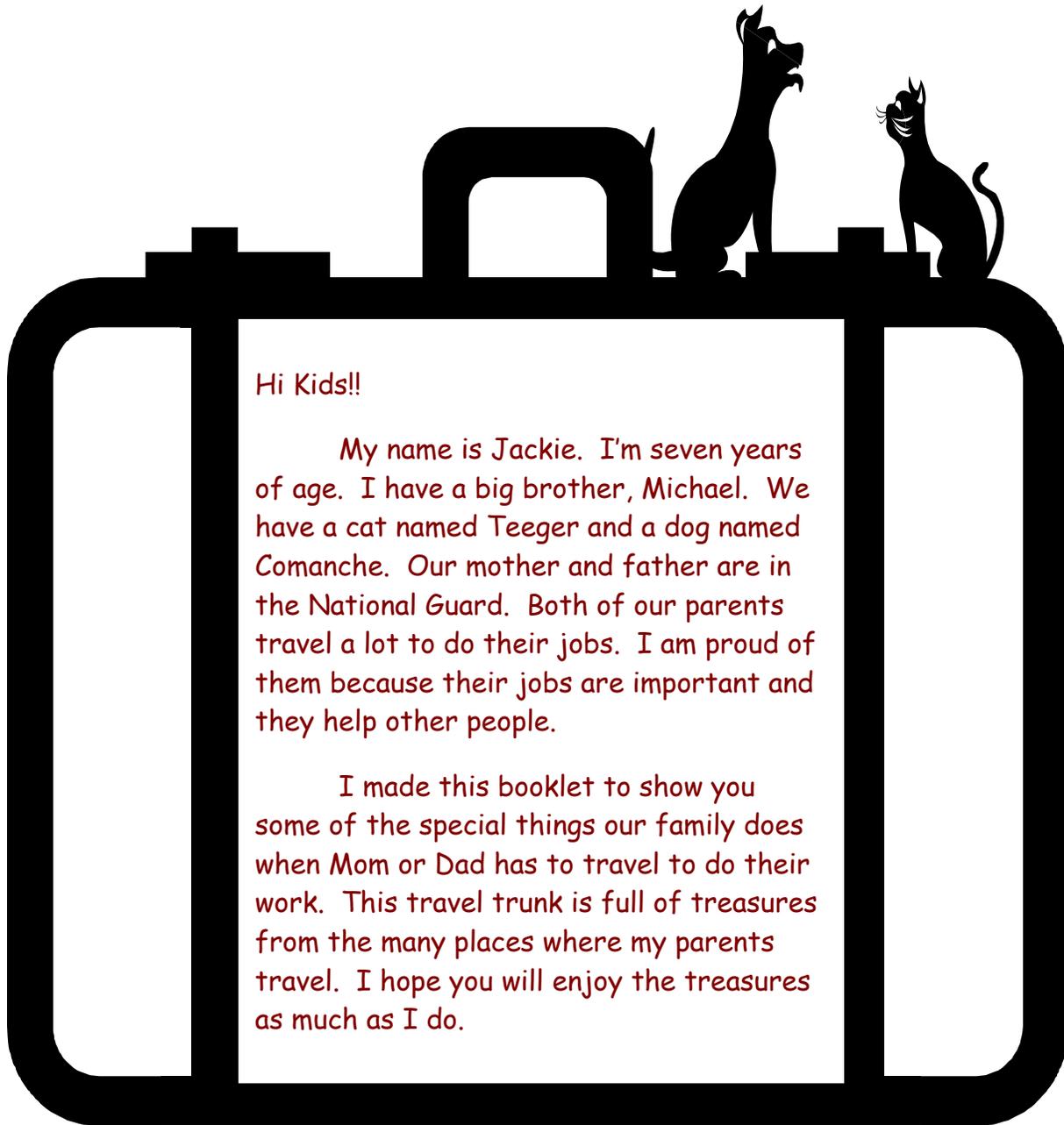
A Message to Parents,

This booklet is written to help your young children think of Army and Air National Guard duty as a way to work together, to learn about new things, and to grow.

Travel with your child through the booklet.

- ✦ Read it with your child.*
- ✦ Choose activities to do together.*
- ✦ Use it to help them think of National Guard travel as a way of discovering a treasure chest of opportunities to stay connected even though you're going away.*

We hope this booklet will help you inspire your family to see how National Guard travel can be an opportunity to help your family grow together.



Hi Kids!!

My name is Jackie. I'm seven years of age. I have a big brother, Michael. We have a cat named Teeger and a dog named Comanche. Our mother and father are in the National Guard. Both of our parents travel a lot to do their jobs. I am proud of them because their jobs are important and they help other people.

I made this booklet to show you some of the special things our family does when Mom or Dad has to travel to do their work. This travel trunk is full of treasures from the many places where my parents travel. I hope you will enjoy the treasures as much as I do.

Travel Planning

When Mom or Dad needs to go away, we get together to talk about the trip and make plans. We focus on positive things, so that makes it fun and exciting. Then we talk about some of the challenges, and that helps us to be prepared and even to avoid some problems.

Let's make a list of some of the questions you would like to ask your parent before their trip.

My Questions

- ☺ Why is Dad or Mom leaving?
- ☺ Where is Dad or Mom going?
- ☺ Will we all go with Dad or Mom to see him or her leave?
- ☺ Will Dad or Mom write letters to me?
- ☺ What is the difference in time where Dad or Mom is?
- ☺ Who will take care of me if both parents go away?
- ☺ Will I have more jobs to do at home?
- ☺ When is Dad or Mom coming home?

Your Questions

- ☺ _____
- ☺ _____
- ☺ _____
- ☺ _____
- ☺ _____
- ☺ _____
- ☺ _____
- ☺ _____

FAMILY TIME

Before going away, my parent who is leaving spends time with Michael and me. I enjoy these special times. As a family, we like to go to the zoo or spend time at the pool.



Sometimes we fly a kite...



or have a picnic together.



TRAVEL LOG

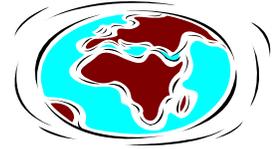
Talk with your parent who is in the National Guard and find out...



When are they leaving? _____

How long will they be gone? _____

Where are they going? _____



Why are they leaving? _____

Who else is going? _____

Other things about the trip _____



SEND OFF

When it's time for my Mom or Dad to leave to do their work, we give them a special "send off." It always makes us cry, but we know it's important to think good thoughts and give them a big smile for the "send off."

This is a sample of a card I made to give my parent after I gave them a great big hug.





Travel Scrapbook

Travel can take us on a journey to far away places. This is my travel scrapbook. It shows the many places where my parents travel when they need to go away to do their work. I'm proud of what they do for the National Guard.

TRAVEL TREASURES



When one of my parents goes away, they send things to me to show where they are and what they are doing. It's a special collection of "travel treasures" that I keep in a special "travel trunk."

Mom and Dad enjoy sending things to me like books and souvenirs that show the many people, places and things they see around the world.



This is some of my collection.

They also send pictures of far away places, and that helps me to learn about people around the world!





JANUARY

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 <i>Happy New Year!</i>	2	3	4
5	6 <i>Epiphany (Three Kings Day)</i>	7	8	9	10	11
12	13	14	15	16	17	18
19	20 <i>Martin Luther King Day</i>	21	22	23	24	25
26	27	28	29	30	31	

When Mom or Dad is away, I know they are busy so I send them a calendar of events and activities. That way they will know when there is a birthday, or a holiday, or a special activity that I'm doing.

Use a different color crayon to mark special days.



FEBRUARY

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2 <i>Ground Hog Day</i>	3	4	5	6	7	8
9	10	11	12 <i>Lincoln's Birthday</i>	13	14 <i>Happy Valentine's Day!</i>	15
16	17 <i>President's Day</i>	18	19	20	21	22 <i>Washington's Birthday</i>
23	24	25	26	27	28	

February has a special day to honor the presidents of the United States. Mark the special days you and your family have in February.

Use a different color crayon to mark special days.



MARCH

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 <i>Guam Discovery Day</i>	4	5 <i>Ash Wednesday</i>	6	7	8
9	10 <i>Commonwealth Day</i>	11	12	13	14	15
16	17 <i>St. Patrick's Day</i>	18	19	20	21 <i>Spring begins</i>	22 <i>Emancipation Day</i>
23	24	25 <i>Annunciation</i>	26	27	28	29
30	31					

March is a special month because the seasons change from winter to spring.

Use a different color crayon to mark special days.



APRIL

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 <i>April Fool's Day</i>	2	3	4	5
6 <i>Daylight Saving Time begins</i>	7	8	9	10	11	12
13	14	15	16	17	18 <i>Good Friday</i>	19
20 <i>Happy Easter</i>	21	22 <i>Earth Day</i>	23	24	25	26
27	28	29	30			

*April is a special time of year when the trees and flowers begin to bloom. What special days do you have for April?
Use a different color crayon to mark special days.*



MAY

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11 <i>Mother's Day</i>	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 <i>Memorial Day</i>	27	28	29	30	31

May is special because it has one day that honors everyone's mother. This month also has a holiday called Memorial Day to remember people who lost their lives during a war.

Use a different color crayon to mark special days.

Revised as of 19 February 03



JUNE

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14 <i>Birthday of HM the Queen</i>
15 <i>Father's Day</i>	16	17	18	19	20	21 <i>Summer begins</i>
22	23	24	25	26	27	28
29	30					

June is fun because summer begins. June also has a special day called Father's Day to honor everyone's father. Be sure to mark your special days.

Use a different color crayon to mark special days.



JULY

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 <i>Territory Day (Virgin Islands)</i>	2	3 <i>Emancipation Day (Virgin Islands)</i>	4 <i>Happy Fourth of July</i>	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 <i>Liberation Day (Guam)</i>	22	23	24	25 <i>Constitution Day (Puerto Rico)</i>	26
27 <i>Parent's Day</i>	28	29	30	31		

The Fourth of July is a special holiday to honor our country's independence. Mark the special activities you have for July. Use a different color crayon to mark special days.



AUGUST

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4 <i>August Festival Days (Virgin Islands)</i>	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

*August is "back to school" month. Have you bought your school supplies?
Use a different color crayon to mark special days.*



SEPTEMBER

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 <i>Labor Day</i>	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23 <i>Autumn begins</i>	24	25	26 <i>Rosh Hashanah begins at sundown</i>	27 <i>Rosh Hashanah</i>
28	29	30				

September is another month when the seasons change. It's the time when autumn begins and leaves on the trees begin to change to bright red and yellow.

Use a different color crayon to mark special days.



OCTOBER

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5 <i>Yom Kippur begins at sundown</i>	6 <i>Yom Kippur</i>	7	8	9	10	11
12	13 <i>Columbus Day</i>	14	15	16	17	18
19	20	21 <i>St. Ursula's Day (Virgin Islands)</i>	22	23	24	25
26 <i>Daylight Saving Time ends</i>	27	28	29	30	31 <i>Happy Halloween!</i>	

October has a holiday called Columbus Day to honor the founding father of our country. October also has Halloween. What costume will you wear for Halloween? Draw a costume in the empty box beside Halloween. Use a different color crayon to mark special days.



NOVEMBER

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11 <i>Veteran's Day</i>	12	13	14	15
16	17	18	19 <i>Discovery of Puerto Rico Day</i>	20	21	22
23	24	25	26	27 <i>Thanksgiving Day</i>	28	29
30						

November has Thanksgiving Day to express gratitude for our blessings.

Use a different color crayon to mark special days.



DECEMBER

2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7 <i>Pearl Harbor Remembrance Day</i>	8	9	10	11	12	13
14	15	16	17	18	19 <i>Hanukkah begins at sundown</i>	20 <i>Hanukkah</i>
21	22 <i>Winter begins</i>	23	24	25 <i>MERRY CHRISTMAS!</i>	26	27
28	29	30	31 <i>New Year's Eve</i>			

December is the last month of the year and a time when winter begins. It's a time when many people celebrate Christmas.

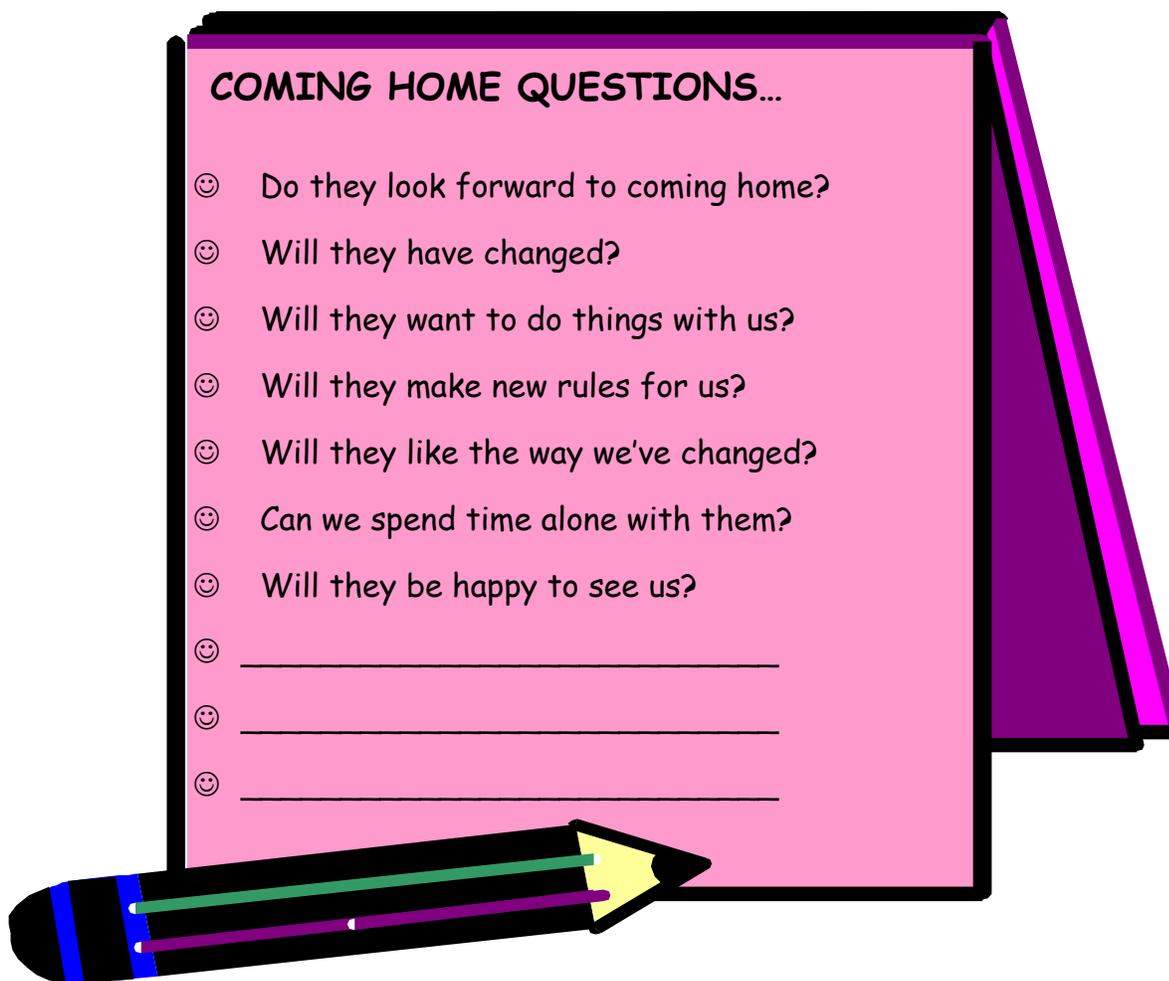
What special things are you doing this month?

Use a different color crayon to mark special days.

COMING HOME

It's fun and exciting to know that my parent is coming home! Michael and I begin thinking of things to talk about and do with them. We know they will have lots of stories to tell us - and we'll have lots of stories to tell them! We're always happy to see Mom and Dad when they come home, but there are things that worry us, too.

Michael and I decided to make a list of questions we want to ask our parent when they come home. Add your questions to the notebook.



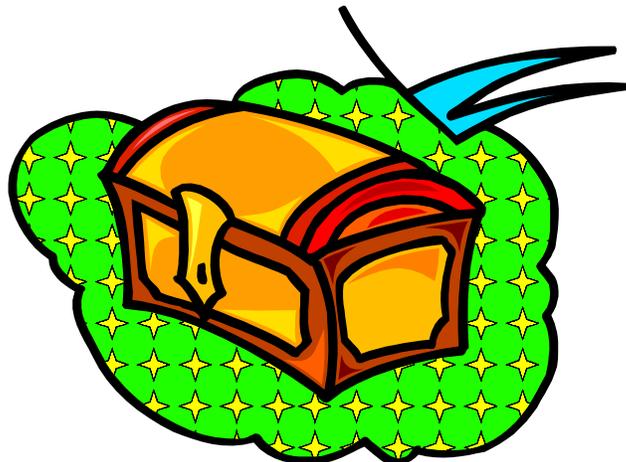
Many children have these same questions. Parents are concerned about coming home too. When our family gets together, we talk about the worries and that helps us find ways to make things better.



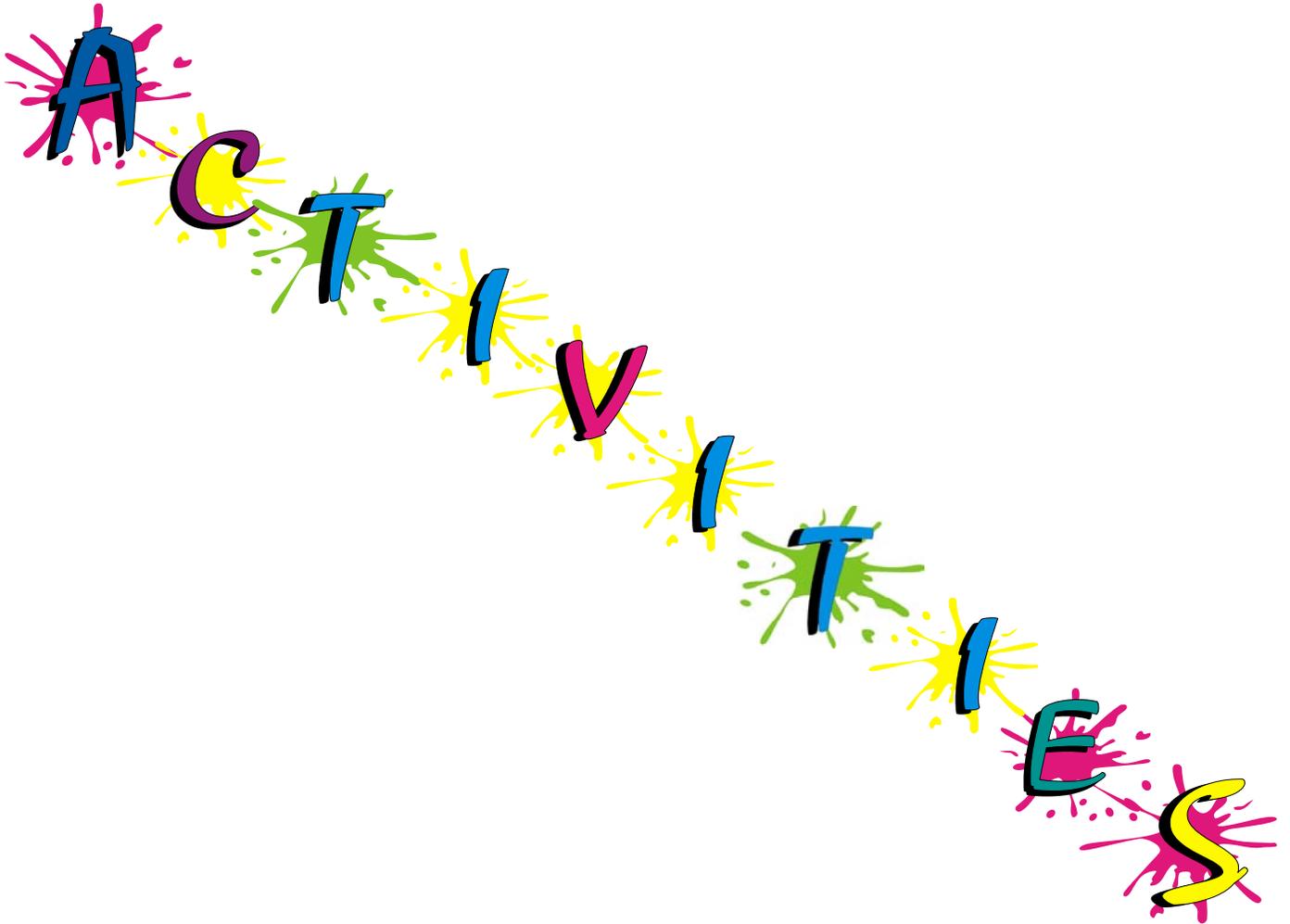
Michael and I make a homecoming banner when Mom or Dad comes home. It lets them know how excited we are to see them!

MEETING TIPS:

- ☺ Take it slowly—it takes time getting used to being together again.
- ☺ Let your parents have time to be alone together.
- ☺ Let your parent who is returning know you are proud of them.
- ☺ Give your returning parent time to be alone.
- ☺ Tell your parents you love them!
- ☺ Share with them the treasures you've collected from their travels.



Emotional Intelligence



for children
ages 5-7

Note to Parents

Emotional Intelligence is a wide range of skills that children of all ages can develop and improve. These skills are critical for emotional well-being and life success.

This section of the Youth Deployment Activity Guide is designed to give you additional age appropriate resources that are helpful in teaching your child about emotions. The emotional and social skills that are presented were written in order to help you grow your child.

The sections include Intrapersonal Skills, Interpersonal Skills, Adaptability, Stress Management and General Mood. Each section is further divided into sub-skills that address such things as Problem Solving, Happiness, Flexibility and other critical emotional and social competencies.

We encourage you to use these activities throughout the deployment process and beyond.

Emotional Intelligence Activities

Ages 5 - 7

InTRApersonal Scales

Self Regard	Why Am I Special? Seeds of Kindness
Emotional Self-Awareness.....	How Do I Feel About Myself? Feeling Left Out
Assertiveness	Expressing Myself Stop
Independence	Making Decisions I Can Do That!
Self-Actualization	Always Learning and Growing Write a Note

InTERpersonal Scales

Empathy.....	How Others Feel My Turn!
Social Responsibility	Playing Your Part Now What?!
Interpersonal Relationship.....	Making Friends My World

Adaptability Scale

Reality Testing	Learning What We Can Trust One of a Kind
Flexibility.....	Stretching Our Abilities Changing Times
Problem Solving	Finding a Solution Resolving Conflict

Stress Management

Stress Tolerance	Staying on Top Dancing the Blues Away
Impulse Control	Think Before You Act Treat Yourself!

General Mood Scale

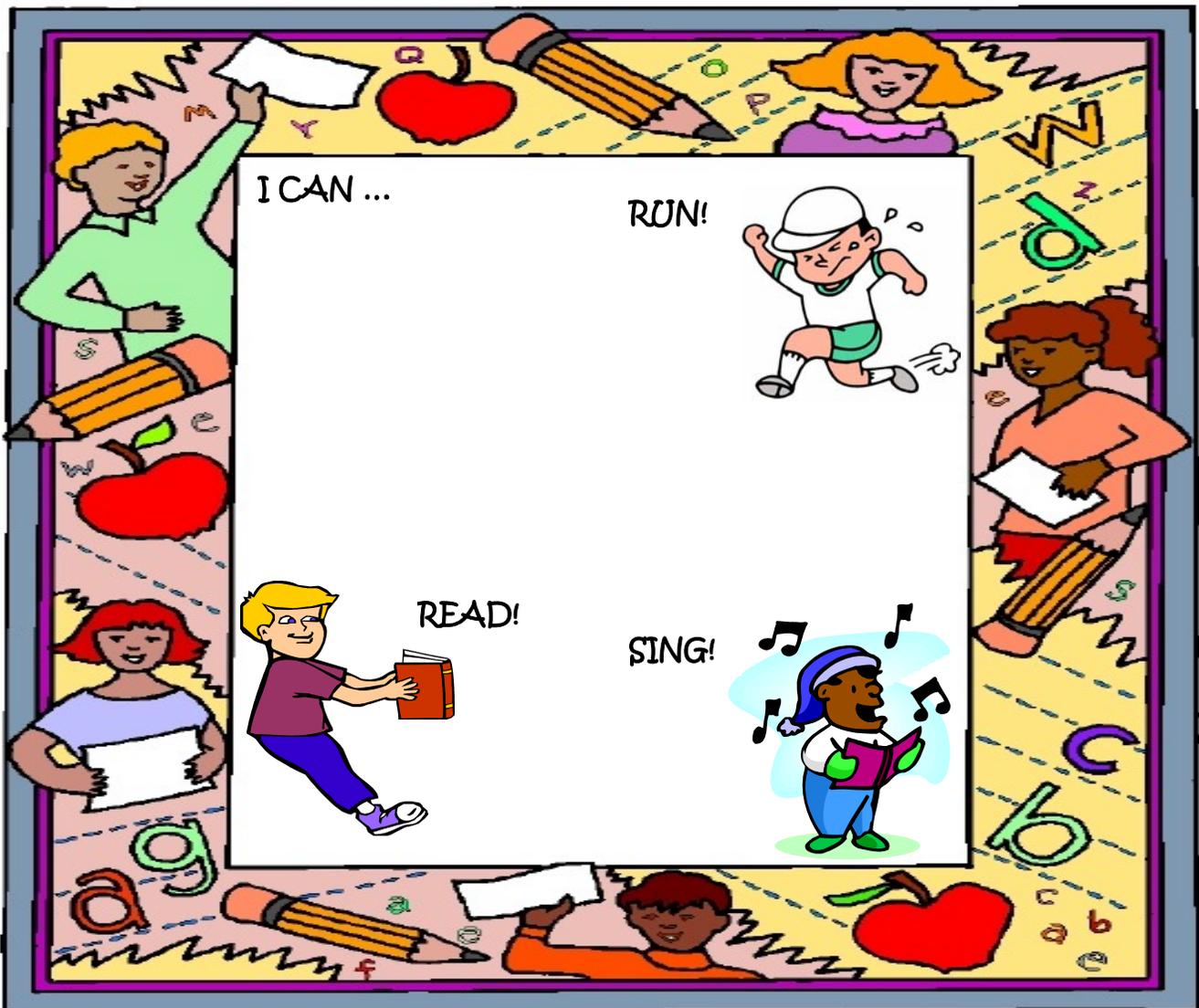
Optimism.....	Making Lemonade Let the Sunshine In
Happiness	Happiness is... Color My Rainbow

Why Am I Special?

Let's find out why you are special. Everyone has special talents. Some people can sing. Some people run really fast.

Put on your thinking cap and make a picture of things that you can do. You will need a poster or big sheet of paper, magazines, scissors, and glue.

Cut pictures out of the magazines of things that you do well. Glue the pictures on your paper.



SEEDS OF KINDNESS

Do a coloring sheet with kindness words on a card. Cut out the words and paste them on construction paper to give to someone.

Here's an example to start with:

Love

thoughtfulness

joy



Collect words of love, kindness, happiness, caring, appreciation from family members, friends, classmates, teachers. Write the words you have collected around the flowers. (Some words have already been added). Then try to make it a habit of saying something kind to at least one person everyday.

1. How many words were you able to write by yourself?

2. How many "seeds of kindness" did you collect from other people?

Keep a list for one month of whom you said something kind to each day.

How Do I Feel About Myself?

Everyone has feelings. Sometimes I am happy, or sad, or mad, or excited, or scared.



Look into a mirror. Make faces showing how you feel when:

- a. you are eating an ice cream cone
- b. your friend can't come over to play
- c. you go on vacation
- d. you play with your pet

Feeling Left Out

All of us have been left out of a game or conversation when we really wanted to be included. What if your brothers/sisters went to the movies and you couldn't go because you were sick? Answer the following questions and share your thoughts with an adult.

Circle your answer:

1. How did you feel when you were left out?



a. Sad



b. Mad



c. Hurt

Nobody likes to be left out.

2. What can you do to make sure that someone is not being left out?

- a. play with them on the playground at school
- b. invite them to your birthday party
- c. ask them to go with you and your friends to a ballgame

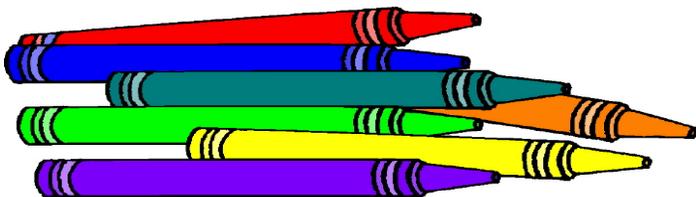
Here are some ideas to help you start being a part of the group.

- ☺ Let others know you would enjoy doing things with them.
- ☺ Invite them to do things with you.
- ☺ Show interest in what they are doing.

Expressing Myself

It is okay to tell other people what I like and what I do not like.

Color the picture below, and then circle your favorite thing to do.





There are times when it's important to say, "NO!"



Make a list of people you should talk with to help you make right decisions.

a. _____

b. _____

c. _____

Making Decisions

Making decisions on our own is an important part of growing up. It makes us feel better about ourselves when we do something useful or do something for someone else.

Here is a list of things for you to choose to do. Decide if you would or would not do each thing. Put a ✓ in the box you choose.

Call someone a name

Send Grandma a birthday card

Blame someone else for something you did

Ask a friend to lie about something

Tell someone you don't like them

Say "Thank you" when given a gift

Take the biggest piece of cake

Do your chores without being asked

WOULD	WOULD NOT



I Can Do That!

Being able to do things without help makes us feel good about ourselves. Sometimes it is something we can learn through lessons and practice, like dance or music or sports. Sometimes it is doing things to help others.

Think about some things that you are learning to do by yourself. Write them on the lines below.



EXAMPLE: a. Feed my pet

b. _____

c. _____

d. _____

e. _____



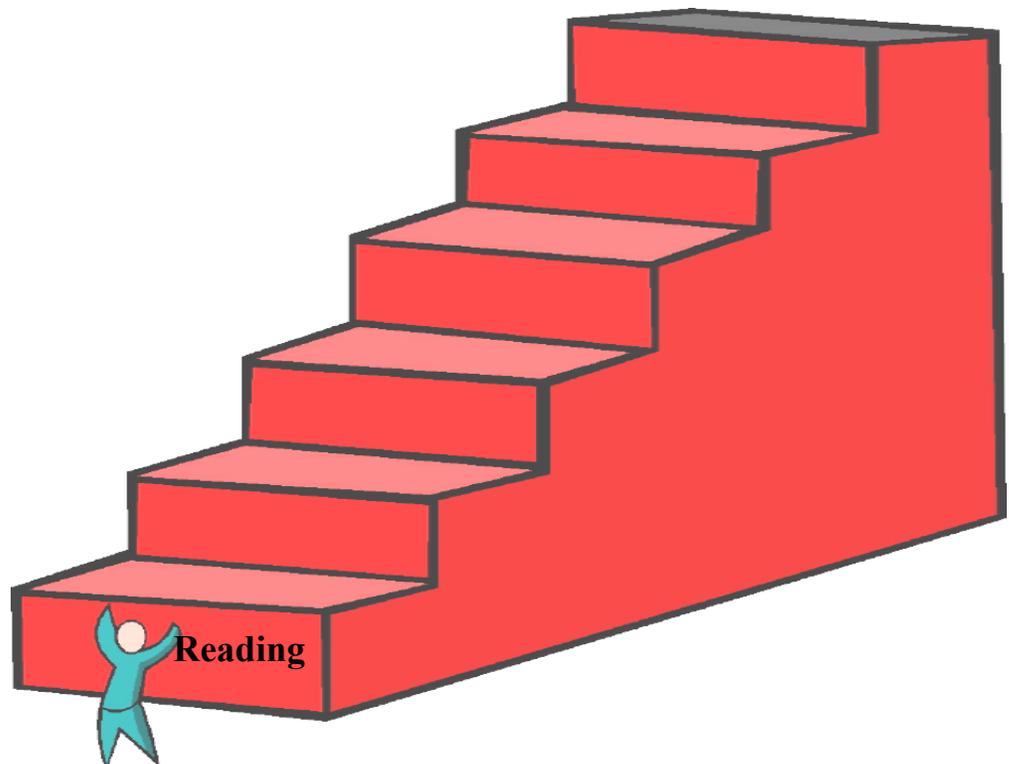
Always Learning and Growing

As we grow, we learn there are always new things that are interesting and meaningful for us. Trying new skills and learning new talents will help us feel good about ourselves and encourage us to do better.

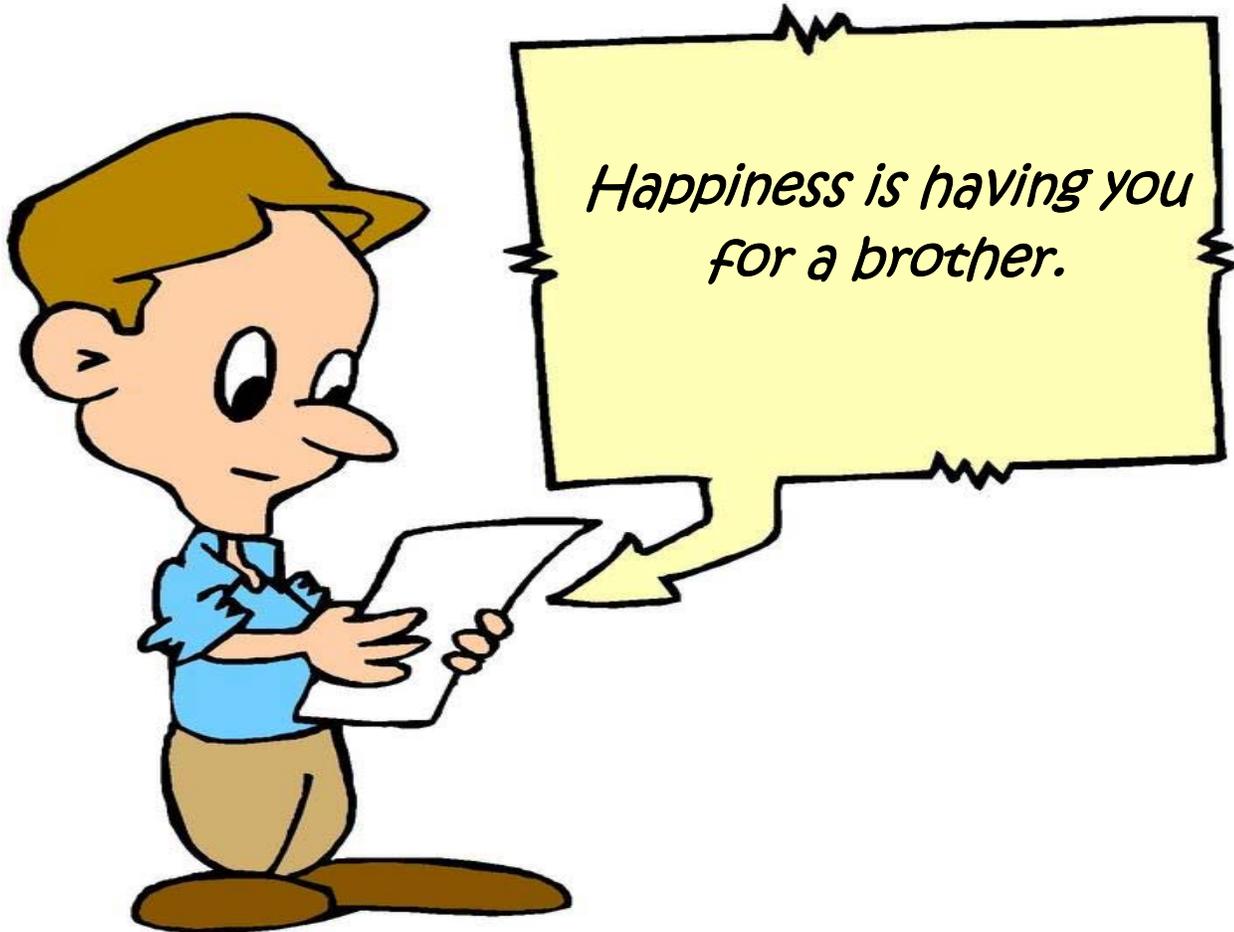


What are some things that interest you that you would like to do better?

Start at the bottom of the steps and write a skill you would like to develop. The first one is done for you.



Write a Note



It's nice to make someone you know feel special. Make a card with a one-sentence message on it.

EXAMPLE: *Happiness is having you for a brother.*

You are a good friend because _____

You are special because _____

Thank you for _____

How Others Feel

Understanding how others feel helps us get along with others.

Before doing something to someone else, we should think about how it would make us feel if someone did the same thing to us.

Circle YES or NO for each question below.



Would you like it if someone...

- | | | |
|---|-----|----|
| <input type="radio"/> teased you? | YES | NO |
| <input type="radio"/> called you a name? | YES | NO |
| <input type="radio"/> pushed you out of line? | YES | NO |
| <input type="radio"/> broke your favorite plaything? | YES | NO |
| <input type="radio"/> laughed when you made a mistake? | YES | NO |
| <input type="radio"/> blamed you for something you didn't do? | YES | NO |
| <input type="radio"/> took your share of something? | YES | NO |



My Turn!

Empathy helps us to understand other people if we think about how we would feel if we were in their shoes.

Look at this picture of a mother with her son and daughter pulling her in different directions.



Underline some of the ways you think the daughter feels:

EXAMPLE: upset unhappy angry

Underline some of the ways you think the son feels:

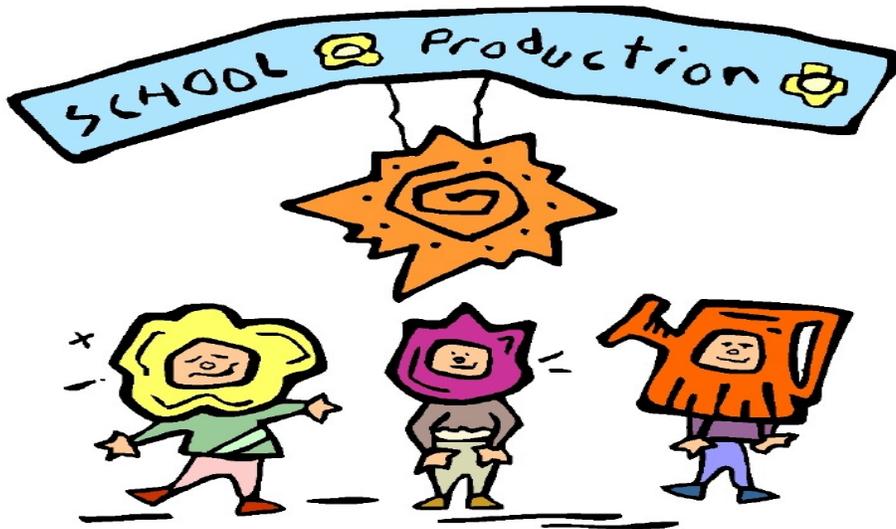
excited mad fussy

Underline some of the ways you think the mother feels:

stressed worried concerned

Playing Your Part

Have you ever been in a school play? Every actor has to practice their part and work along with others who are in the play. It takes lots of practice. Sometimes we make mistakes, but that's when we take a deep breath and try again.



Think of some ways you can practice being nice or respectful or more helpful.

Finish each sentence below.

EXAMPLE: I can do better *in my town* by not throwing trash on the ground.

I can do better *at school*, if I _____.

I can do better *at home*, if I _____.

I can do better *with my friend*, if I _____.

Now What?!



There are times when other people may need help. Sometimes we may be able to help them. But there may be times when it isn't safe for us to help, so we need to find someone else to help them.

What would you do for the boy in this picture? Would you try climbing to the top of the swing to help him? Would you laugh and make fun of him? Would you feel scared and run away? NO! You wouldn't do any of these things because you know there's a smart way to get help.

Make a list of people you would ask to help the boy above:

a. _____

b. _____

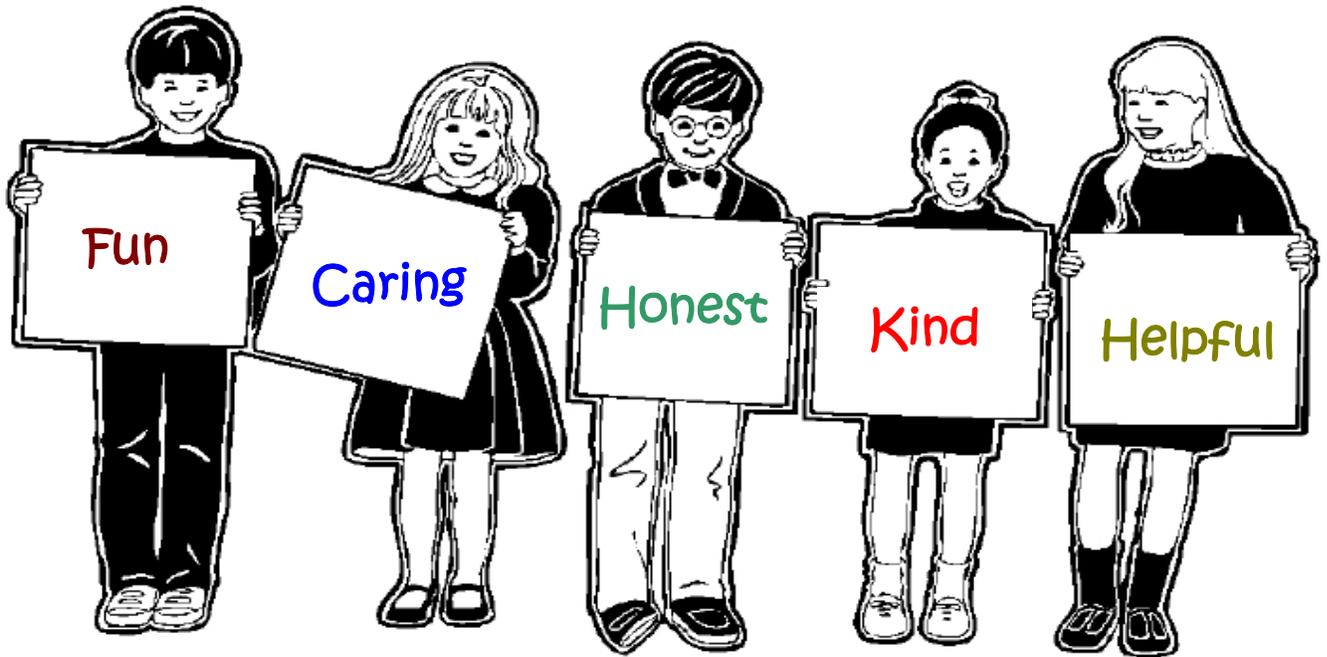
c. _____

d. _____

Making Friends

Learning how to get along with others is important.

Each girl and boy below is holding a poster with a word showing what they like about a good friend.



Think of some other words about a good friend and write them on the lines:

EXAMPLE: Bravery

_____	_____
_____	_____
_____	_____

Choose one of the words that you wrote and make a poster about the word. You will need construction paper, Crayons or colored pencils.

My World



Oriental

The world is made up of different people with different languages, races and ways of living. In the map below draw a line to the country you think each of the four kids are from.



African-American



Was it hard to find where the kids were from? If you think about it, you only had to choose one place.

Where you live!

That's right, no matter where we live, we are going to have friends who are from different places. The important thing to remember is that we are all different and we need to value and respect ALL people. Share your family background with your friends and make sure they share theirs with you.



Native-American



Caucasian

Learning What We Can Trust

There may be times when we need to know the difference between what we think is happening and what is really going on. Sometimes we think something is good and it really is not.

Remember the story “*Little Red Riding Hood?*” When she first met the wolf, he acted nice to her.



But what did he really want?



What do you see in these pictures?

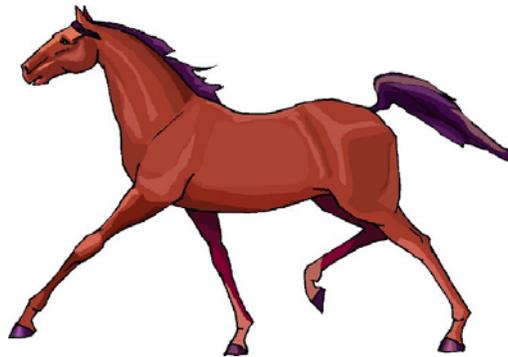
GROUP ACTIVITY: Have children discuss what they see in the pictures.

One of a Kind

Did you know that is what you are? There is no one else in the world exactly like you. That is true for everyone and even for animals and nature.

Even though we are all different, there are things we can enjoy and learn from each other.

Do you sometimes feel strong like a horse?



or brave like a lion?

Make a list of the different feelings you have about yourself:

a. EXAMPLE: full of energy

b. _____

c. _____

Stretching Our Abilities

Changes will happen as we grow up. We can use those changes to learn new things.

What if you and your parents had to move to another country because of their work? Would you feel scared because you will have to go some place where you've never been before? Would you feel unhappy because you'll have to leave your friends? You may have these feelings, but they don't have to last.

Think of the interesting things that could do.

You could learn a new language, like "Welcome" in French,

Bienvenue
FRENCH



You could make new friends.



You could see new places.

The important part is that we are willing to learn and grow,

Think about moving to a new place and finish the sentences below.

I would feel _____

I would want to see _____

I would want to write a letter to _____

I would learn _____

Changing Times

There are times in our lives when our experience will change. Maybe you and your family will move to a new home and you will need to change schools and leave your friends. Change is not easy, but if we think about making new friends and learning new things we will have a much better experience.



Think of ways you can make a new experience interesting:

- a. *EXAMPLE: Write a letter to your friends at your old school.*
- b. _____.
- c. _____.
- d. _____.
- e. _____.

Finding a Solution

Being able to solve problems is part of growing up.

When solving a problem we need to be patient and think about how other people might feel.



Look at this picture:

What do you see?

What does the girl want?

What does the boy want?

Problems have answers, such as:

The girl and boy could play with the computer together.

They each could take turns for a certain length of time.

Can you think of another way to solve this problem?

Resolving Conflict

Have each child make a hand puppet. Once this activity is complete—have them role-play using the puppet.



Examples that they may role-play:

Responsibility: Brother/sister picking up their toys.

Sharing: One puppet says this is my toy and pushes the other puppet away.

Group Activity: Have the puppets take turns talking about what is happening between the two puppets and emphasize the listening skill for the other puppet. Ask that each puppet come up with an answer. Then choose which one is best.

Staying on Top

Do you ever feel like you do not want to get up in the morning? Do you sometimes feel you do not want to go to school? When we feel sad or happy there are things we can do to make us feel better.

It always helps to think of things that make you feel good and happy.



Put a * by the things that would make you feel better:

Riding your bike

Drawing a picture for a friend

Making a card for your parents

Playing with friends

What are some other things that you can do to feel better?

a. _____

b. _____

c. _____

Dancing the **BLUES** Away!

Do you feel gloomy and in a bad mood? Are you upset about something that you can do nothing about? Sometimes when you feel down or upset you can get in a better mood and feel better if you turn on the music and dance.

You can dance silly,



or fancy,



You can even see if you can get others to join in your fun.

Like
with
Dad,



or Mom,



or
brother
and
sister,



Grandparents,

pets,



or friends.



Think Before You Act

Sometimes we want to do something that is disrespectful to someone else or that may not be good for us. It may be something like giving Mom a big box of candy to show that we love her, and then eating the candy ourselves!



Sometimes it is hard not to take something that belongs to someone else or that may not be good for us.

Look at the picture above, then put a ✓ beside the things below that you feel would be right to do:

eat the candy

ask Mom if you may have a piece of candy

wait until Mom offers you a piece

decide not to eat the candy because it's for Mom

Treat Yourself

This is a story about three brothers who, as a treat, got to go to the store and each one was allowed to buy his own bag of candy. The youngest, Christopher, is excited about the candy he receives and begins eating it right away. Before long, his candy is all gone, and then he is upset that his brothers still have candy and he does not.

It is always fun to get “treats,” but the “trick” is to eat only a little each day so that the “treat” will last.



What do you think Christopher could have done to make the candy last?

Put a ✓ beside the answers that you feel are right.

- a. Keep the cat away from the candy.
- b. Allow himself to eat only one piece of candy each day.
- c. Learn to control himself when he is tempted to eat too much.
- d. Follow his brothers' example and make his candy last longer.

Making Lemonade

Have you ever tasted a lemon? It is sour! But if you squeeze lemons into a pitcher of water and sweeten it, you have lemonade. You can even open a lemonade stand!

Optimism is a big word that means we can think of good things even if something seems terrible.



Can you think of two good things you could do if one of your parents had to go away because of their job? Maybe you could make a bag of goodies to give them or make a special picture for them to take.

What else could you do?

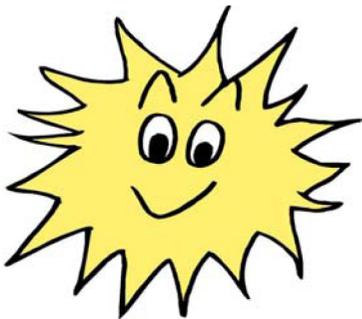
a. _____

b. _____

Let the Sunshine In

All of us have moods that may change from time to time.

Sometimes we feel happy and expect good things to happen. Those are good feelings as when the sun rises and shines brightly. Sometimes we may feel sad and not so happy.



Sad

Happy



Draw a line from the feeling word (happy or sad) to the picture that describes the feeling.

Don't forget, the sun always comes out from behind the clouds and shines brightly again. So, we know there are things that will make us feel happy again.

Make a list of things that you can do or think about that will help you feel better when you are feeling down:

a. *EXAMPLE: My parent comes home from a trip.*

b. _____.

c. _____.

d. _____.

e. _____.

Happiness is....

...feeling good about ourselves, enjoying others, and having fun.

Let's think of the things that make us happy. Find the words in the puzzle and circle them. Words may run from left to right or from top to bottom.

Words to Find

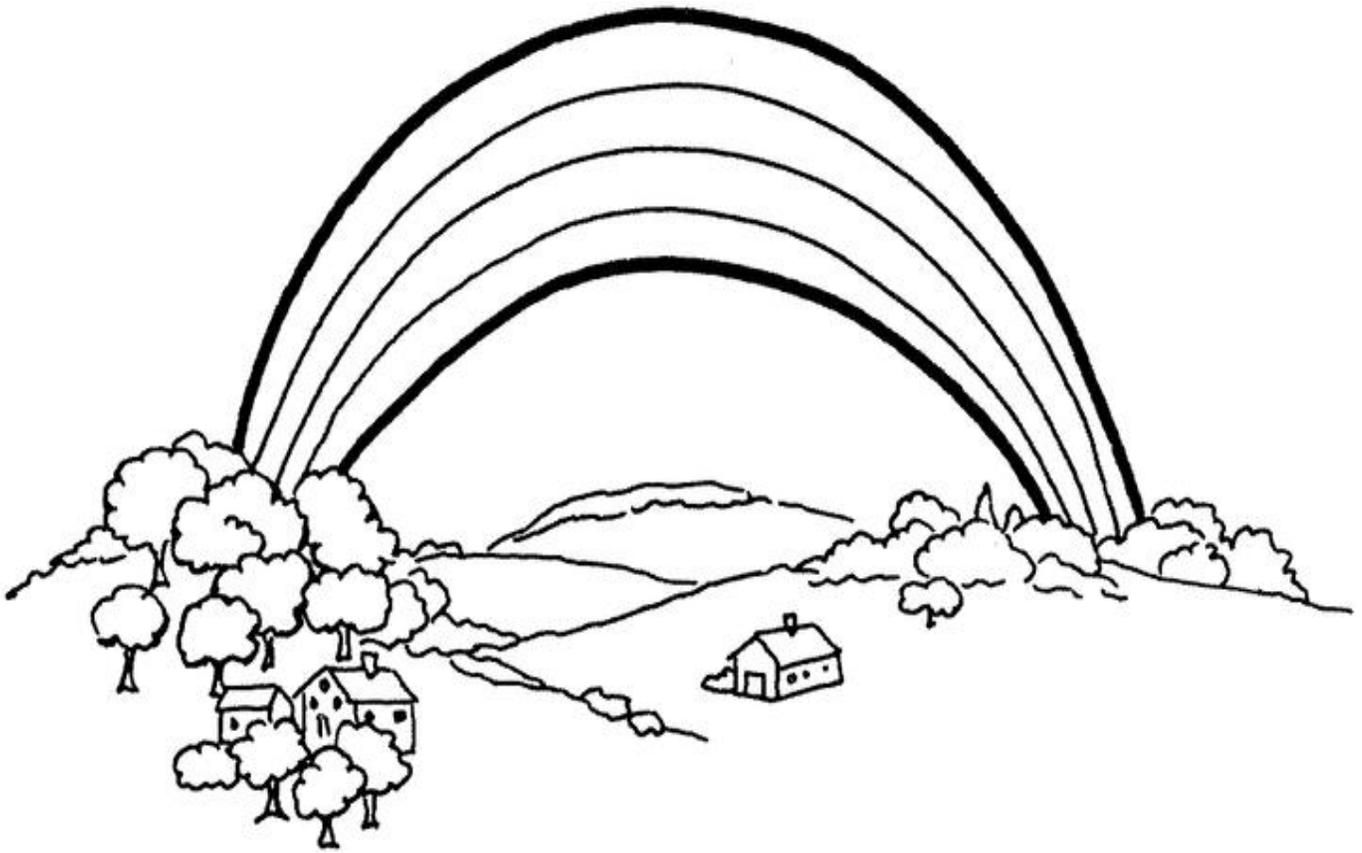
love
forgiveness
trust
giving
fun
joy
respect
pleasure
satisfaction
glad
happy
cheerful



Answers for Words to Find



Color My Rainbow



It takes all colors to make a beautiful rainbow--just as it takes all kinds of people to make a beautiful world.

With your favorite colors write things in the rainbow that make you happy. Here are some things to choose from:

friendship

love

kindness

thoughtfulness

family

sharing

sunshine

traveling

singing

learning

Travel Journal

A Discovery about Deployment



**A Deployment Guide
for Children ages 8-10
Whose Families are in the National Guard
National Guard Bureau-Family Program Office**

About This Book

This ideas and activities guide is written for young people with parents in the Army or Air National Guard. It can be exciting to have the military as a part of your life, but being separated from your parent because of their military duties can be difficult.

In this guide you will find ways you can create a journal to help you through this deployment. You will find ways deployment can affect kids your age. It includes ways to handle separation, ideas on ways to stay in touch with your parent during the separation, ways to cope while your parent is away, and how to prepare for their return.

This guide can help you learn about how to turn the frightening idea of deployment into an adventure of discovery.



Getting The Facts

Deployment is when one or both of your parents have military duties and have to leave their families. This can be either for a special training or when their unit is called to serve in a military crisis. Sometimes you know several weeks in advance and sometimes you find out just before he or she leaves.

Find Out All You Can

Ask your parents questions about this separation. Sometimes parents on military duty can't tell you much about where they are going or why. You'll still feel a lot better knowing as much as you can.

Ask a lot of 'W' questions.

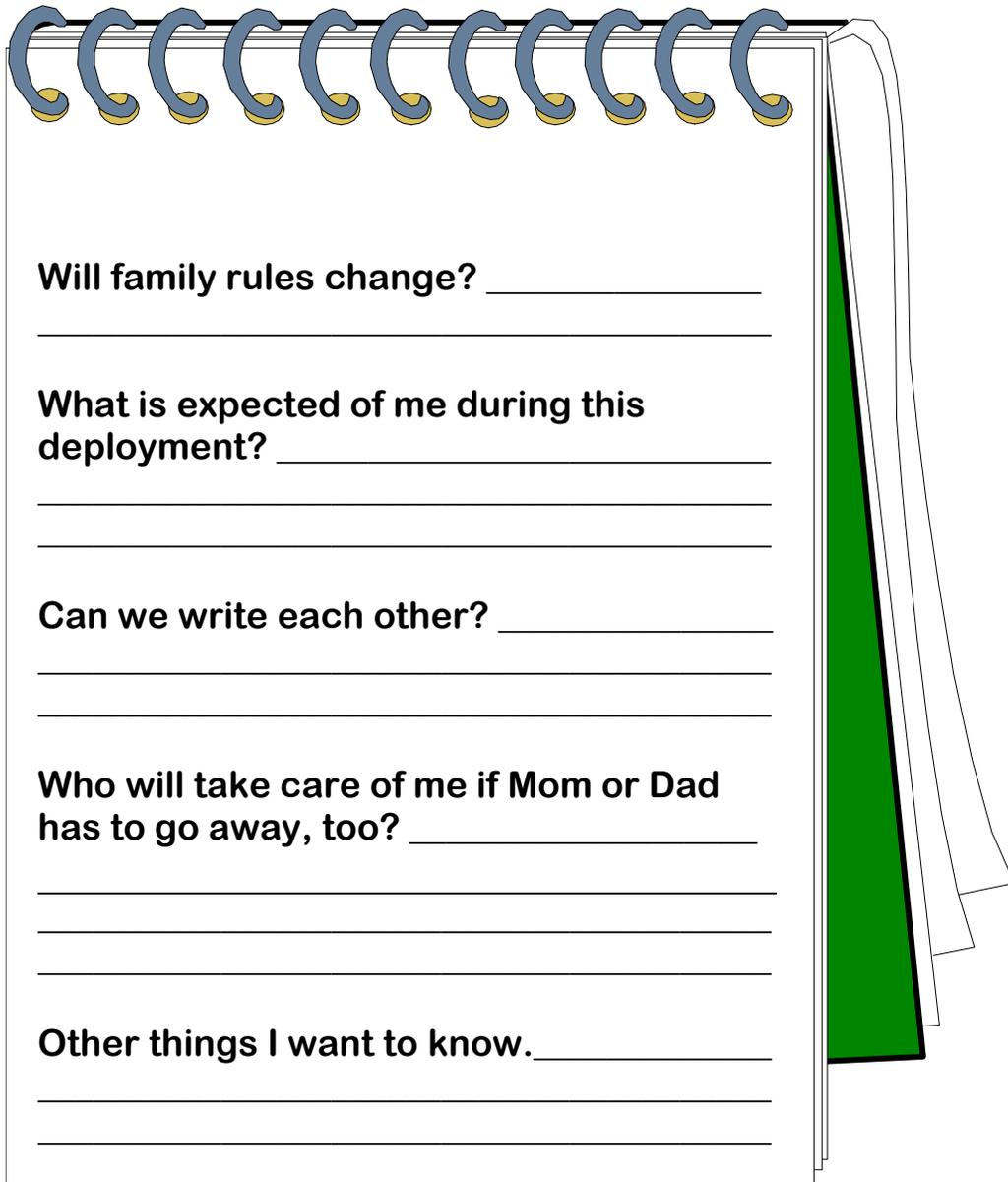




What is this deployment all about?
Why are you going?
When are you leaving?
Where are you going?
What is it like there?
Will you be safe?
Will you be gone long?

How Will Deployment Affect Me?

You may want to find out how this separation will change your daily life. Many families find family meetings a helpful way to get information. You might want to use the following questions to help you get a talk started with your parents.



Will family rules change? _____

What is expected of me during this deployment? _____

Can we write each other? _____

Who will take care of me if Mom or Dad has to go away, too? _____

Other things I want to know. _____

Getting It Together

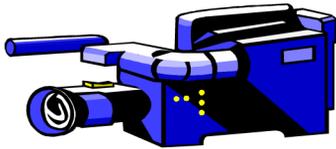


What do you want to do for your parent before he or she leaves?



What do you want your parent to do for you before he or she leaves?

Spend as much time as possible with your parent before he or she leaves.



Take plenty of picture and videos of your parent.

Make a special package to send with your parent.

Some kids get together special items for their parents to take with them.

Here are some suggested items you may want to consider.

Pictures you have drawn

Photographs of you and your parent together

Chewing gum

Their favorite candy

Writing paper and pens

Self-addressed envelopes and stamps

Needle and thread and safety pins

Handkerchiefs

A special letter telling your parent how proud you are of them

Saying Goodbye

It is hard to say goodbye. It is one of the worst things about having parents in the military.

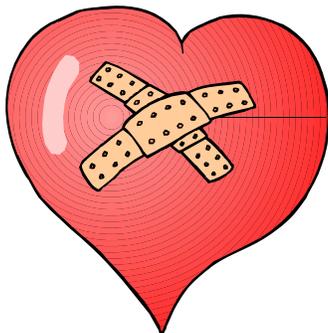
When you say goodbye you will have all kinds of mixed up feelings.

So, when you say "Goodbye," remember:



It's okay to cry.

Saying goodbye won't be easy.



Saying goodbye hurts.

It's okay to laugh and giggle.



Feelings

Deployment can cause you to have many different feelings.

You may get:

SCARED your deployed parent will get hurt, or
ANGRY that they have gone away.

At the same time you may feel...

EXCITED because this is a new experience,
GREAT because there is one less person to “hassle” you,
THRILLED because, “I can do what I want.”



You're like a yo yo.



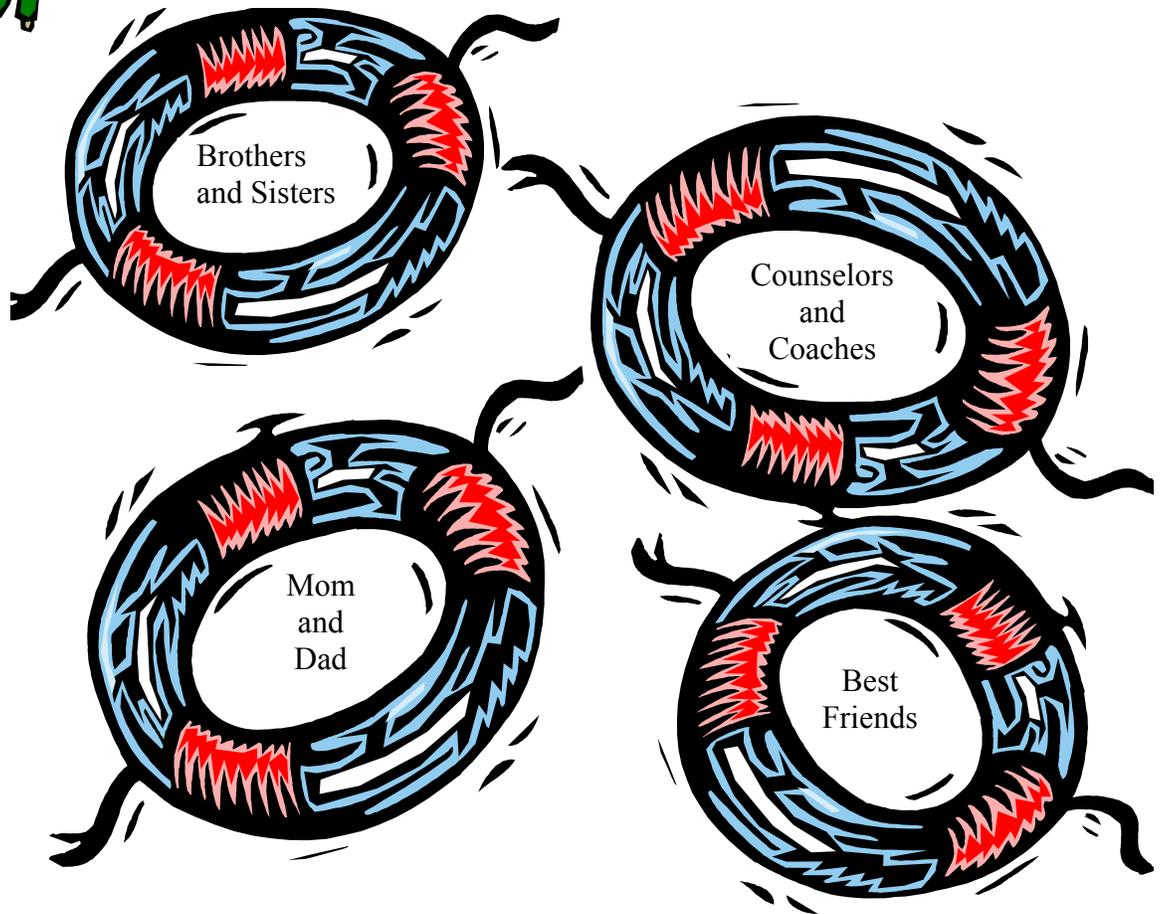
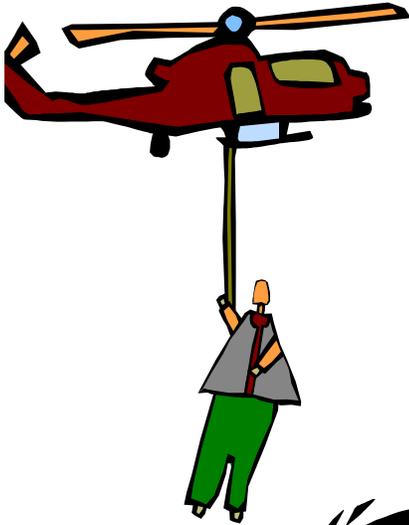
Don't
Keep
It
Bottled
Up!

What are some of the feelings you have about being separated from your parent?

A spiral-bound notebook with a green cover and white pages. The pages are lined and have a green triangle at the bottom right corner. The notebook is open, showing several pages.

S.O.S.

Deployments are hard. It really helps to talk with someone that you trust. You'll find out that you are normal and that these feelings are okay. You'll feel better about yourself.



Road Signs To When To Say, "Help"

You need to know when you are getting stressed out and what you can do about it. This means knowing when "too much" is going on. These are some of the "signs" that you are feeling stressed.

Picking Fights



Suddenly not doing well in school

Disobeying Parents, Teachers or Rules



Not Wanting to Eat

Nightmares or
Trouble Sleeping



Feeling Confused



Feel Like You Don't Want To Do Anything

Feel Like No One Cares About You



These feelings and behaviors are normal. On the next page are some things you can do to feel better when you are stressed out.

Pack Up Your Troubles

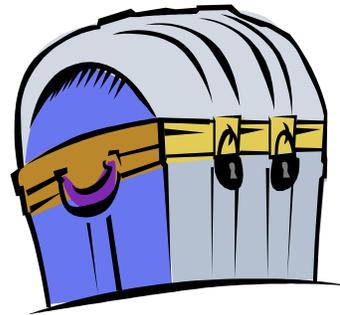


Connect with others

Be a volunteer
Fix, grow, or build something with a friend
Listen to music with a friend
Play video games with a friend
Invite your best friend to do something fun
Help Mom or Dad around the house

Get up and move

Go jogging
Take a hike
Go swimming
Go skateboarding
Ride a bike
Try bowling
Play tennis



Get Your Mind Going

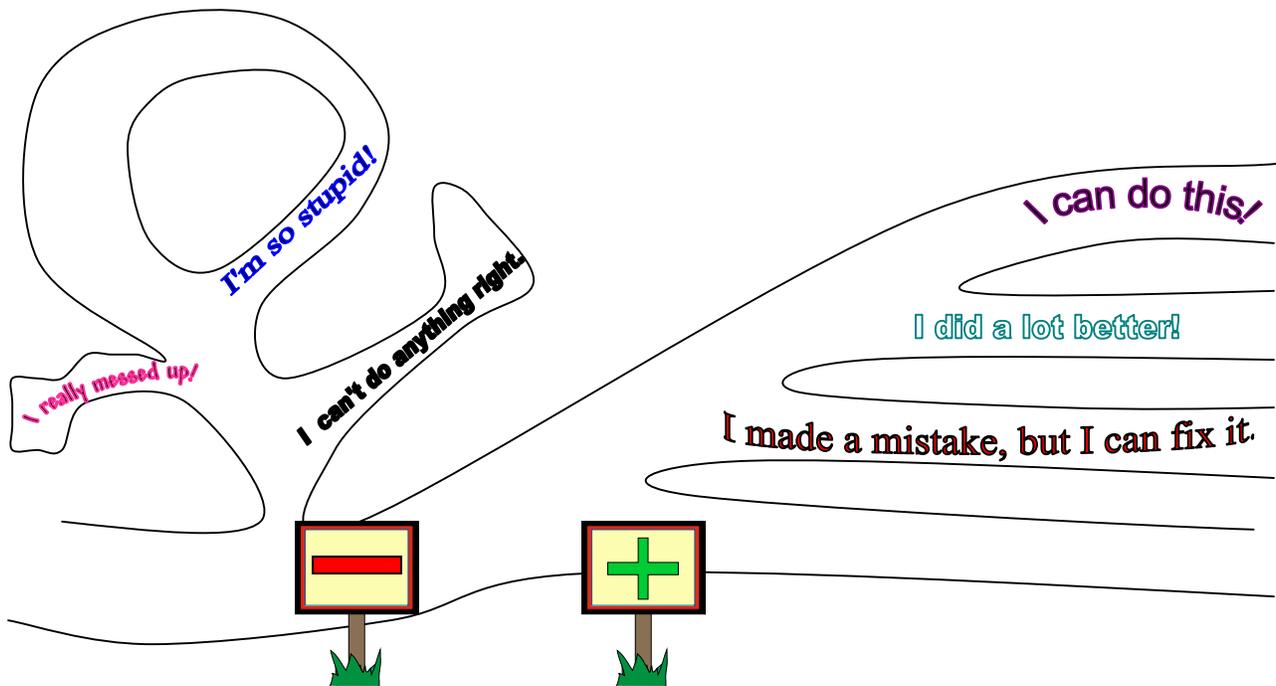
Watch a funny movie
Share a joke book with a friend
Daydream
Draw or paint a picture
Go to a movie
Read a book
Play a board game

Be good to yourself. Remember to do something you enjoy. Find a way to pack your troubles away. **JUST DO IT!**

Talk and Think Positive

When everything seems awful to you, this is called **negative** self-talk. **Negative** self-talk just makes you feel more down. It is important to think of your troubles with **positive** statements.

Which roadway will you choose?



Be Positive About Yourself!

You have what it takes to handle being separated from your parent and other daily challenges.

Don't forget to take time every day to feel good about your successes.

Staying In Touch While Your Parent Is Away



Letters are a good way to stay in touch. They are cheap and can be reread. Remember that they will take a week or more to reach your parent. Here are some ideas to guide you.

- Use the correct mailing address. If you do not use the correct address, your mail will probably be delayed and may not arrive at all. Your parent can give this address to you.
- Number your letters so that if more than one letter arrives at the same time, your parent will know which one to read first.
- Tell news of the neighborhood, friends and relatives. Clip out newspaper articles your parent might enjoy reading.
- When you write, put your parent's picture in front of you so you can feel like you are talking together.
- Write often or send cards.
- Answer all questions.
- Remember, it is important to write "I love you."

Mailing Address



Keeping In Touch

The good thing about deployment is the fun ways you can stay in touch with each other. If writing letters is too much like schoolwork for you, here are some other creative ideas. You'll be entertaining your parent, and also giving yourself something fun to do.

Family Newspaper

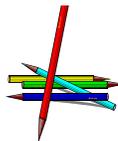
Keep your deployed parent up to date on local and family news by being the family reporter. You can make up a newspaper or tape interviews and stories by family members.



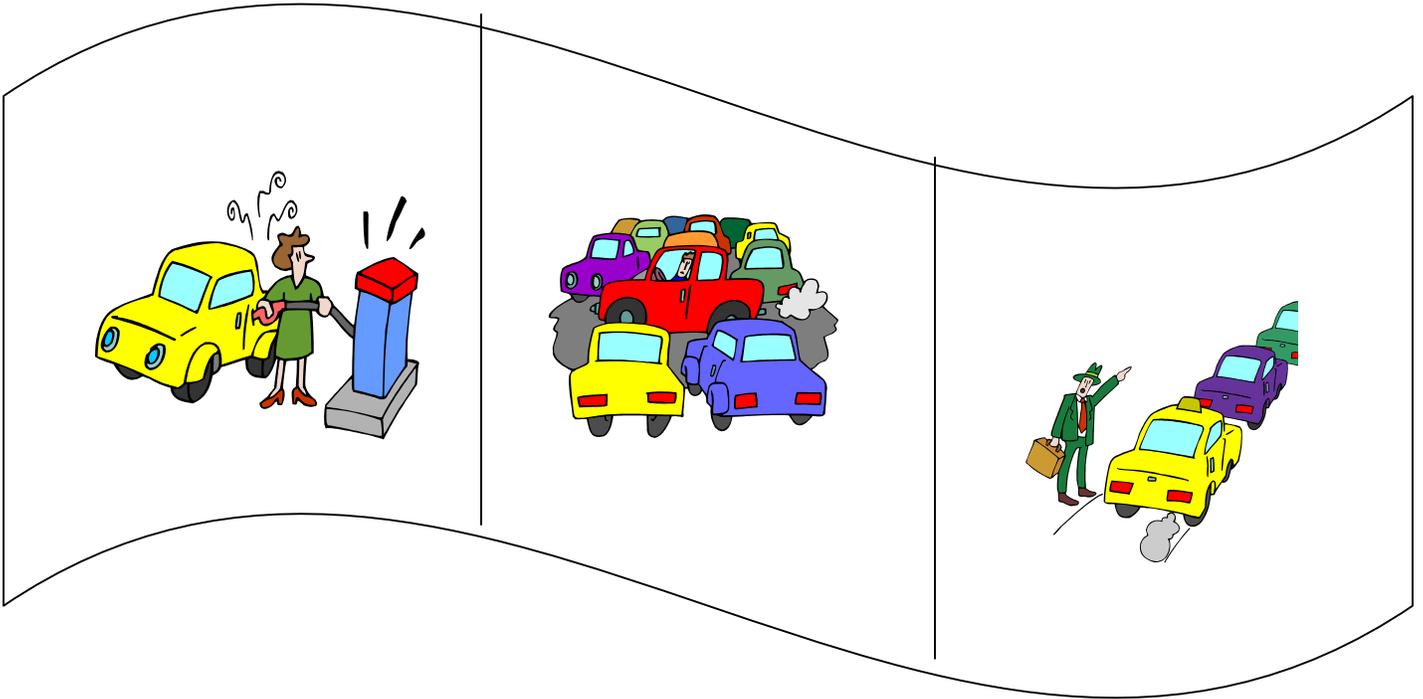
- Interview family members and family friends.
- Write short articles about events happening at home.
- Write about local news, like about your soccer game.
- Tell ordinary things like shopping for school clothes.
- Include family pictures.
- Write some funny stories.
- Create your own comic strip.

Care Packages

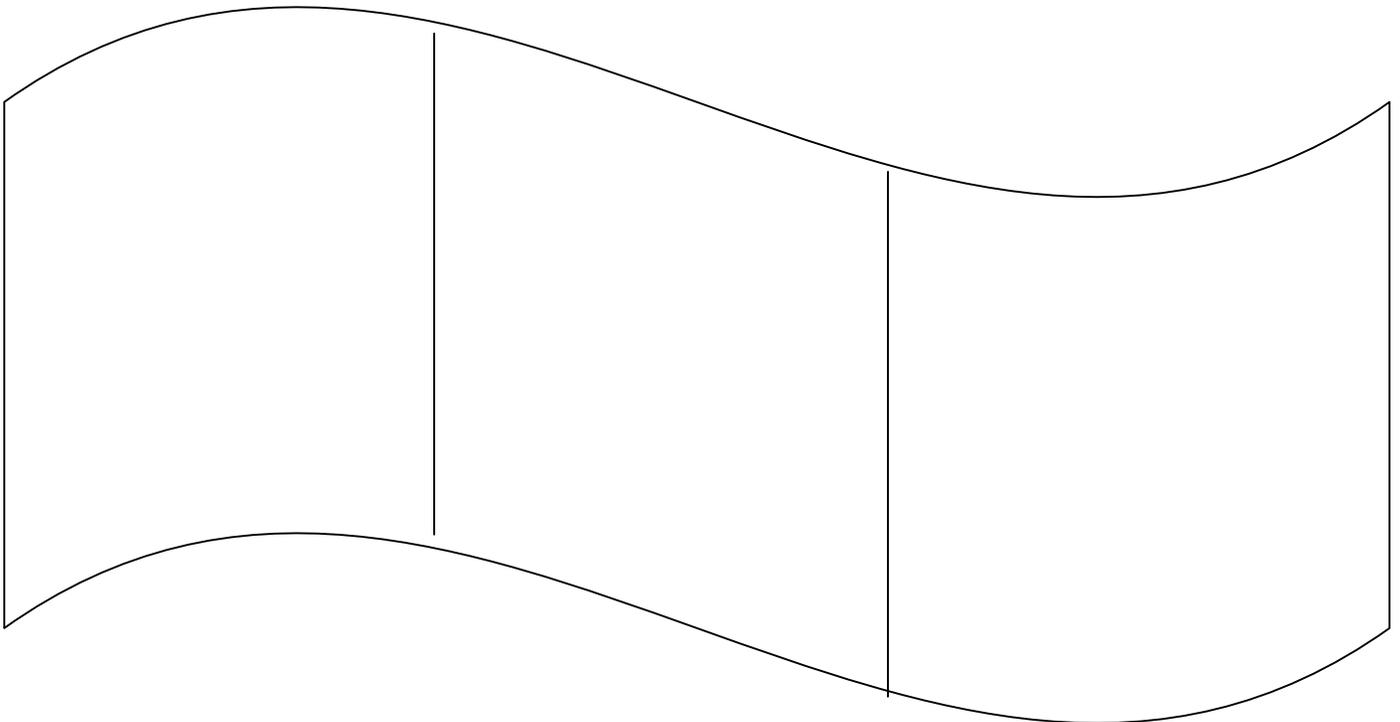
Care packages are always welcome. You can have your deployed parent give you suggestions before they leave. You can also include other surprises they would enjoy.



Try creating a cartoon strip



Send one for your parent to create



Try These

A MOVIE REVIEW

MOVIE TITLE: _____

ACTORS: _____

PLOT: _____

RATING: (CIRCLE ONE) EXCELLENT GOOD FAIR SKIP

RECOMMENDATION: (CHECK ONE)

- SEE AS SOON AS YOU CAN!
- GO IF THERE IS NOTHING ELSE TO DO.
- DON'T BOTHER!
- THIS MOVIE SHOULDN'T HAVE BEEN MADE!



A BOOK REVIEW

BOOK TITLE: _____

MAIN CHARACTER: _____

PLOT: _____

RECOMMENDATION: (CHECK ONE)

- WHAT A WASTE OF A TREE!
- READ AS SOON AS POSSIBLE!
- NO RUSH TO READ.
- READ IF YOU WANT.

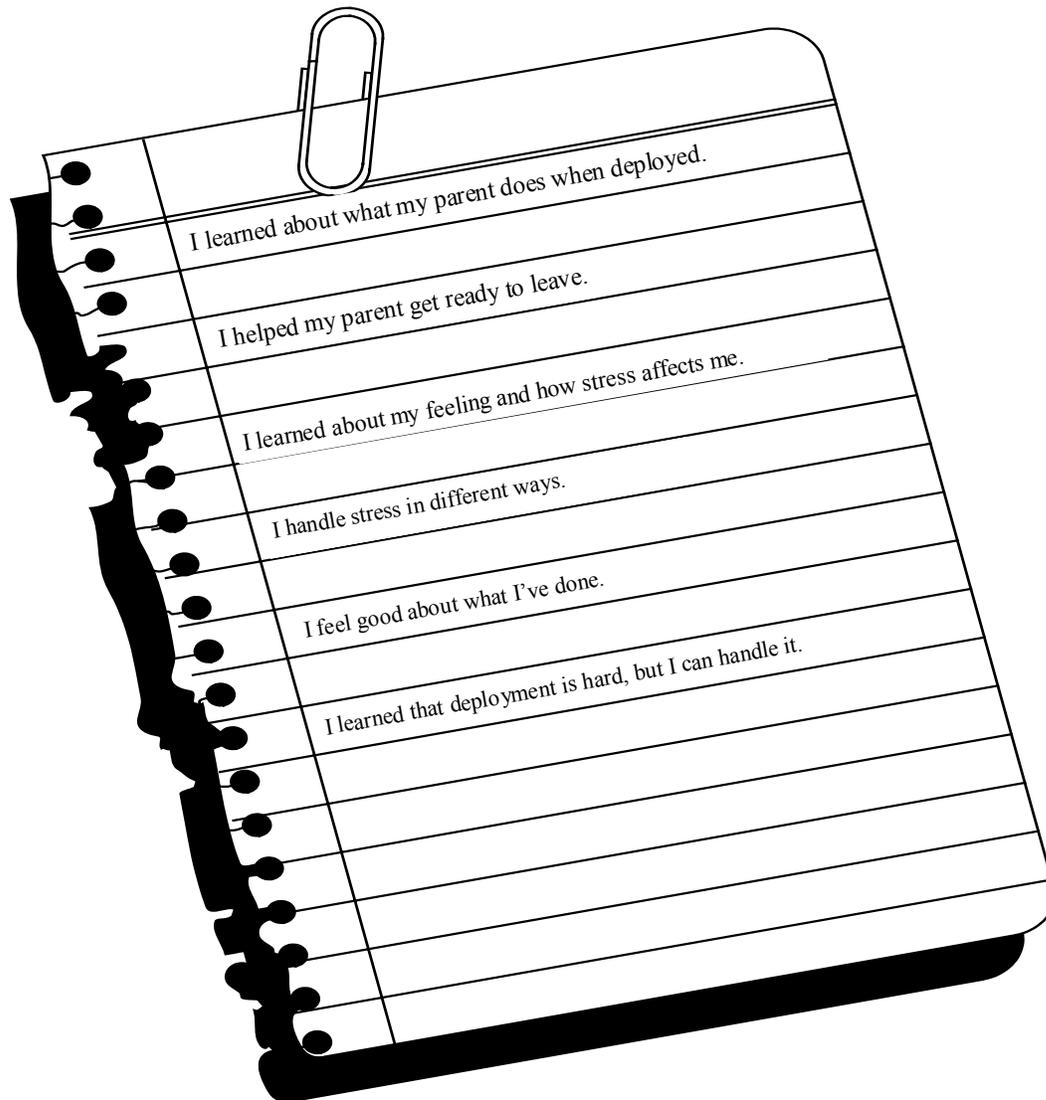




Closing the Journal

When deployment ends, take time to think about all you have accomplished during this time. Go back through your journal and find out what you have learned and how you have changed. You will discover that you have met some challenges, mastered some difficulties, and done a good job.

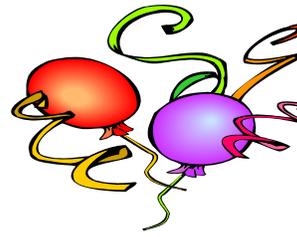
What I've Learned During This Deployment



In your journal, write down some of the things you have learned during this deployment.

Now Arriving -

IT'S TIME TO CELEBRATE

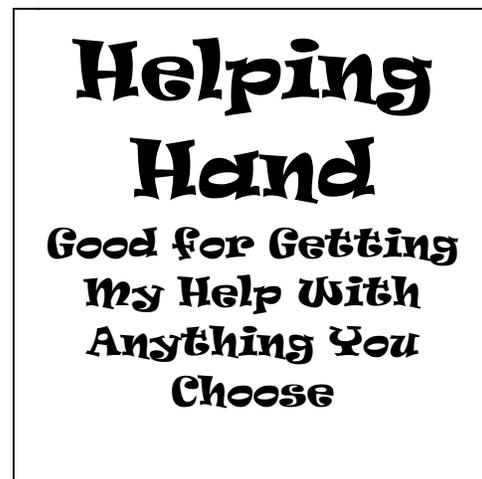


It's nice to have some special things prepared to celebrate your parent's return.

You can make a banner



You can create coupons for your parent to use.



Cut out and put
over a doorknob

Do Not Disturb

GOOD FOR USE ONE TIME EACH
DAY FOR UP TO 20 MINUTES



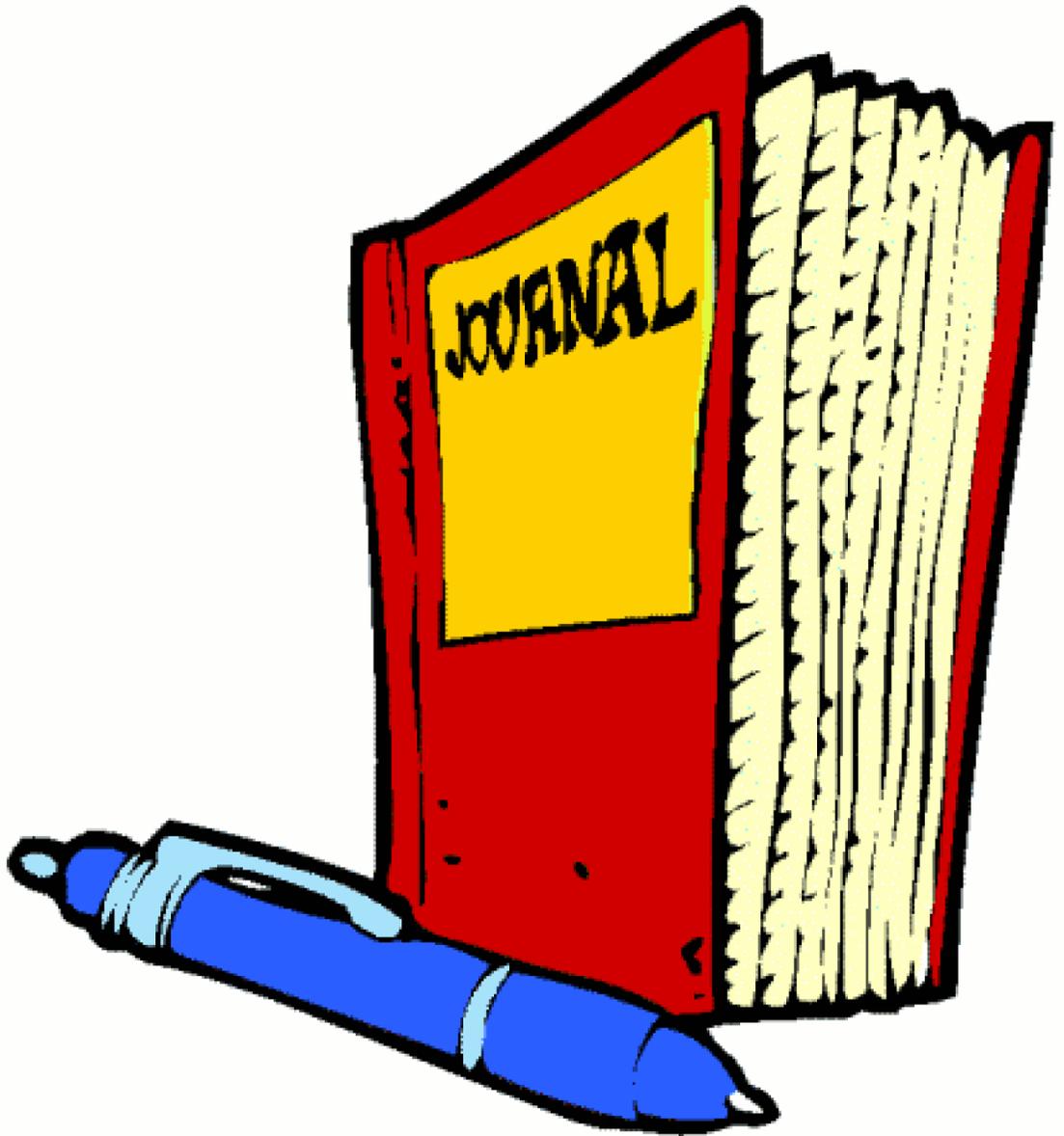
Home Sweet Home- Together Again!

Like deployment, you can learn about a Reunion happening several weeks in advance and sometimes it happens suddenly. Here are some things to help you know more about what to expect. You'll probably recognize some of the same things you went through during the deployment.

- You need time to readjust to each other. Everyone has changed. It takes time to get used to each other again.
- Reunions can be stressful but you have learned how to tell if you are stressed and what you can do.
- You might experience strong feelings. These feelings can be positive, negative or mixed up. You may feel happy to see your parent or worried about how they have changed. You may feel uneasy, and that can be upsetting. It's normal to feel this way and, in time, it will pass.
- Reunions can bring misunderstandings. It may take you awhile to feel comfortable with your returning parent again.
- You will have to share your parent with others. Remember that each family member wants time with the parent or parents who have been away.
- Your deployed parent will need time alone. Be prepared to give your parents "time out."



TOGETHER AGAIN



Journal Ends

Trip Ticket

About Deployment



**A Discovery Guide for Pre-Teens
ages 11 to 12 whose families are in the National Guard
National Guard Bureau-Family Program Office**

WELCOME

This activities booklet is special. That's because it was written and designed especially for you and your family. It was written for youth with parents in the National Guard. The military is a part of your life—at times it may be exciting and at other times it may be challenging. The topics covered are aimed at helping you travel through the separation period from your parents because of their military duties.

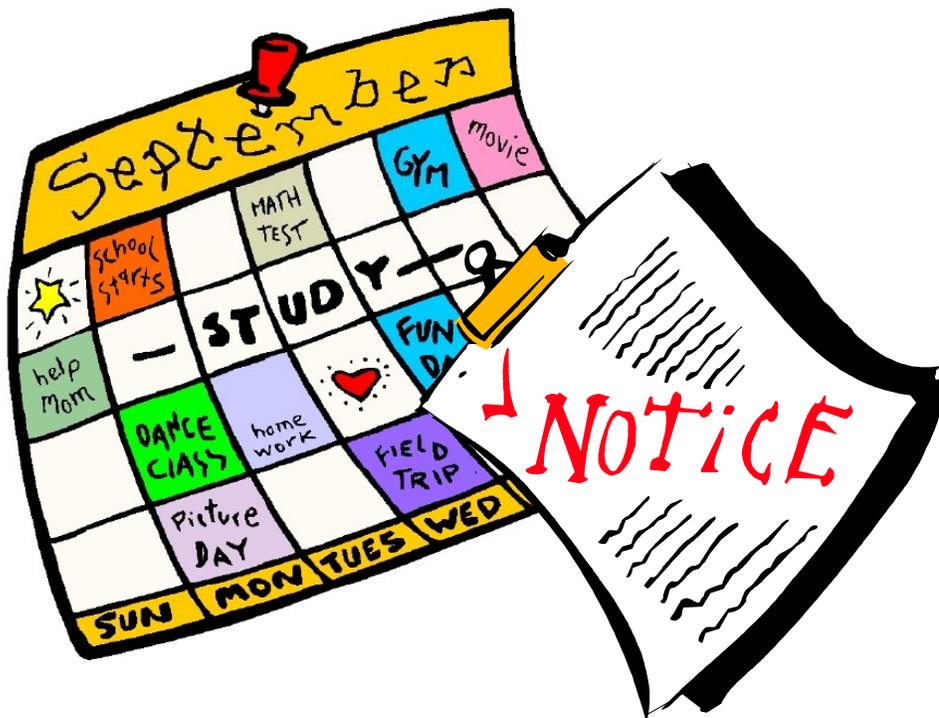
The information contained in this activities guide gives you ideas, activities and suggestions on the ways that military separations affect youth (mentally, emotionally and physically) in your age group. Included are suggestions for:

- dealing with a separation from your military parent
- coping daily with the separation
- staying connected with your parent(s) while separated
- preparing for your parent(s) return home

It's time to pick up your pencils, magic markers and scissors. Share your activities with your parents, brothers and sisters, cousins or other youth that may have parents serving in the military. Be creative, thoughtful and enthusiastic.

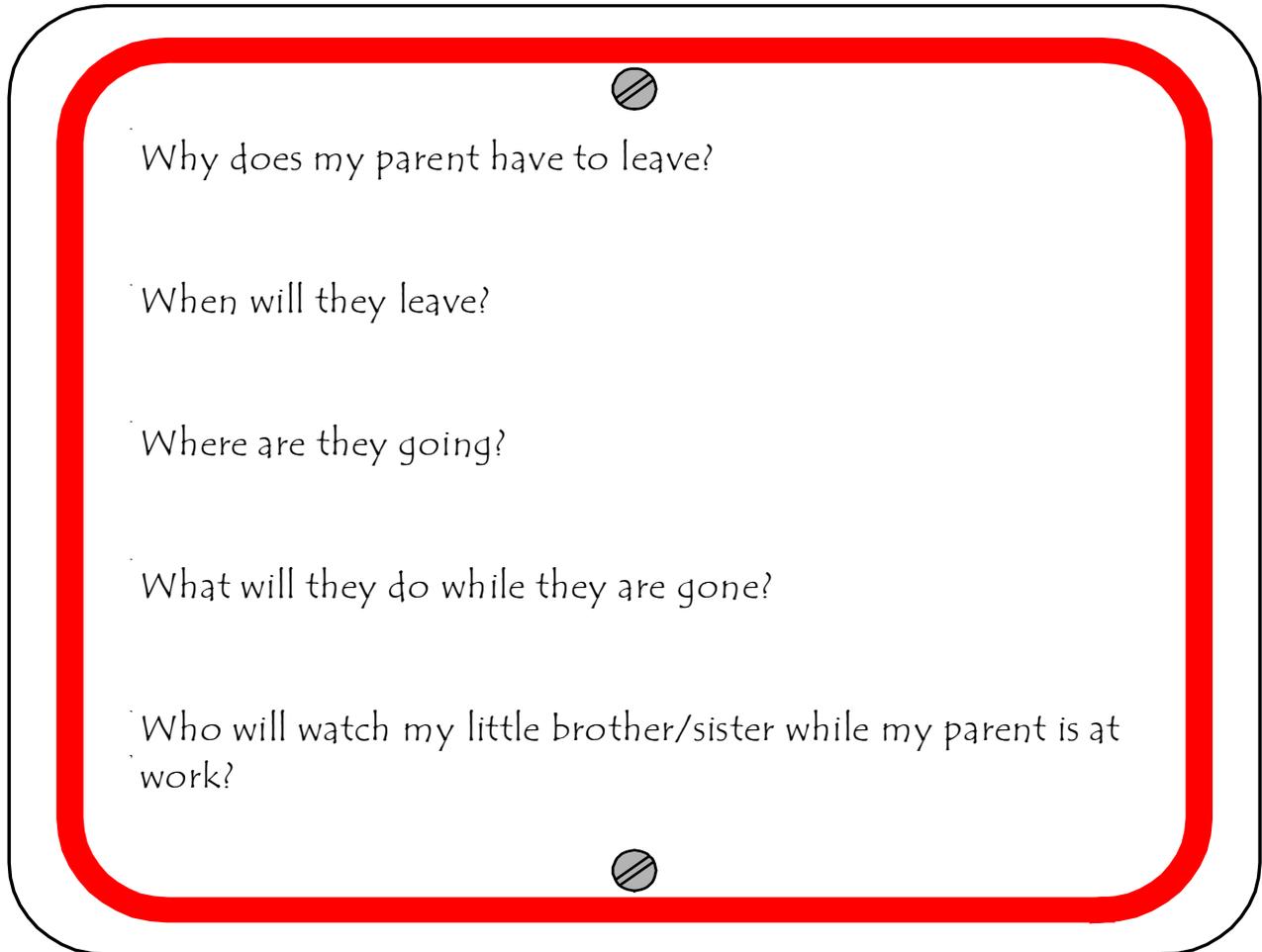
GET YOUR TICKET

The first step of your journey begins when your parent(s) receives notice that he or she is leaving. There may be times that your parent knows several months before he or she has to leave. Then there may be other times when he or she only knows days in advance. The separation may be short term when he or she has to participate in (special) training activities or it may be long term when he or she has to go serve with their unit during a military crisis or natural disaster.



BEFORE / BOARD

It's time to talk with your parent(s) or another family member to find out as much information as you can concerning the emotional journey you and your family are about to take.



Why does my parent have to leave?

When will they leave?

Where are they going?

What will they do while they are gone?

Who will watch my little brother/sister while my parent is at work?



Make Reservations

Reserve some special time with your parent and ask questions that will only affect you during the separation.



How will you keep in touch with me?

Will I be able to talk to you any while you are away?

What do you expect me to do while you're away?

What about the weekend camping trip that we planned?

Will you call me on my birthday?

Will I still get an allowance while you're gone?

Making Plans



CAUTION!



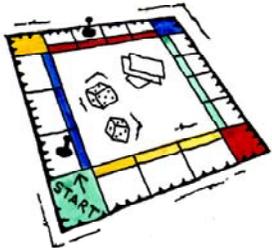
CAUTION!



CAUTION!

FAMILY FUN IN PROGRESS!

As you and your parent prepare for the day of departure, plan and schedule a special activity to do with your family. Together decide on something that everyone enjoys doing.



Have a family game night.

Find fun board games everyone likes to play.



Go on a picnic.



Watch a movie and make popcorn.



Go camping where you and your family can go hiking, biking or skiing.



Packing Your Bags

Before your parent leaves you may want to ask some general questions to see what would be useful to them while they are away.

Think about what you may put in your parent's luggage to remind them that they are special and that someone special is always thinking of them.

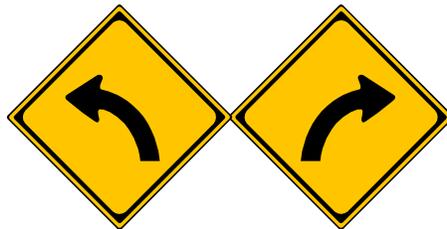


Bon Voyage



The time has arrived to say “Good-bye” and the road conditions may start to get challenging. Following the road signs will help guide you through the ups and downs along this highway. Let’s explore the first of many road signs. Understand that this is NOT easy for anyone—try to focus on what a wonderful service your parent is doing by helping people face a crisis. It is okay to show and share with them how you are feeling.

Feelings are confusing—do I laugh or cry?



I cry when I’m really feeling sad.



I know I will cry when my parent leaves.



I’m proud of my parent.

Sea Sick

It is important to be aware of your feelings and be willing to share your feelings while your parent is away. If you don't talk about the thoughts and feelings that you are experiencing, you may feel like things are scrambled on the inside.

Directions: UNSCRAMBLE the examples of the different types of emotions you may have when your parent(s) have military duties and write your answer on the line by the arrow.

Example:
TIRED

i
r
d
t
e

dxtCeie

plhssee

gnrya

**Talk
About
It!**

daifra

ads

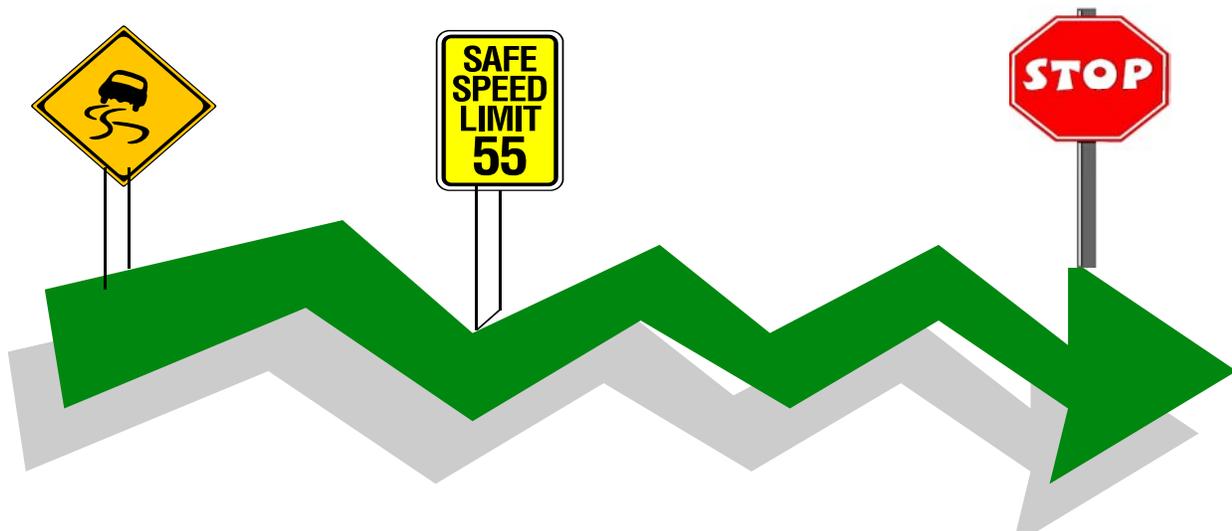
odupr

e
p
t
s
u

CAUTION

T r a v e l A d v i s o r y

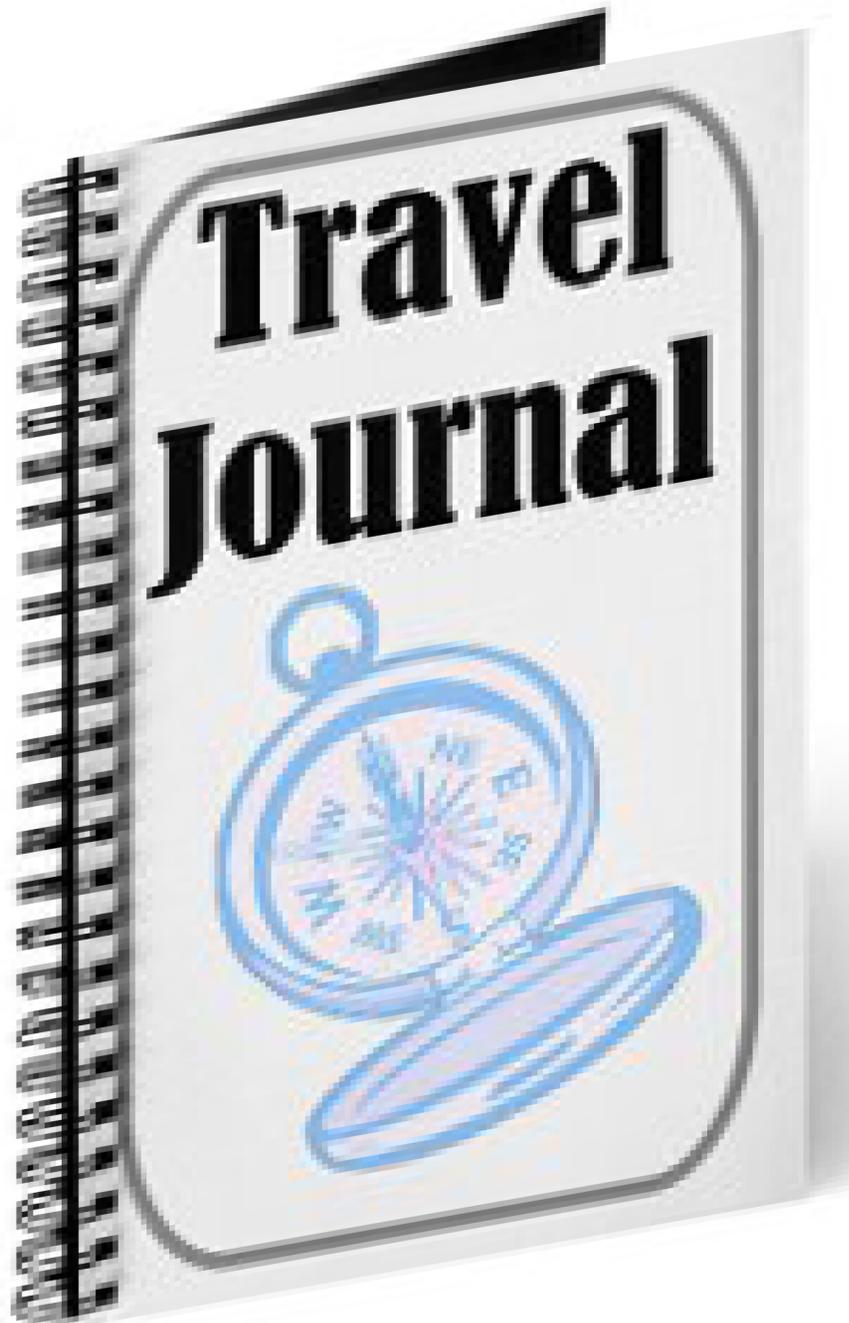
The flashing ALERT signs go off when you're having good feelings or positive thoughts. The ALERT signs go on when the NEGATIVE thoughts and feelings start. And the DOUBLE ALERT signs flash when you don't share your thoughts and feelings with someone. When you ignore the "warning signs" of negative thoughts, you may end up hurting very deeply someone you care about with unpleasant words and actions. This is where you need to let your emotional maturity play a role in helping you down the road of self-control and managing your feelings.



We can easily travel down a road that is crowded with "negative thoughts"—especially when we are faced with being separated as a family and each family member faces different challenges. Be ALERT as the journey continues.

Travel Journal

Travel to a favorite place in your thoughts and write down some of the feelings you think you may have while your parent is away. You may want to write a poem or short story to send to your parent.



On Your Way

You must remember when you start to feel down to find ways to pick yourself up. Reserve time for yourself and plan activities that make you feel good and that are **FUN!**

Take some time to do a fitness activity:



Bowling

Biking

Swimming

Skateboarding

Basketball

Golf

Dancing

Other things you can do ...

Watch a movie with a best friend.

Write a nice note to your parent.

Color or paint a picture.

Take some pictures of special events to send to your parent who is away.

Read something fun.

Prepare a snack for your family.

Go Exploring

You can make lots of copies of this page and start a journal or diary.

Today...

One thing I learned was

I did a good job finishing

I helped my

I did not get angry with





Security Checkpoint

Turn Negative Thoughts Into Positive Thoughts

Negative Thoughts

- I'm so stupid.
- I will fail school because there is no one to help me with my homework.
- I can't survive while my parent is gone.
- I never do anything right.

Positive Thoughts

- I learned something useful today.
- I can finish my science project with ease.
- I will be okay while my parent is deployed.
- It's okay to make mistakes as long as I learn from them.

Document the thoughts or actions that you took to turn a negative situation into a positive one:



Take a Tour

Research the area or country where your parent may be going.



What time zone are they in?

What language is spoken?

How will your parent get there?

What is the temperature?

How long will it take to travel there?

Does it snow where they are going?

What is the population?

What types of food do they serve?

What type of money is used?

What colors make up their flag?

Draw a map of where your parent is going.

Send Postcards

It's time to let your imagination and creativity take over. While your parent is away, they will miss you just as much as you will miss them. You and your family at home can help your deployed parent stay in touch while they are away.

Comedy Zone



Create an audio or videotape of you and your family telling jokes or funny stories. When you are finished you can send the tapes to your parent. Make sure your parent has the equipment needed to listen to or watch the tapes you send them.

Family Website

Using your computer software you can create a family website. On the website you can put pictures of your family and interesting information about your life. Your parent can access the website to keep updated on their family while they are gone.



Newsletter



A creative way to keep in touch with your parent who is away is to create a newsletter. In your newsletter you can include pictures and write articles about what is going on in your neighborhood or community. You can also cut out and paste articles from your local newspaper to put in your newsletter that you think might be of interest to your parent while they are away.

Souvenirs

Finally, the day has arrived to start preparing for the return of your parent. Think about all the things you want to share with your parent and create a thought card so you can write a special message to your parent. Design one card to use every day. Share how you feel about your parent returning home. Let them know how much you have missed them. Tell them how much you appreciate them.

Example:

I thought of you today ...
Date: _____
Thought: _____

I love you because: _____

You can design and paint a t-shirt with a special message.



You can hand-paint or glue a family photo on a magnet.



Build a birdhouse with special colors or sports team logo.



Now Arriving



Your parent may return as quickly as they left. Be aware of how the reunion may affect your life and your family's new routine.

This may be a time when you will have many feelings. Some of those feelings may be happy while others may be upsetting. This is normal - it just takes time to adjust.

This may be a stressful time because everyone has changed and it takes times to get reacquainted.

This may be a time that you have to learn to share your parent with others. Everyone has missed your parent and each family member wants his or her own personal time with your parent.

This may be a time when your parent needs to schedule time "just for them." Be understanding and supportive.

Looking Back

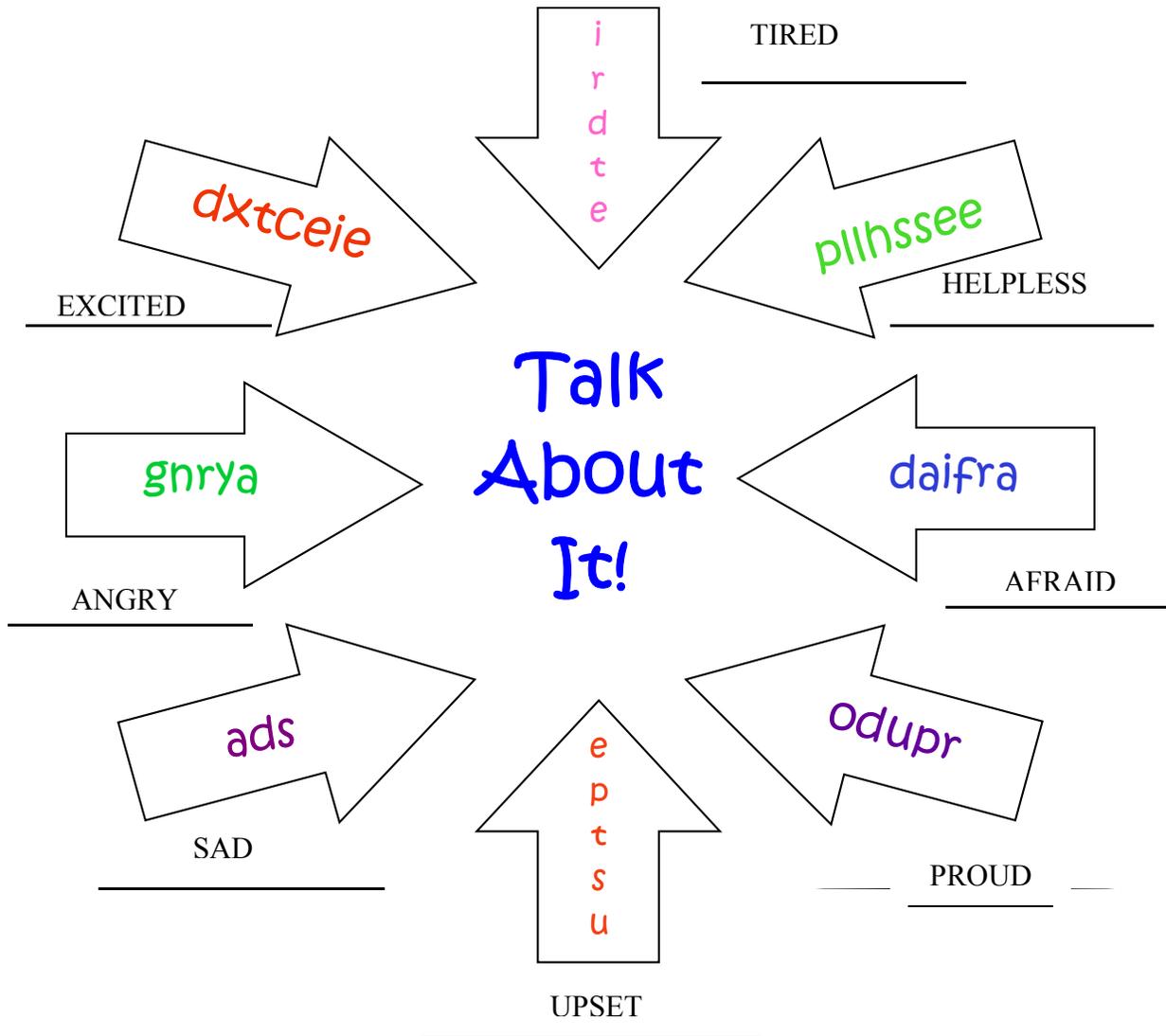
The journey is coming to an end; you have survived and have been successful. Let's think about all the things that you have dealt with, learned, changed and discovered.

What did I do differently while my parent was away?

What did my parents have to do differently?

The changes I made in my life are:

Answers to Sea Sick word scramble:





Military Child Education Coalition® 2014 Catalog

Our Mission:

To ensure inclusive, quality educational experiences for all military-connected children affected by mobility, family separation, and transition.

Military Child Education Coalition® 2014 Catalog



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Harker Heights, Texas 76548
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www.MilitaryChild.org

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See our training and professional development schedule at www.MilitaryChild.org/professional/programs.

To find out more about MCEC Programs, go to www.MilitaryChild.org.



Most military children move 6-9 times during their K-12 school years.

Throw on top of that the deployments, separation from parents and extended family, dealing with returning wounded warriors, or the loss of a military family member and anyone can see why military-connected children might need a little extra help to reach their full potential.

The work of the Military Child Education Coalition® (MCEC®) is focused on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition, and one of the biggest ways we do this is by educating the educators of our youth. Parents, childcare providers, teachers, counselors, administrators, and mentors all participate in helping our kids thrive.

Through multiple MCEC educational opportunities, we seek to show these adults how to best help our military-connected children and youth to thrive. It's the least we can do for an entire population whose service to our country is often overlooked. Keep reading to learn about all of our exciting programs that will help us help you to help our military-connected kids.

MCEC Professional Development

The professional development arm of the MCEC assists professionals in fields such as education, health care, child care providers, and community business leaders in learning the most current research-based methods for supporting military-connected children and youth. Through training seminars, our highly skilled presenters show you the most effective ways to assist our constantly transitioning military-connected children and youth.

Continuing Education Units & Graduate Credit

Many of the following courses are eligible to receive Continuing Education Unit (CEU) and/or non-degreed graduate credit. MCEC has been accredited as an Authorized Provider by the International Association for Continuing Education and Training, a designation that allows us to offer you this opportunity.

All you must do to receive credit is to maintain 95% attendance, engage in the class activities and discussions, complete an end of course evaluation, and complete an end-of-course assessment with a minimum score of 80%. For CEU credit, you will earn 1.2 CEUs/12 clock hours for an additional \$25 payable to MCEC. Texas A&M-Central Texas will issue one hour of non-degreed graduate credit at \$50 per credit.

Living in the New Normal™: Helping Children Thrive Through Good and Challenging Times

Everyone has a role in supporting military-connected children, and each component of the Living in the New Normal Initiative is designed to reach a distinct audience. Training topics include supporting children through challenges such as a sick or injured parent, trauma and loss, cycles of deployment as well as developing resilience skill during the good times.

I had never really thought about what military children go through. It is all just such important information for everyone involved with military students.

Participant, El Paso, TX

Living in the New Normal™ Institute*

This 2-day course for guidance counselors, professional educators, social workers, school nurses, installation leaders, transition specialists, community professionals and military parents will explore how concerned adults can improve the education of military-connected children and youth.

Learning Outcomes

- Differentiate social/emotional aspects of children dealing with change
- Recognize how a family member's military experience affects the child
- Formulate methods that build resilience and maximize the natural strengths of children
- Identify national, military, and community resources currently in place to support children
- Create unique home front plan to address needs of military children in the community

Living in the New Normal™ Practicum*

The LINN Practicum is a one-day accredited training with unique, practical, developmentally appropriate resources focused on supporting children's resilience.

Learning Outcomes

- Acquire a basic knowledge of the elements of resilience and its application to military-connected children
- Identify and apply resilience-building skills to prepare children for good and challenging times
- Identify tools and resources to foster resilience in children

They brought a humanness to lessons that we could relate to.

It was one of the most organized, informative workshops-great materials.

Participant, Wheelock, MA

*CEU eligible

Supporting Children of the National Guard and Reserve Institute™*

This 2-day course for school counselors, professional educators, social workers, school nurses and family support personnel will focus on the unique challenges faced by children of members of the National Guard and Reserve components.

Learning Outcomes

- Recall basic information about the U.S. Military Reserve Component (National Guard and Reserves)
- Identify and discuss the effects of mobilization and deployment separation on children of Reserve Component Service Members
- Identify community and military resources and networks that support these military connected children
- Prepare an action plan model designed to encourage the natural resilience of these children in your professional communities

Supporting Military Children through School Transitions™

A series of interactive professional development training institutes focused on the military-connected student's experience with transition. Divided into two sections, Foundations and Social/Emotional, these courses are for area public, parochial, and home school counselors, educators, installation and community leaders, transition specialists, and military parents.

This training reenergizes my passion for working with our military-connected kids.

Participant, El Paso, TX

Supporting Military Children through School Transitions: Foundations™*

This course creates an environment for participants to have access to professional networks, technologies, resources, and support systems to stay up to date on the dynamic and diverse K-12 school experience that impacts the transitioning student.

Learning Outcomes

- Explain how the elements of transition and separation impact the military family using print media, current research and participants' experience
- Interpret data from MCEC research and institute networking that addresses school transitions
- Analyze current transition practices/programs for entering and exiting mobile students by utilizing research and networking activities
- Formulate a viable transition

Supporting Military Children through School Transitions: Social/Emotional™*

This course focuses on the social and emotional implications of moving for the transitioning student.

Learning Outcomes

- Explain how the elements of transition and separation impact the military family using print media, current research and participants' experience
- Interpret data from MCEC research and institute networking that addresses school transitions
- Analyze current transition practices/programs for entering and exiting mobile students by utilizing research and networking activities
- Formulate a viable transition action plan to be used on individual campuses or at school district levels using focus group discussions, institute materials and instructor feedback

Responding to the Military Child with Exceptional Needs™

This 2-day institute prepares professional educators, social service providers, parents, and community leaders to address the additional challenges associated with transitioning military-connected students with exceptional needs. For the purposes of this course, exceptional children are defined as those who need either special education services or gifted education services to maximize their individual potential.

Learning Outcomes

- Identify amplified transition challenges of exceptional needs children
- Analyze processes to provide support and design methods to ease transitions
- Identify strategies to help exceptional needs children strengthen relationships, communication and hardiness

I learned a lot about EFMP and MFLC and how they can help children with special needs. Learning about the Military Interstate Children's Compact was also very important for me.

Participant, Fairbanks, AK

Professional Development continued

Helping Military Children Discover Their S.P.A.R.C.: Strength, Potential, Aspirations, Resourcefulness, Confidence™

This 1-day institute provides participants with strategies to assist young people develop hardiness skills to meet personal and professional goals. Participants learn to identify sparks and interests that contribute to a growth mindset in children and youth.

It is very important for me to be a Spark Champion at home and at school. Children really need “Sparks.” Never overlook a child’s “spark” or passion to enhance their learning and build resilience.

Participant, S.P.A.R.C.

Learning Outcomes

- Explain what it means to thrive and the role of caring adults in helping children reach their full potential.
- Interpret current research on Thriving, and examine a specific four-step process to help adults support youth.
- Network with colleagues to develop strategies for promoting thriving attributes in children and youth.
- Analyze professional and personal practices as related to components of thrive and identify strategies and methodologies for application.

Health Professionals Institute™

This multi-faceted program for health professionals is designed to build ongoing cycles of support, assessment, and program development to assist military-connected students.

Learning Outcomes

- Identify concepts & resources to support children through life changes or losses
- Describe the impact of both developmental stages and coping styles on how a child might grieve
- Discuss specific strategies for helping families struggling with attachment issues in the reintegration phase of deployment
- Explore the concept of primary and secondary loss and the impacts on military children after 10 years of conflict

This course will definitely help me communicate with my patients about their challenges.

Participant, HPI

Online Options Available!

- **The Journey From Welcome Home to Now: Reunion, Reconnecting, Routine**
Available early 2014!
- **Helping Military Children Discover Their S.P.A.R.C.: Strength, Potential, Aspirations, Resourcefulness, Confidence**
Available spring 2014!
- **Supporting Military Children through School Transitions: Foundations***
Available fall 2014!

and more to come!

For more information or to register, go to www.MilitaryChild.org/training

MCEC Student Programs

MCEC provides support to military-connected children through our peer-to-peer mentoring programs: *Elementary Student 2 Student™* (eS2S™), *Junior Student 2 Student™* (JS2S™), and *Student 2 Student™* (S2S™). MCEC student programs include leadership training through the Frances Hesselbein Student Leadership Program™ for outstanding S2S members, and STEM (Science, Technology, Engineering, and Math) experience through the Bernard Curtis Brown II Memorial Space Camp Scholarship for 6th-9th grade military-connected students.

Student 2 Student™

This research based, high school student transition program is directed at highly mobile military families and is a student led and operated program. S2S



uses both military-connected and non military-connected high school students who are trained in leading transitioning students through their new and uncertain surroundings. They demonstrate 100% unconditional acceptance, providing valued information, friendship and assistance to new students from a peer viewpoint while helping them adjust to their new residence. A campus-based team consisting of students and adult advisors/sponsor attend 24 clock hours of training (delivered over consecutive days) that prepares them to implement the S2S program

on their campus. This training addresses three research-based modules that face every transitioning student: Finding the Way, Relationships, and Academics.

I've been in the "moving to different schools" situation and Finding the Way is a perfect way to make new students feel welcome.

S2S member, Ft. Belvoir, VA

Junior Student 2 Student™

This program for middle school and junior high schools is a student-led, curriculum-based initiative aimed at making new military students feel welcomed and accepted.



Students are taught ways to assist their peers as they transition in or out of their school. This 2-day training for a team of up to 10 people per school consisting of six students, two adult sponsors from the school and representatives from the military installation's school and youth program office based on our three research-based modules: Academics, Relationships, and Finding the Way.

Elementary Student 2 Student™

The MCEC *Elementary Student 2 Student* (eS2S) is an elementary program designed to increase awareness and address school transitions and concerns impacting mobile elementary school students through a faculty led model. A team consisting of four campus staff members, one district-level staff member, and two parents, attends an extensive, highly interactive, 12 hour training to identify transitional student needs, and create a customized campus model.

Frances Hesselbein Student Leadership Program™

This highly selective, week-long leadership program for exemplary students in the MCEC S2S program delivers intensive leadership training, interaction with positive role models, and practical applications that benefit participants in their studies and throughout their lifetimes. The interactive course uses a series of activities, exercises, case studies, readings, mini lectures and fireside chats from positive role models to reinforce the key areas of emphasis including discussion of character, core values with an emphasis on personal growth and potential, citizenship, service learning, anti-bias, acceptance in relationships and the practice and process of leadership. Training programs take place at the U.S. Military Academy, West Point, or the U.S. Air Force Academy, Colorado Springs.

Participation in the FHSLP is a competitive process. Students receive information about the application process through the S2S sponsor at their school, or go to www.MilitaryChild.org/parents-and-students/scholarships

For more information on all student programs, contact Debra Longley at Debra.Longley@MilitaryChild.org

I was able to refer to so many of my Student 2 Student responsibilities, trips and memories on my college application.

S2S alumna

Student Programs continued

Bernard Curtis Brown II Memorial Space Camp Scholarship

Established by the MCEC Board of Directors in 2001, the Bernard Curtis Brown II Memorial Space Camp Scholarship was created in memory of 11 year-old Bernard, a passenger on the hijacked airliner that crashed into the Pentagon on September 11, 2001.

The scholarship gives military-connected children the opportunity to have a fully paid, week-long experience combining the worlds of science, service and learning. Campers delight in their week of exploration, and experience science, technology, engineering and math (STEM) programs in action. For more information about Space Camp, and how to apply go to http://www.MilitaryChild.org/public/upload/images/SpaceCampApplication_Web.pdf

This camp has given me new inspiration for working towards my goals. Not only did I learn about space, I learned about teamwork and leadership, and met kids who were brilliant, like me!

Scholarship recipient, grade 7

MCEC Parent Programs

Parents are a child's primary and most important advocate. In recognition of that critical role, the MCEC developed a series of programs and workshops addressing needs based on a child's development stages. Offerings are updated regularly to reflect topics that are relevant and timely.

Workshops (30-60 minutes)

▶ School Transitions:

What Every Parent Should Know™

This introductory seminar will examine the social and academic impact of multiple school transitions on children of all ages. Participants will explore strategies and receive a wide variety of high quality resources which will enable them to obtain relevant information to make the plans necessary to assure smooth transitions for their students.

▶ Coping with the Military Life Style™

This workshop will help parents understand the importance of raising resilient children. Participants will identify opportunities to build and strengthen resiliency skills in children during times of transition such as moving to a new place and starting a new school.

▶ Building Resiliency Skills during Deployments and Transitions™

This seminar will show military families how to take the challenges they face during deployments and transitions and use them as unique teaching opportunities to build resiliency skills. Participants will learn the 7 C's of Resilience and how to incorporate strategies within their family that will build on these C's during normal transition as well as during deployment activities.



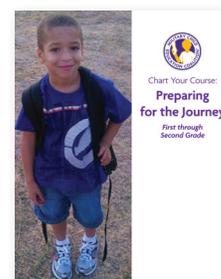
▶ Preparing for the Journey™: Giving Your Kids a Head Start on the Road to Academic Success

Parents of children from birth to five years of age will explore how the early introduction to reading, math and science concepts can establish a strong foundation for later school success. Participants will emphasize these concepts through learning fun, interactive activities that help promote early learning. Kindergarten Readiness will also be addressed. The book *Preparing for the Journey*, along with other early literacy resources, will be provided.

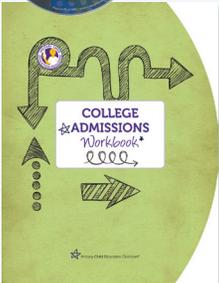


▶ Keys to Success in Elementary School™

Parents of elementary school age children will explore the three keys to academic success throughout elementary school: organization, communication and involvement. Participants will receive high quality resources including the book *Preparing for the Journey*.



▶ **Chart Your Course (CYC) for Success in High School and Beyond™**



This seminar is designed for parents and their middle and high school aged students to attend together. Parents and students focus on a curriculum that will ensure both an on time graduation (despite multiple school transitions) and a competitive resume for college applications. Information, tools, and strategies to assist students in navigating the college application and financial aid process will also be addressed. Participants will receive a *Chart Your*

Course Kit, which includes a planning guide, a calendar outlining college admission and financial aid tasks and an interactive CD.

▶ **Chart Your Course (CYC): Keys to Success in Middle School™**

Setting a strong foundation in middle school will lead to success in high school. *Keys to Success in Middle School* examines both the social and academic aspects of school. Key topics in this workshop include effective communication, organization and the importance of routines. Parents will learn how they can help their students achieve academic success by setting a strong foundation in these key areas.

▶ **Parental Involvement: The Key to Academic Success™**

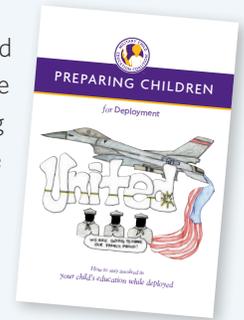
Research shows that children with involved parents are more likely to achieve academic success and do well in life. Parents engaged in their child's education send the message that their family values education. Participants will explore ways to become involved in their student's life at school and in the community. This workshop will help parents develop a plan for ongoing parental involvement, including during deployment.

▶ **Transitioning with a Student with Special Needs™**

Navigating the IEP process and special education policies in a new state can be confusing and sometimes frustrating. Participants will learn what resources are available in the local area and learn how to make a school transition a positive experience for the entire family.

▶ **Staying Connected to Your Child's Education during Deployment™**

Effective communication, planning, and staying involved in a child's education are all essential ingredients to maintaining strong connections within the family while experiencing separations. This workshop reinforces the importance of parental involvement in a child's education during deployment. This workshop explores the resources available for deploying parents and tips for staying involved with your child's education during deployment.



▶ **Time Management - Tools and Techniques™**

Now that school and after school activities are in full swing, it is time to get organized! It takes careful planning for parents and kids to accomplish all the necessary tasks that are required of school, sports and activities over the course of a 24-hour day. This workshop will provide parents with a range of tools and techniques they can use to help their children manage time to accomplish specific tasks, projects and goals.

▶ **Homework - Motivation, Strategies and Support™**

Research (and practical experience) reinforces the value of homework, with the support and encouragement of engaged parents, as a contribution to good study habits and, ultimately improved academic success. This workshop will explore ways to encourage good study habits, provide support and motivation at home and explore strategies for working with teachers to help students get the most out of homework.

Topics include:

- Avoiding Homework Hassles
- Tackling Homework Hassles - An expanded version of the Avoiding Homework Hassles workshop with additional exercises.

▶ **Test Taking Strategies - Easing Stress and Anxiety™**

All children take tests. What parents can do to help their children be the best test takers possible. Understanding the why and the how of test taking makes it easier to deal with. Proven strategies to help parents help their children and eliminate some of the stress and anxiety from the testing process.

Parent Programs continued

▶ **Early Explorations: Baby Sign Language™**

Babies are happiest when they can communicate with the people who love them the most - their families. Signing is a tool that can be the key into an infant's thoughts and the springboard for future language development. The benefits of using baby sign language range from increased bonding with the parent or caregiver to a positive impact on cognitive and verbal development.

▶ **The Importance of Reading with Your Child at Home™**

Reading is the most important skill a child can develop to achieve academic success. A family's role in reading starts at birth and continues throughout life. This workshop will share ideas and fun ways to spark a love of reading in children and develop good reading habits for the entire family.

▶ **Back to School Basics™**

This workshop explores how parents can help improve their students' school performance. It provides common sense tip and research-based approaches explaining how children learn and ways to best prepare them to learn.

▶ **Portfolios and School Moves™**

Transitioning to a new school is never easy! A portfolio is a great way to keep accurate, up to date records for students. It also is a great tool for older students who are starting to build a competitive resume for college. Participants will learn how easy it is to build and maintain a portable record for their child's education documentation to ease the transition between schools and when changing duty assignments.

Variations are:

- Elementary School Showcase Portfolio
- Middle and High School Showcase Portfolio
- Elementary School Transition Portfolio
- Middle and High School Transition Portfolio

▶ **The College Application Process™**

This workshop focuses on navigating the college application process. College criteria, choosing the right college, getting letters of recommendation, tracking application deadlines, researching financial aid and searching for scholarships are just some of the things that are covered in this workshop.

▶ **The College Application Process™ (3 hours)**

Recommended for parents/students in 10th and 11th grades
In this expanded version of the basic workshop, participants will learn about the MCEC six-year academic plan, review college criteria, discuss choosing the right college, requesting letters of recommendation, tracking application deadlines, researching financial aid and searching for scholarships. The workshop includes participation in a mock interview, a resume-writing session, and strategies for how to make an application stand out from the crowd. This in-depth workshop is most effective when both the parent and the college applicant can attend together.

▶ **Learning Styles and Your Child™**

Everyone has a personal learning style. It may be one or a combination of ways in which one learns best. Knowing a child's personal learning style will help capitalize on his/her strengths at school and at home. Parents will learn about the various learning styles and how to identify what style works best for their child.

▶ **Kindergarten - Preparing for a Great Start™**

Starting Kindergarten is exciting for a parent and child. This workshop focus on tips and strategies that parents can use to make it a successful first year of school for their child. We will help parents prepare for this important step in their child's life.

Topic workshops are:

- Keys to Success in Kindergarten
- Kindergarten Readiness

▶ **Preventing the Summer Slide™**

Research shows, on average, children are set back by 25% in reading skills each summer. Math skills also suffer during this break in learning and it typically takes teachers anywhere from four to six weeks to get students back on track in the fall. Educators commonly refer to this phenomenon as the "summer slide." This workshop will uncover simple ways parents can engage their children in educational activities during the summer without them even noticing they are doing it!

▶ **Early Literacy Workshops™**

Early Explorations in Math, Science, Music and Reading

Workshops emphasize ways to expand a child's horizons through literacy. Carefully selected children's literature introduces critical components of math, science, music and reading.

Supporting Caregiver Parents™

Caregiving is not a new phenomenon, and the caregivers of our nation's wounded, ill, or injured Veterans are frequently also parents who are caring for individuals with complex challenges often requiring a lifetime of care. The MCEC is addressing this reality with programs that acknowledge the challenges for these parents, while recognizing opportunities and providing support for children to thrive.

Webinars

▶ **Grief, Trauma and Loss in Children™**

Participants will learn strategies for helping children deal with grief, trauma, and loss. Emphasis will be placed on respecting the cultural traditions, belief systems, and privacy of each child.

▶ **Positive Psychology and Developing Skills to Help Children and Youth Build Resilience and Thrive™**

Participants will explore what it means to thrive and the role of caring adults in helping children reach their full potential. Participants will continue to build their toolkit of strategies for supporting children's resilience and competence.

▶ **Processes That Support Military/Veteran-Connected Children with Exceptional Needs™**

Participants will identify the amplified transition challenges that impact mobile military-connected students with exceptional needs and design methods to ease transitions for these children and youth. Participants will also have the opportunity to form networks with other caregivers who have children with exceptional needs.

▶ **School Transition Concerns Impacting Military/Veteran-Connected Children™**

Participants will formulate plans for setting the conditions that allow smooth transitions for children/youth to occur automatically. Participants will design and implement methods to ease the social/emotional transition complexities impacting children and youth.

Workshops (30-60 minutes)

▶ **Adaptability to Change™**

Participants will develop effective communication skills that promote a child's ability to adapt to change and adjust to new expectations and ways of doing things. Participants will discuss how change affects preschool, school-aged and middle/high school youth. Parental tips to support children/youth through any change will also be explored.

▶ **Bouncing Back: Turning Stress into Strength™**

Participants will examine the positive side of stress and ways to channel it productively. They will also network with other caregivers to develop strategies which can be applied when working with growing children and budding adults. A personal stress management plan for children and youth will be introduced.

▶ **Choosing a Better Tomorrow™**

Participants will learn the elements of wellbeing, benefits of developing a positive mindset, and the role of gratitude and service in launching children on a lifetime of success. Strategies for reframing a situation and positive self-talk are among the valuable tools presented.

▶ **Creating Strong Families™**

Participants will examine the qualities that make families strong. They will discuss daily habits that build permanent connections and enduring relationships with children. Suggestions for nurturing and strengthening relationships in the family will be provided.

▶ **Developing Positive Coping Strategies™**

Participants will focus on positive coping skill areas which help caregivers steer children toward reframing events as challenges rather than traumas. Special emphasis is placed on strengthening lines of communication, the value of quality time, and managing emotions appropriately.

▶ **Homework Help and Strategies™**

Participants will learn the 5 M's of limiting homework hassles and timely tips for helping students get the greatest benefit from homework. Participants will also explore homework hints that enable students to develop the skills of an independent learner.

Parent Programs continued

▶ **Organizing the Important Stuff™**

Participants will explore many options for establishing orderliness for their child's world and will come away with ready solutions for encouraging positive habits of organization. They will also examine the world of children for whom organization is a real struggle and will leave with suggestions for providing solid support.

▶ **Persistent and Challenging Behaviors™**

Participants will learn the importance of promoting positive behaviors, guidelines for using criticism thoughtfully, and when to seek professional help and additional resources.

▶ **School Success - Tips, Technology and More™**

Participants will learn ideas and tips that will improve their children's potential for success in school. They will also have the opportunity to network with other caregiver parents and explore technology support for staying connected with school personnel.

▶ **Social Building Blocks for a Sturdy Foundation™**

Participants will learn key and essential social milestones for the very young child, elementary-aged child, and middle/high school young adult. Participants will also explore parent tips for addressing issues when delays in developmental milestones become evident.

Let's Chat About...™ Series (small group discussion style, 30-60 minutes)*

▶ **Let's Chat About™...School Success**

Examines the importance of establishing a line of communication with educators, discussing difficult topics with teachers, and maximizing parent-teacher conferences.



▶ **Let's Chat About™...Organizing the Important Stuff**

Explores organization solutions to the sometimes chaotic lives of caregivers. Providing opportunities to collaborate on working solutions to simplify life.

▶ **Let's Chat About™...Choosing a Better Tomorrow for your Adolescent Child**

Encourages caregiving parents of middle and high school children, by discussing how to stay "plugged in to the plugged in generation."

▶ **Let's Chat About™...Choosing a Better Tomorrow for your Young Child**

Encourages caregiving parents of young children to foster going beyond resiliency to thrive, discover champions, and discover an optimistic outlook.

**Support provided through an Elizabeth Dole Foundation innovation grant*

MCEC Literacy Initiatives

MCEC Early Literacy Initiatives provide parents and caregivers with tools, resources and strategies to support young children in developing a strong academic foundation, and social/emotional fortitude. The content areas are: English/language arts, mathematics, science and social studies.

Tell Me A Story™:

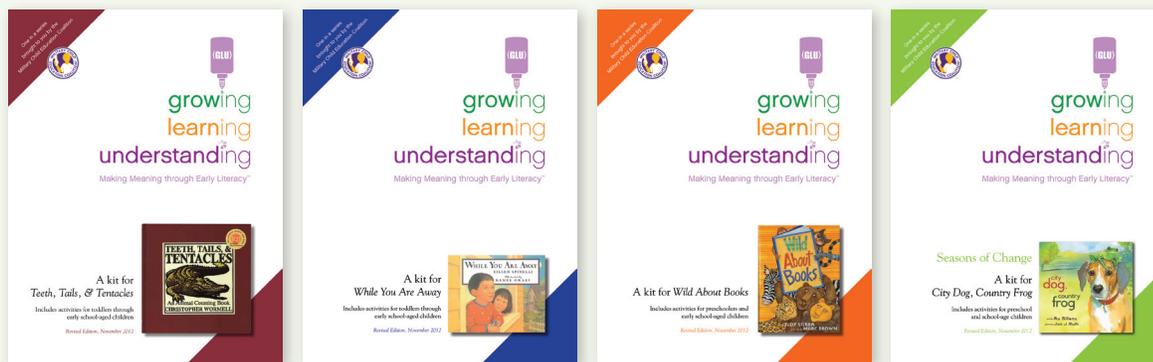
Making Connections and Finding Support through Literature

Tell Me A Story (TMAS) is an initiative created to empower our military children by using literature and their own stories. TMAS is geared toward children ages 4-12. The mission of the TMAS Program is to use literature as a tool for connecting parents and children. TMAS provides opportunities to open up discussion on difficult topics such as deployment, separation and moving. TMAS features the reading of a carefully selected book, and is followed by a facilitated discussion, and a guided activity. Each family receives a copy of the book at the conclusion of the event.

Growing, Learning, Understanding™ Kits

MCEC *Growing, Learning, and Understanding* (GLU) kits are self-contained resources that all parents, child care providers and educators can expand upon, adapt to the needs of their children, and use over and over again. Each GLU kit contains high-interest children's literature books, selected based on a given theme and accompanied by a workbook of activities adaptable to a range of ages and developmental levels. More GLU kits coming in 2014...

Available for purchase at www.MilitaryChild.org/store



► It's Okay to be Different GLU™ Kit

This GLU kit for toddlers through second grade confirms that all kinds of differences are great and nurtures self-esteem while building children's acceptance of both their own individuality and the differences they see in others. Kit includes the books *It's Okay to Be Different*, *We're Different*, *We're the Same*, and *My Friend Isabelle*, as well as a set of multicultural hand puppets and information sheets covering self-esteem nurturing, tolerance teachings, and social skills for children who have special needs.\$38.00

► Wild About Books GLU™ Kit

This kit, using *Wild About Books* as the anchor selection, was developed to nurture preK through second grade children's early passion for learning, instill in them a strong love of literature and reading, and help guarantee their success in school and in life. Other books are also included.. .\$.49.00

► Finding Your Way GLU™ Kit

While this kit features many activities that involve reading, writing, and higher-order thinking skills ideally suited for first and second graders, preschoolers will also enjoy and benefit from hands-on activities and opportunities to communicate their thoughts and feelings. *Finding Your Way* does address issues of grief and loss and includes the books *Annie Loses Her Leg But Finds Her Way*, *A Good Day*, *Max's Words*, and *Own and Mzee*.....\$74.95

► Teeth, Tails & Tentacles GLU™ Kit

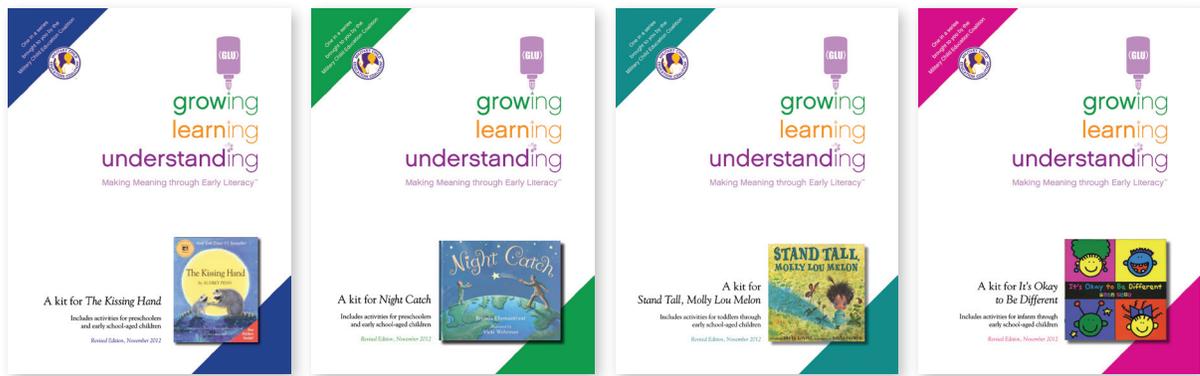
This kit, using *Teeth, Tails & Tentacles* as the anchor selection, is designed for toddlers through second grade students, builds math and art literacy skills simultaneously by asserting that math is everywhere and fine art is accessible and appropriate for all ages. Other books are also included.....\$24.00

► Stand Tall GLU™ Kit

This GLU kit for toddlers through early school age children, assists parents and care providers in setting the stage for children's good choices and contains activities that will assist children in exploring their own competence, learning how to take care of themselves and others, and beginning to make healthy, responsible decisions. The books *Stand Tall*, *Molly Lou Melon*, and *Clementina's Cactus* are included as well as a food pyramid and kid-friendly recipes.....\$59.95

► While You Are Away GLU™ Kit

Developed to support children during deployment and honor their service when a family member is deployed, this GLU kit is designed for toddlers through early school age children. It includes the books *While You Are Away*, *In My Heart*, *How Many Stars in the Sky?* and resources that cover the deployment cycle. Activity ideas will help children feel close to their loved ones, ease the adjustment to different responsibilities that deployment may bring, and nurture strong family bonds.\$48.95



Literacy Initiatives continued

▶ **Seasons of Change GLU™ Kit**

Designed for children in preschool through fifth grade, this GLU kit is intended to assist children in embracing change through the characters and themes found within literature and poetry. With deployments, trainings, frequent moves, and changing schools, military connected children are no strangers to change. This kit will give parents activities and tools that they can use to foster meaningful communication about change..... \$59.95

▶ **The Kissing Hand GLU™ Kit**

Transitions, including the first day of school or child care, occur in every family and are highlighted through *The Kissing Hand* as the primary selection. This kit helps preK through second grade students discuss their love and traditions with family members as a way of dealing with transitions. Activity ideas encourage the discussion or development of family traditions, how to extend family traditions to other settings, encourage dialogue about family love, and discuss the power of stories to comfort and bolster children. Other books are also included. \$32.00

▶ **Night Catch GLU™ Kit**

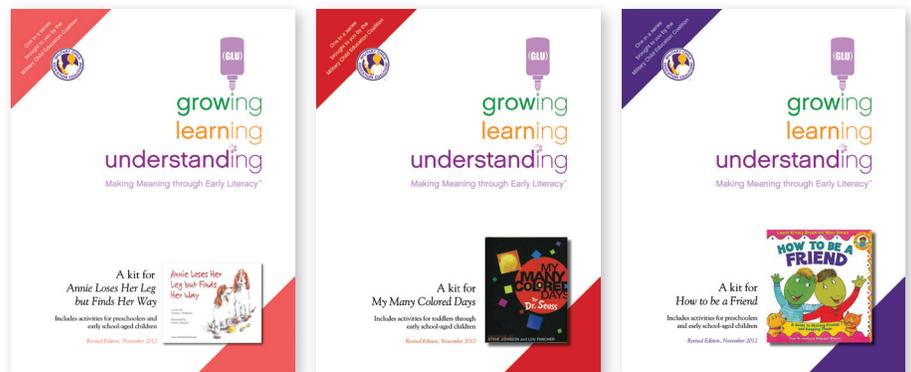
Night Catch is the framing book for activities and discussions honoring the sense of awe and wonder that drives preK through second grade children, this kit fosters the natural scientist and born learner in every child. Activity ideas address the challenges of deployment and separation, explain location and introduce geography, discuss the passage of time, and instill a love of learning while fostering strong research skills. \$49.00

▶ **How to be a Friend GLU™ Kit**

Aimed at preK through second grade students, the *How to be a Friend* kit offers activities and ideas to help kids better understand the complex components of friendship. This kit is founded on the idea that in order to be a good friend, children must first have a strong and secure sense of self. Activities included in this kit explicitly teach basic social skills and provide the tools kids need to begin and build healthy relationships and to identify and avoid negative relationships. Books include *How to be a Friend*, *Travels with Toot and Puddle*, and *Leonardo the Terrible Monster*. \$62.95

▶ **My Many Colored Days GLU™ Kit**

Helping children understand their emotions is an important first step in empowering them to be in control of themselves. In *My Many Colored Days*, Dr. Seuss uses colors to talk about moods and feelings, conveying the important message that it's okay to feel all different kinds of ways. Thinking about emotions in relation to colors gives children a visual representation of something that is very conceptual. \$26.00



MILITARY CHILD EDUCATION COALITION®
16TH NATIONAL TRAINING SEMINAR



KEEPING THE
PROMISE

...for the sake of the child.

JULY 29-30, 2014

Washington Marriott Wardman Park
Washington, DC

SAVE THE DATE



WATCH FOR UPDATES ON OUR WEBSITE:
WWW.MILITARYCHILD.ORG/NTS

GRADUATE CREDIT FOR THE 2014 MCEC NATIONAL TRAINING SEMINAR

The Military Child Education Coalition (MCEC) has established a working relationship with the University of San Diego (USD) that allows conference participants to register for one unit of graduate extension credit. USD is accredited by the Western Association of Schools and Colleges.

Credits may be transferred to a degree program, but participants should first consult with the degree granting organization for this permission. Credits are generally used for personal growth, certification and/or salary enhancement purposes.

Military Child
Resource Websites

ORGANIZATION	WEB ADDRESS	WHAT IS OFFERED
4H	WWW.WEB.EXTENSION.ILLINOIS.EDU/STATE/	4H CLUBS (AROUND THE WORLD INCLUDING MILITARY BASES) CAMPS, LEADERSHIP EVENTS FOR YOUTH. GO TO THE SITE TO REQUEST AND DOWNLOAD WALL OF HEROES TOOLKIT
AMERICAN LEGION & AMERICAN LEGION AUXILIARY	IN ILLINOIS: WWW.ILLEGION.ORG	BOYS STATE, GIRLS STATE, THE FAMILY SUPPORT NETWORK FOR MILITARY FAMILIES, TEMPORARY FINANCIAL ASSISTANCE. FOR THE FAMILY SUPPORT NETWORK EMAIL FAMILYSUPPORT@LEGION.ORG OR CALL THEIR HOTLINE AT 1-800-504-4098. THIS SUPPORT WILL ULTIMATELY BE PROVIDED AT A LOCAL LEVEL.
AMERICAN RED CROSS	WWW.REDCROSS.ORG	EMERGENCY COMMUNICATION BETWEEN FAMILIES AND DEPLOYED SERVICE MEMBERS; CLASSES; MANY MORE RESOURCES. THE HANDOUT HIGHLIGHTS THE COPING WITH DEPLOYMENTS COURSE AND THE <u>RECONNECTION WORKSHOPS</u>
BOOKS FOR MILITARY CHILDREN	WWW.BOOKSFORMILITARYCHILDREN.INFO/	A NICE RESOURCE FOR LOCATING BOOKS FOR MILITARY CHILDREN. INCLUDES A BREAKDOWN OF BOOKS BY AGE, AUDIENCE, AND A SHORT SUMMARY OF MANY OF THE BOOKS
BOYS & GIRLS CLUBS OF AMERICA	WWW.BGCA.ORG	FREE MEMBERSHIP FOR MILITARY YOUTH
DEPLOYMENT LINK	WWW.DEPLOYMENTHEALTHLIBRARY.FHP.OSD.MIL/	PROVIDES INFORMATION RELATED TO THE MILITARY FAMILY INCLUDING CURRENT EVENTS, PARENTING CHALLENGES AND DEPLOYMENT
EKNOWLEDGE	WWW.EKNOWLEDGE.COM/MILITARY	FREE ACT/SAT PREP COURSE

Military Child
Resource Websites

ORGANIZATION	WEB ADDRESS	WHAT IS OFFERED
ILLINOIS NETWORK OF CHILD CARE RESOURCE & REFERRAL AGENCIES (INCCRRA)	WWW.INCCRRA.ORG	REFERRALS FOR CHILD CARE & CHILDREN'S SPECIAL NEEDS SERVICES, ASSISTANCE WITH CHILD CARE COSTS (FOR QUALIFYING FAMILIES), QUALITY COUNTS ONLINE CHILD CARE SEARCH. CALL 1-800-649-1884 TO OBTAIN YOUR LOCAL CHILD CARE RESOURCE & REFERRAL AGENCY CONTACT INFORMATION FOR DIRECT ASSISTANCE
MILITARY CHILD EDUCATION COALITION	WWW.MILITARYCHILD.ORG	TRAININGS & RESOURCES FOR EDUCATORS; HELP FOR CHILDREN RELOCATING TO A NEW SCHOOL. THERE ARE SEVERAL MCEC LED INSTITUTES THAT ARE HOSTED EACH YEAR IN CONJUNCTION WITH THE ILLINOIS NATIONAL GUARD
MILITARY FAMILY LIFE CONSULTANT (MFLC)	WWW.IL.NGB.ARMY.MIL/FAMILY/JFSAP/MFLC.ASPX	OFFER SHORT-TERM CONFIDENTIAL COUNSELING FOR NON-CLINICAL ISSUES. ALL MFLCs ARE MASTERS OR PhD LEVEL LICENSED CLINICAL COUNSELORS
MILITARY IMPACTED SCHOOLS ASSOCIATION	WWW.MILITARYIMPACTEDSCHOOLSASSOCIATION.ORG/	BIOGRAPHIES OF MILITARY CHILDREN AND BEST PRACTICES FOR THE CLASSROOM
MILITARY INTERSTATE CHILDREN'S COMPACT COMMISSION (MIC3)	WWW.MIC3.NET/	INFORMATION REGARDING TRANSITIONING FROM ONE STATE TO ANOTHER
MILITARY KIDS CONNECT	WWW.MILITARYKIDSCONNECT.ORG	BEST PRACTICES FOR EDUCATORS AND LESSON PLANS FOR ALL GRADES K-12
MILITARY ONE SOURCE	WWW.MILITARYONESOURCE.COM	RESOURCES FOR MILITARY FAMILIES
	Stateside: 1-800-342-9647	
	Overseas: *800-3429-6477	
	(*access codes can be found online)	

Military Child
Resource Websites

ORGANIZATION	WEB ADDRESS	WHAT IS OFFERED
MILITARY PARENTING	WWW.MILITARYPARENTING.ORG/	"Parenting for Service Members and Veterans was built by the Department of Veterans Affairs (VA) Mental Health Services in partnership with the Department of Defense National Center for Telehealth and Technology (T2) as part of a coordinated public health initiative to help Veterans and Service Members who are having difficulties. This free online course provides military and veteran parents with information and strategies to improve their parenting skills."
MILITARY SCHOLARSHIPS	WWW.MILITARYSCHOLAR.ORG	SCHOLARSHIPS AND RESOURCES
MOMS OVER MILES	WWW.MOMSOVERMILES.COM	PROVIDES HELPFUL ACTIVITIES AND INEXPENSIVE PUBLICATIONS FOR MOTHERS AND FATHERS TO STRENGTHEN THEIR RELATIONSHIP WITH THEIR CHILDREN WHILE THEY ARE AWAY.
NATIONAL FATHERHOOD INITIATIVE	WWW.FATHERHOOD.ORG	ASSISTANCE AND RESOURCES FOR DADS
NATIONAL MILITARY FAMILY ASSOCIATION	WWW.NMFA.ORG	SCHOLARSHIPS, OPERATION PURPLE CAMP, RESOURCES
OPERATION FREE RIDE	WWW.OPERATIONFREERIDE.COM WWW.HORSES4HOROES.ORG	FREE OPPORTUNITY FOR FAMILIES WITH A DEPLOYED FAMILY MEMBER TO RIDE A HORSE. COMPLETE THE REGISTRATION FORM AVAILABLE ONLINE AND CONTACT A FACILITY NEARBY. IN ILLINOIS: MORRIS, NAPERVILLE, WOODSTOCK. VISIT THEIR WEBSITE FOR DETAILS

Military Child
Resource Websites

ORGANIZATION	WEB ADDRESS	WHAT IS OFFERED
OPERATION SPECIAL DELIVERY	WWW.OPERATIONSPECIALDELIVERY.COM	ASSISTANCE FOR MOTHERS DURING BIRTH & DELIVERY
OPERATION MILITARY KIDS	WWW.OPERATIONMILITARYKIDS.ORG	HERO PACKS, RSG! TRAINING, SOMK, CAMPS, EVENTS, BANNERS, RESOURCES. ILLINOIS ALSO OFFERS THE PILLOW CASE PROJECT, GUARDIAN BEARS, AND FAMILY PACKS
OUR MILITARY KIDS	WWW.OURMILITARYKIDS.ORG	OFFER EXTRACURRICULAR ACTIVITY GRANTS (INCLUDES SPORTS, FINE ARTS, CAMPS, TUTORING), FOR FAMILIES OF NATIONAL GUARD & MILITARY RESERVE PERSONNEL CURRENTLY DEPLOYED OVERSEAS, AND CHILDREN OF WOUNDED WARRIORS IN ALL BRANCHES. THEY OFFER ONE GRANT PER DEPLOYMENT, FOR UP TO \$500.
SITTERCITY	WWW.SITTERCITY.COM/DOD	ASSISTANCE IN LOCATING LOCAL BABYSITTERS, NANNIES, SENIOR CARE, PET CARE, HOUSEKEEPERS, & TUTORING
SPECIALIZED TRAINING OF MILITARY PARENTS	WWW.STOMPPROJECT.ORG	SUPPORT FOR FAMILIES WITH SPECIAL NEEDS CHILDREN
STATE FAMILY PROGRAMS CATALOG	WWW.IL.NGB.ARMY.MIL/FAMILY	INFORMATION/RESOURCES FOR MILITARY FAMILIES
TALK, LISTEN, CONNECT: HELPING FAMILIES DURING MILITARY	WWW.SESAMEWORKSHOP.ORG/WHAT-WE-DO/OUR-INITIATIVES/MILITARY-FAMILIES/	PROVIDES BILINGUAL RESOURCES FEATURING SESAME STREET CHARACTERS
THANKS USA	WWW.THANKSUSA.ORG/MAIN/SCHOLARSHIPS.HTML	EDUCATIONAL SUPPORT SCHOLARSHIPS
THE FIRST TEE	WWW.THEFIRSTTEE.ORG/CLUB/SCRIPTS/SECTION/SECTOPM.ASP?NS=PMP	FREE GOLF INSTRUCTION FOR CHILDREN OF NATIONAL GUARD & RESERVE
TUTOR.COM	WWW.TUTOR.COM/MILITARY-PROGRAMS	FREE ONLINE TUTORING PROGRAM FOR MILITARY FAMILIES

Military Child
Resource Websites

ORGANIZATION	WEB ADDRESS	WHAT IS OFFERED
YMCA	WWW.YMCA.NET	FREE YMCA MEMBERSHIP TO FAMILIES OF DEPLOYED GUARD OR RESERVE MEMBERS
ZERO TO THREE	WWW.ZEROTOTHREE.COM	CHILDREN'S LITERATURE AND RESOURCES FOR PRESCHOOL CHILDREN

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ILLINOIS NATIONAL GUARD
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