



Overseas Schools Offering Support to Children with Special Needs 2008-2009

The list of schools offering programs for Special Education and/or Gifted and Talented is made up from information taken from the 2008 Summary School Information forms as well as from forms from previous years, and other material available in A/OPR/OS. The information is self-reported, may change from year to year, and is by no means conclusive or all-inclusive. Schools may or may not complete the form and may or may not report offering a special program with/without qualified staff. What is available one year may not be the following year due to staff changes. Therefore, the list is, by its very nature, incomplete and may not be reliable in some instances. It is to be used only as a starting point in the search for possible programs for children with special needs. In many instances, schooling for children with special needs in overseas locations is not comparable to that available in the United States. Parents should also be aware that many of the schools listed do not offer an American curriculum.

The dates in parentheses after the name of the school denote the year the information was received.

Parents are urged to follow the suggestions outlined below in their search for a suitable program for their children:

1. Use this list only as a starting point in the search for a suitable program.
2. Be very familiar with their child's school records and the present school's recommendations for placement.
3. Contact the Employee Consultation Service at the Department of State (tel.: 202-663-1816) and inquire about the medical clearance requirements.
4. Get in touch with A/OPR/OS Regional Education Officers for further information on any specific overseas school program. A list of the Regional Education Officers, their phone numbers, and e-mail addresses, is attached.
5. Contact directly the school's administration requesting explicit information on the educational programs presently available, admission criteria, etc.
6. Get in touch with the Community Liaison Coordinator at the school's post for any possible background information on the school and possible other programs in the community.
7. Check the brochure *Transitioning to an Overseas Assignment with a Child with Special Needs* with information on special needs in the Foreign Service at www.state.gov/m/a/os/27909.htm.

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The **Office of Overseas Schools** (A/OPR/OS) is staffed with regional education officers, each assigned oversight of a geographic region, who are well-informed about schools attended by U.S. government school-age dependent children. A/OPR/OS publishes a one page "Fact Sheet" on each overseas American-sponsored school assisted by the State Department. It also publishes on CD-ROM and hard copy the "Summary School Information Form," giving detailed information on 400 overseas schools, including course offerings, special programs, programs for children with special needs, extracurricular activities, graduation requirements, etc. The CD-ROM is distributed to all posts worldwide as well as to several offices in the Department. A/OPR/OS maintains a resource center, staffed by a coordinator, with information on schools such as yearbooks, newsletters, school profiles, curriculums, and a few videotapes.

Families are encouraged to contact A/OPR/OS for information on educational opportunities overseas for their school-age dependent children.

| | | |
|-------------------------------|--|----------------|
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**SCHOOLS OFFERING SUPPORT
TO CHILDREN WITH SPECIAL NEEDS 2008**

| <u>COUNTRY/CITY/SCHOOL</u> | <u>GRADES</u> | <u>ENROLLMENT</u> |
|---|---------------|-------------------|
| ALBANIA, <u>Tirana</u> | | |
| SPECIAL EDUCATION | | |
| GDQ School (2007) Moderate Learning disabled at elementary and middle school grade levels. These students can be helped in the regular classroom and the school has a resource room. | K-8 | 78 |
| ARGENTINA, <u>Buenos Aires</u> | | |
| SPECIAL EDUCATION | | |
| Buenos Aires International Christian Academy (2005) Mild learning disabled, mild to moderate mentally handicapped. The school has taken an autistic child with an aid. | PK-12 | 82 |
| Lincoln School (2005) Mild to moderate learning disabled. | PK3-12 | 574 |
| AUSTRALIA, <u>Canberra</u> | | |
| SPECIAL EDUCATION | | |
| Comments | | |
| The Australian Capital Territory (ACT) and the rest of Australia do not have comparable special education support as found in US schools. | | |
| The ACT maintains FOCUS Programs for students with significant sensory impairment and integration support for students with intellectual and/or multiple disabilities who cannot be supported in mainstream settings. The emphasis here is on students with hearing, vision, and communication disorders. Placement for children with special needs should be raised with post early in the assignment process. | | |
| Students enrolled in mainstream settings may receive support from a Special Teacher's Assistant for some part of the day or week. These assistants are not always trained special education teachers. Alternatively, mainstreamed students may also be enrolled in small units called Learning Support Centers attached to regular schools (ratio: 14-16 students per instructor). | | |
| Koomarri, Malkara and Cranleigh are special schools for the moderately/ severely/ profoundly intellectually handicapped and physically handicapped children. Programs in these schools concentrate on training in self-care, gross and fine motor skills, sensory experiences and language development. Parental involvement is encouraged. The Senior School at Koomarri also provides a pre-vocational program preparing the students for workshop employment. Placement for children with special needs should be raised with post early in the assignment process. (2005) | | |
| Black Mountain School (2007) A secondary school for students with moderate to severe intellectual disabilities and multiple disabilities. www.bms.act.edu.au/ | 12-20 yrs | --- |
| Canberra Grammar School (coed PK-2, boys 3-12) (2005) Counselors are able to handle mild emotionally disturbed children only. Some reading recovery in junior school. | PK-12 | 1,595 |
| Canberra Montessori School (2005) Some ACT Government funding/programs available for children with special needs. | under 3-12 | 120 |
| Cranleigh Primary School (2007) Government school for children with moderate to severe special needs. www.cranleighps.act.edu.au/ | 3-12 | --- |
| Forrest Primary School (2005) Mild emotionally disturbed, hearing impaired, learning disabled, and speech impaired. | K-6 | 423 |

- Schools listed in this document do not necessarily offer an American curriculum.

AUSTRALIA, Canberra (cont'd)

SPECIAL EDUCATION

| | | |
|--|------|-------|
| Malkara School (2007) Government school for children with moderate to severe special needs. www.malkara.act.edu.au/ | 3-12 | --- |
| Sts. Peter and Paul (2005) Mild emotionally disturbed, mild learning disabled, mild multiply handicapped, and mild speech impaired. | K-6 | 379 |
| Telopea Park (Franco-Australian) (2005) Mild hearing impaired and mild visually handicapped. | K-10 | 1,087 |
| Yarralumla Primary School (2005) Mild to moderate learning disabled. | K-6 | 140 |

GIFTED AND TALENTED

| | | |
|--|-------|-------|
| Canberra Girls Grammar School (coed PK-2, girls 3-12) (2004) Gifted classes, learner advancement groups. | PK-12 | 1,595 |
| Forrest Primary School (2002) Enrichment groups – withdrawal groups once a week for 45 minutes. | K-6 | 470 |
| Sts. Peter and Paul (2005) Focus of program is on right order thinking, connectedness and creativity. | K-6 | 379 |
| Telopea Park (Franco-Australian) (2005) Focus of program is on enrichment. | K-10 | 1,087 |
| Yarralumla Primary School (2005) Enrichment in art, music and science. | K-6 | 181 |

AUSTRALIA, Melbourne

SPECIAL EDUCATION

| | | |
|--|---------|------|
| Firbank Grammar School (2007) Mild learning disabled. | K-12 | 1040 |
| Loreto Mandeville Hall Toorak (2007) Programs for children with special needs are offered in the following areas: deaf/blind – middle school and high school students; mild to moderate emotionally disturbed – middle school and high school; severe emotionally disturbed – high school only; mild to moderate hearing impaired – high school only; mild to severe learning disabled – elementary to high school; severe multiply handicapped; mild speech impaired. | K-12 | 909 |
| Melbourne Grammar School (2007) Mild learning disabled. | Prep-12 | 1800 |

GIFTED AND TALENTED

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|--|------|-----|
| Loreto Mandeville Hall Toorak (2007) School offers a program in elementary, middle school and high school. Admission is by: ITSA testing (external), teacher recommendation, outside professional recommendation, internal testing, matrices testing for ability. The focus of the program is on enrichment, and critical thinking/higher order thinking. Grades K-6 students are involved once per week. Grades 7-10 students are involved as the student determines. | K-12 | 909 |
|--|------|-----|

•Many schools listed in this document do not offer an American curriculum.

AUSTRALIA, Perth

SPECIAL EDUCATION

| | | |
|---|-----------|-------|
| Christ Church Grammar School (boys) The school offers a self-contained as well as a resource and mainstream learning support program. Services are offered to eligible students including those with moderate intellectual impairment | K-year 12 | 1,360 |
| Hale School (2008) (boys only) Mild to moderate learning disabled at all grade levels. | 1-12 | 1,280 |
| St. Marys Anglican Girls School (2008) Moderate hearing impaired. Mild learning disabled, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped. | K-12 | 1,230 |

GIFTED AND TALENTED

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|---|------|-------|
| Hale School (2008) (boys only) Testing by trained staff at the request of a parent and/or student. Focus of the program is according to individual student needs. | 1-12 | 1,280 |
|---|------|-------|

AUSTRALIA, Sydney

SPECIAL EDUCATION

Post Comments (2008)
Special education services for children begin in pre-school. When possible, the children are mainstreamed into regular classes with the help of resource people. Mildly/moderately intellectually handicapped children who require special programs are taught in learning centers, which have been developed within some neighborhood schools. Programs in these schools concentrate on training in self-care, gross and fine motor skills, sensory experiences and language development. Some of these schools also provide a pre-vocational program preparing the students for workshop employment. For further information contact the Principal Education Officer, Special Education Section, NSW Schools Authority (see telephone book). Please refer to the websites listed on the first page of the education listing.

Private therapy is also available for speech related issues. Assessment centers conduct testing to determine/verify conditions and therapies available.

AUSTRIA, Vienna

SPECIAL EDUCATION

| | | |
|---|-------|-------|
| Vienna Christian School (2007) Mild learning disabled at the middle school and high school grade levels. The school has an elevator for the physically handicapped. | K-12 | 219 |
| American International School of Vienna (2008) AIS offers support services for mildly disabled students. The school has a special education teacher at all three levels. There are no specific programs for the gifted and talented. Students are admitted on a case-by-case basis, depending on the resources that are required and available. | PK-12 | 795 |
| Vienna International School (2008) Students with mild to moderate special education needs are admitted. A special education team does all the assessment of special needs students requesting admittance. | PK-12 | 1,400 |

•Many schools listed in this document do not offer an American curriculum.

AZERBAIJAN, Baku

SPECIAL EDUCATION

International School of Azerbaijan (2007) PK-12 467
Mild learning disabled at the elementary grade levels. Mild speech impaired at the elementary grade levels.

QSI Baku International School Pre-Kindergarten (2007) 2-4 years 20
School can accommodate students with mild specific learning disabilities, mild seriously emotionally disturbed, mild physically handicapped, mild mentally retarded.

QSI Baku International School (2007) PK-12 101
Mild learning disabled at all grade levels, mild hearing impaired at all grade levels, mild emotionally disturbed at all grade levels, mild mentally handicapped at all grade levels, mild multiply handicapped at elementary and middle school grade levels, mild speech impaired at the elementary grade level, mild visually handicapped at the elementary grade level.

GIFTED AND TALENTED

QSI Baku International School (2007) PK-12 101
There is a program at all grade levels. The focus of the program is on acceleration on a subject by subject basis. Admission is by the Gates McGinity test in reading, the Silver Burdett Ginn math assessment, and the Testify and placement department to assure continuity. Students are involved on an as needed basis and may include tutorials.

BAHAMAS, Freeport

Mary Star of the Sea Catholic School (2007) PK-6 480
Mild learning disabled.

BAHAMAS, Nassau

Lyford Cay School (2007) N-12 250
Mild learning disabled, speech impaired and hearing impaired. They have a professional staff member who evaluates students who have been referred for special services. They also have a reading resource program for mild disabled students. The teacher utilizes the auditory discrimination method in instruction depth, which is a multi-sensory, phonetic approach.

St. Andrew's School (2007) PK-13 760
Mild learning disabled.

Summit Academy (2005) PK-8 100
Mild learning disabled.

GIFTED AND TALENTED

Tambearly (2005) R1-9 154
Focus of program is on enrichment, adjustment of the curriculum, special creative projects, critical thinking or higher order thinking.

BAHRAIN, Manama

SPECIAL EDUCATION

Bahrain School (DoDEA) (2006) K-12 398
Mild learning disabled and mild speech impaired, access for physically handicapped, staff who are trained to administer psychological tests and diagnose specific learning disabilities. Both teachers and administrators have received training in working with the learning disabled.

•Many schools listed in this document do not offer an American curriculum.

BAHRAIN, Manama

SPECIAL EDUCATION

| | | |
|---|-----------|------|
| Budaiya Pre-School (2006) | 2-5 yrs | 120 |
| Mild learning disabled students can be accommodated. Other handicapped students may be accommodated with a shadow teacher. There is on going training for teachers. They have teachers who can use Makaton sign language. There is no access for the physically handicapped (i.e. ramp). | | |
| The Children’s Academy (2008) | 3-9 yrs | 24 |
| Affiliated with Alpha Plus Group in England. Caters to pupils who struggle to achieve. Work with students who dyslexia, dyscalculia, dyspraxia, speech and language delay, low levels of concentration and self-esteem, Down’s Syndrome, Autistic Spectrum Disorder, ADHD, Developmental Coordination Disorder, and Global Development Delay. | | |
| Little Gems Pre-School (2006) | 2-4.5 yrs | 35 |
| Mild to moderate learning disabled, mentally retarded, and physically handicapped (although there is no access for them – i.e. ramp). Special education needs program for Down’s Syndrome child provided by the UK Down’s Syndrome Society. | | |
| St. Christopher’s School (2006) | K-12 | 1971 |
| Mild emotionally disturbed children can be accommodated within the classroom and in a resource room. Mild learning disabled students can be accommodated within the classroom and in a resource room. Mild speech impaired students can be accommodated within the classroom and in a resource room. There is access for the physically handicapped (i.e. ramp). Staff has been trained to administer psychological tests and diagnose specific learning disabilities. Teachers and administrators have been trained to deal with the learning disabled. The school can accommodate students who are gifted/talented and learning disabled. | | |

GIFTED AND TALENTED

| | | |
|---|------|------|
| Bahrain School (DoDEA) (2006) | K-12 | 398 |
| Teachers and administrators have received training in working with the gifted and talented. There is a gifted and talented program at the school at all grade levels. | | |
| St. Christopher’s School (2006) | K-12 | 1971 |
| There is a gifted and talented program at all grade levels in this school. Teachers and administrators have been trained to work with gifted and talented students. Admission to the program is through standardized tests such as CAT and NFER. The program focuses on enrichment, acceleration, creativity, critical thinking, higher order thinking, advanced level work in traditional content areas, and adjustment to the regular curriculum. Students are involved in the program as is appropriate for their needs. | | |

BANGLADESH, Dhaka

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| American International School Dhaka (2008) | PK-12 | 693 |
| Mild learning disabled all grade levels. Mild speech impaired at the elementary grade levels. Post Comments: The school can accommodate students with “limited” special needs services. The city of Dhaka does not offer extensive support services. Contact the school early on, to determine if appropriate support services exist for specific needs. | | |
| Grace International School (2008) | PS-10 | 180 |
| Mild learning disabled at the elementary grade levels. | | |
| International School of Dhaka (2008) | PK-12 | 574 |
| Mild hearing impaired and speech impaired. | | |

GIFTED AND TALENTED

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|---|-------|-----|
| American International School Dhaka (2006) | PK-12 | 645 |
| While there is not a formal program for the gifted and talented the school will adjust the regular curriculum and will provide advanced level of work in the traditional content areas. They use the Optimal Match Concept. | | |

•Many schools listed in this document do not offer an American curriculum.

BARBADOS, Bridgetown

SPECIAL EDUCATION

Post Comments (2008)

Providence Elementary School has accepted children with severe special needs and uses local specialists in order to augment their program. The remaining elementary schools have relatively small class sizes and provide remedial or tutoring support which may assist some mildly disabled students. There are local psychologists used by schools for diagnostic services, and there are limited ancillary services available.

BELGIUM, Antwerp

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| Antwerp International School | PS-12 | 535 |
| Limited special education facilities are available. | | |

Association Supporting Children Who Learn Differently ASChiLD (2007)

An association whose goal is to provide support and networking opportunities in English for persons who are confronted with the challenges created by learning difficulties. They gather information on doctors, therapists, and tutors. www.xpats.com/Clubs/Id/ASChild.htm

BELGIUM, Brussels

SPECIAL EDUCATION

The **Community Help Service** offers a full range of diagnostic and remedial services by an English-speaking professional staff. Counseling, testing and evaluation procedures are carried out and the appropriate referrals for ongoing help can be made. www.chsbelgium.org (2005)

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|--|------|-----|
| Brussels American School (DoDEA) (2005) | K-12 | 291 |
| Mild to moderate learning disabled and speech impaired on a space available basis. | | |

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|--|------|-------|
| The British School of Brussels | K-12 | 1,140 |
| The school has a learning support department with an educational psychologist and schools counselor. | | |

| | | |
|---|------|-------|
| The International School of Brussels (2005) | N-13 | 1,391 |
| There are two special education coordinators working with special education faculty and a consulting interdisciplinary team offering: Speech language therapy; occupational therapy; counseling and psycho-educational testing. There are self-contained classrooms for the more severely challenged students and an extensive integrated program for students with mild and moderate special education needs. Students with serious behavior problems are not admitted. The guideline in admitting students seems to be the individual students rights can't usurp the rights of the other children to learn without interruption. The professionals working in the learning support program have a strong sense of advocacy and vision for the special needs program. | | |

An ISB Individualized Diploma is granted for students graduating from the school's special education program. Some of the graduates take advantage of the Threshold Program offered at Leslie College in Boston.

| | | |
|---|------|-----|
| St. John's International School (2005) | N-13 | 941 |
| Mild learning to moderate learning disabled, mild to severe speech impaired, mild orthopedically impaired and multiply handicapped. | | |

BELIZE, Belmopan

SPECIAL EDUCATION

| | | |
|--|---------|------|
| Belize Christian Academy (Preschool) (2008) | 4-6 yrs | ---- |
| The school will enroll Special Needs children on a case-by-case basis. Physical handicaps of the orthopedic nature may be enrolled depending on the nature of the handicap and how much accommodation is needed to make the school student friendly. | | |

•Many schools listed in this document do not offer an American curriculum.

BELIZE, Belmopan (cont'd)

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| Belize Christian Academy (2008) | K4-12 | 258 |
| Mild learning disabled at all grade levels. Moderate learning disabled and mentally handicapped at the elementary and middle school grade levels. Mild orthopedically impaired and speech impaired at all grade levels. The school has a resource room for students who need more assistance. | | |

BENIN, Cotonou

SPECIAL EDUCATION

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|---|------|----|
| International Christian School of Benin (2007) | N-12 | 40 |
| Mild emotionally disturbed. | | |

GIFTED AND TALENTED

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|--|------|----|
| International Christian School of Benin (2007) | N-12 | 40 |
| Admission to the program is through the Brigance Diagnostic Placement Test, Health Record, Academic reports from previous school or test results, interview and visits (optional). Higher order thinking skills, readiness, reinforcement enrichment and accelerated activities. | | |

BOLIVIA, Cochabamba

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| American International School of Bolivia | PK3 | 340 |
| Mild learning disabled. | | |
| Carachipampa Christian School | PK-12 | 230 |
| Mild learning disabled | | |

BOLIVIA, La Paz

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| American Cooperative School (2008) | PK-12 | 394 |
| Mild learning disabled at the elementary grade levels. | | |

BOLIVIA, Santa Cruz

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| Santa Cruz Cooperative School (2005) | PK-12 | 528 |
| Mild learning disabled. | | |

BOSNIA-HERZEGOVINA, Sarajevo

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|---|-------|-----|
| QSI International School of Sarajevo (2008) | PK-12 | 140 |
| Mild learning disabled. Teacher/administration produced IEPs. | | |

•Many schools listed in this document do not offer an American curriculum.

BOTSWANA, Gaborone

SPECIAL EDUCATION

Humpty Dumpty Nursery School (2005) 2.5-6 yrs 120
Autistic and hearing impaired.

The Learning Centre School (2007) K2-12 360
Deaf and Blind students can be accommodated. Mild emotionally disturbed all grade levels. Mild Hearing Impaired elementary grade levels. Mild to severe learning disabled elementary grade levels only. Mild to severe mentally handicapped. Mild to severe multiply handicapped. Mild to moderate orthopedically impaired. Mild to severe speech Impaired. Mild to severe visually handicapped.

Maru-a-Pula (2006) Form 1-6 585
Mild hearing impaired.

Northside Primary School (2007) K-7 431
Mild to moderate emotionally disturbed, learning disabled; mild hearing impaired, orthopedically impaired, speech impaired and visually handicapped. There is access for the physically handicapped (i.e. ramp), the teachers and administrators have been trained to work with the learning disabled. There is staff trained to administer psychological tests and diagnose specific leaning disabilities. All programs are school generated.

Westwood International School (2007) K-12 576
Mild emotionally disturbed, learning disabled, mentally handicapped at all grades levels. Mild multiply handicapped and visually handicapped at the elementary grade levels. Mild speech impaired at the elementary and middle school grade levels.

GIFTED AND TALENTED

The Learning Centre School (2007) K2-12 360
Admission is through the Kaufman or Stanford test. There must be a history of excellence in the classroom. The focus of the program is on enrichment, creativity, critical thinking, and advanced level of work. Students are involved in the program daily.

Westwood International School (2007) K-12 576
Admission by parent, teacher or specialists referral, an assessment by qualified special needs teacher. Materials used to assess are: Aston Index, Neale Analysis or Reading, Raven's Matrices. Students are involved in the program 2 to 3 times a week for 50 minutes depending on individual needs.

BRAZIL, Belo Horizonte

SPECIAL EDUCATION

American School of BeloHorizonte (2008) K-12 165
Small class size enables the mildly disabled to be served but they do not have resources specifically allocated for students with special needs.

BRAZIL, Brasilia

SPECIAL EDUCATION

Brasilia International School (2008) K3-12 80-100
Mild emotionally disturbed, mentally handicapped and orthopedically impaired. Mild to moderate learning disabled.

•Many schools listed in this document do not offer an American curriculum.

BRAZIL, Brasilia

SPECIAL EDUCATION

Escola Americana Brasilia (2008) PK-12 526
 Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, multiply handicapped, speech impaired, and visually handicapped at all grade levels. Individual Education Plans are developed and followed as needed.

Escola das Nacoes/School of the Nation (2007) K-12 545
 Mild to moderate emotionally disturbed and hearing impaired at all grade levels. Mild learning disabled and orthopedically impaired at all grade levels. Mild mentally handicapped at the elementary grade levels. Visually handicapped at all grade levels.

GIFTED AND TALENTED

Brasilia International School (2008) K3-12 80-100
 Admission through teacher recommendations, diagnostic testing – QRI Stanford. Focus of program is on enrichment and acceleration. Students are involved in the program depending on need, usually 1 to 3 times a week for 30-40 minutes.

Escola Americana Brasilia (2008) PK-12 526
 Admission based on testing, interview, evaluation and IEP. Focus of program based and involvement in program based on IEP.

Escola das Nacoes/School of the Nation (2007) K-12 545
 Admission is via an in person meeting with the parents. Focus of the program is AP classes. Student involvement varies.

BRAZIL, Recife

American School of Recife (2007) N-12 205
 Mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated.

BRAZIL, Rio de Janeiro

SPECIAL EDUCATION

Escola Americana do Rio de Janeiro (2005) PK-12 840
 Mild to moderate learning disabled.

International Christian School (2005) 1-12 64
 Mild speech impaired, mentally handicapped, and emotionally disturbed.

Our Lady of Mercy (2005) PK-12 513
 Mild learning disabled.

BRAZIL, Sao Paulo

SPECIAL EDUCATION

Associacao Escola Graduada de Sao Paulo (2008) PK-12 1,150
 (The American Elementary and High School)
 Mild hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated at all grade levels. There is access for the physically handicapped (i.e. ramp). All academic services are provided with the expectation that the student will be mainstreamed and that they will be able to meet grade level requirements. The curriculum is NOT modified.

Pan American Christian School (2008) PK-12 318
 Mild learning disabled at the elementary grade level and mild multiply handicapped at all grade levels. There is access for the physically handicapped (i.e. ramp). The school can accommodate students who are both gifted/talented and learning disabled.

•Many schools listed in this document do not offer an American curriculum.

BRAZIL, Sao Paulo (cont'd)

GIFTED AND TALENTED

| | | |
|---|-------|-----|
| Pan American Christian School (2008) | PK-12 | 318 |
|---|-------|-----|

The school has enriched curriculum for gifted and talented students. In the High School (9-12) the school has an honors program whose focus is advanced level work in traditional academic content areas. Admission to the program is based on cumulative GPA.

BRUNEI, Bandar Seri Begawan

SPECIAL EDUCATION

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|---|------|-------|
| Jerudong International School (2007) | K-13 | 1,282 |
|---|------|-------|

Mild learning disabled.

BULGARIA, Sofia

GIFTED AND TALENTED

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|---|------|-----|
| American College of Sofia (2008) | 8-12 | 680 |
|---|------|-----|

Focus of program is on enrichment, acceleration, creative thinking, critical thinking, problem solving, advanced level work, and responsibility to themselves, their peers, their teachers, and the community. The standards and expectations and achievement levels are very high. The entire program is an honors program. Students spend 100% of their time each week within the program

BURKINA FASO, Ouagadougou

GIFTED AND TALENTED

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|---|-------|-----|
| International School of Ouagadougou (2008) | PK-12 | 175 |
|---|-------|-----|

Acceleration and advanced level work, critical thinking/application. Admission procedures: review of records/application; interview with student and parent; testing of math/verbal/written skills; teacher/counselor recommendation; and Director/Principal decides on admission and placement.

BURMA, Rangoon

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| International School Yangon (2005) | PK-12 | 373 |
|---|-------|-----|

Mild learning disabled.

CAMBODIA, Phnom Penh

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| International School of Phnom Penh (2008) | PS-12 | 516 |
|--|-------|-----|

The school can accommodate mild to moderate learning disabled students at all grade levels. There is no ramp access for the physically handicapped. Staff has been trained to administer psychological tests and diagnose specific learning disabilities. Teachers and administrators have been trained to work with the learning disabled. There is a learning support teacher.

GIFTED AND TALENTED

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|---|------|-----|
| Northbridge International School Cambodia (2007) | N-12 | 281 |
|---|------|-----|

Admission to the AP program is based on interview/recommendations, AP potential website which measures PSAT scores. The focus of the program is on critical thinking, high level thinking, and advanced level work in traditional academic content areas.

CAMEROON, Yaounde

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| American School of Yaounde (2007) | PK-12 | 180 |
|--|-------|-----|

The school can accommodate mild learning disabled and mild speech impaired students.

•Many schools listed in this document do not offer an American curriculum.

CANADA, Halifax

SPECIAL EDUCATION

Post Comments (2007)

Halifax has facilities for the education of the mentally handicapped (grades 1 to 9), the physically handicapped (grades 1 to 12), and the mentally disturbed and those with behavioral difficulties (grades 1 to 9). Transportation is provided if necessary and, in very special cases, teaching in the home. A school for the blind (grades 1 to 11) is also located in Halifax. An effort is made to keep visually handicapped children within the regular school system, particularly at the high school level.

CANADA, Montreal

SPECIAL EDUCATION

Post Comments (2007)

As far as programs for children with special needs are concerned, there are some school options, but not many. Quebec is currently in the process of integrating special needs students into mainstream schools. The availability for special assistance in the classroom is increasing, but more still needs to be done. Check with the school systems directly for more pertinent information, because each child's needs are distinct. (2005)

| | | |
|---|-----|-----|
| Roslyn School (2004) | K-6 | 672 |
| Mild emotionally disturbed, hearing impaired learning disabled, mentally handicapped, speech impaired and visually handicapped. | | |

| | | |
|---|---------|----|
| St. Andrew's Early Childhood Center (2004) | 2-4 yrs | 16 |
| Mild learning disabled. | | |

CANADA, Ottawa

SPECIAL EDUCATION

Post Comments (2005)

Summary: Limited programs exist in all school boards for students with special needs, be they gifted & talented, physically challenged, or learning disabled. However, identification of special needs and location of the program best suited for the individual student is a lengthy process. Parents can visit www.ocdsb.edu.on.ca for additional information regarding the special education program. (2008)

GIFTED AND TALENTED

Programming is offered at the system level (Congregated Programs) and at the school level. Nominated students from senior Kindergarten to grade 2 and all grade 3 students are given group standardized tests of ability. Private assessments and assessments from other educational jurisdictions may be offered for application to the programs. New students in grades 4 to 12 follow similar procedures to those noted. Students are identified as exceptional via Identification, Placement, Review Committee (IPRC). Please check the CD-ROM InfoSchools for the list of schools. (2008)

CANADA, Toronto

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| Branksome Hall (2006) | JK-UE | 860 |
| The school is accessible for the physically handicapped. They have staff that is trained to administer psychological tests and diagnose specific learning disabilities. They do not have any programs beyond the syllabus. | | |

| | | |
|--|------|----|
| Downtown Jewish Day School-Paul Penna (2006) | SK-5 | 95 |
| Mild hearing impaired, mentally handicapped and speech impaired can be handled by this school in the regular classroom. They are equipped to handle the moderate learning disabled in the regular classroom. There is access to the school for the physically handicapped. There is staff trained to administer psychological tests and diagnose specific learning disabilities. There are teachers and administrators trained to deal with the learning disabled. | | |

•Many schools listed in this document do not offer an American curriculum.

CANADA, Toronto

GIFTED AND TALENTED

| | | |
|---|-------|-------|
| Bishop Strachan School (2006) | JK-12 | 655 |
| Teachers and administrators have received training working with gifted and talented students. They are equipped to educate students who are both gifted and talented and learning disabled. The school counselors assist individual teachers to design special programs to assist students who are exceptionally gifted and who have mild learning disabilities. Programs include rapid grade advancement and admission to Advance Placement courses. K-6 BSS does internal testing of each prospective student. 7-12 BSS uses the SSAT for admission grades. | | |
| Downtown Jewish Day School-Paul Penna (2006) | PK-5 | 95 |
| Focus of program is on enrichment. | | |
| Upper Canada College (2005) | 1-12 | 1,090 |
| Acceleration, adjustment of the regular curriculum, creativity, critical thinking and advanced level work in traditional academic content areas. | | |

CHILE, Santiago

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| Post Comments (2007) | | |
| Resources for learning disabled children at schools in Santiago are limited. Some special education reading programs are offered and some other remedial help is available, but none of the schools are equipped to handle problems beyond the mildest learning disabilities. Tutors are available in most subjects. (2007) | | |
| International Preparatory School (2007) | PK-12 | 127 |
| Mild hearing impaired and multiply handicapped; mild to moderate learning disabled and speech impaired at the elementary school level. | | |

SPECIAL EDUCATION

| | | |
|--|-------|-------|
| International School Nido de Aguilas (2008) | PK-12 | 1,337 |
| The school has developed a sizable support program for special needs students. A resource teacher, two reading specialists, a teacher of the gifted, two ESL teachers and a school psychologist are available at the elementary level. A resource teacher and human service coordinator as well as middle, high and college counselors serve the secondary school. | | |
| Santiago College (2004) | PK-12 | 1,802 |
| Mild hearing impaired, learning disabled and speech impaired, mentally handicapped; mild to moderate multiply handicapped and orthopedically impaired where access allows. | | |

GIFTED AND TALENTED

| | | |
|---|-------|-------|
| International School Nido de Aguilas (2007) | PK-12 | 1,337 |
| Focus of program is on enrichment, creativity, developing critical thinking, and advanced level work in traditional academic content areas. Admission to the program is by standardized testing, evaluation by the counselor and G&T teacher and review of school records. The students meet twice a week for 45 minutes/session. | | |

CHINA, Beijing

SPECIAL EDUCATION

| | | |
|---|--|--|
| Post Comments (2001) | | |
| Most schools will accommodate students with mild disabilities only, with a few pullout programs, which tend to focus on reading remediation, study skills and speech therapy. Acceptance in any school for a student with learning disabilities is offered only after evaluation to see whether the school is able to make the necessary modifications to the school's program to meet the student's needs. Beijing BISS International School has a program that will accept students with up to moderate learning disabilities. The level of resources for the highly gifted student does not reach the level that several of the school systems in the Washington DC area offer. | | |

•Many schools listed in this document do not offer an American curriculum.

CHINA, Beijing

SPECIAL EDUCATION

| | | |
|--|-------|-------|
| Beijing BISS International School (2007) Mild learning disabled. | K-12 | 312 |
| Beijing City International School (2008) Mild learning disabled, emotionally disturbed, and speech impaired at all grade levels. The school is accessible for the physically handicapped. | PK-11 | 406 |
| Dulwich College Beijing (2008) The school does not offer specific programs for any specific disabilities; however, they can offer additional learning support for students in the mild category of emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped. | PK-11 | 1011 |
| International School of Beijing – Shunyi (2008) Limited learning support for students with mild learning disabilities. | PK-12 | 1,865 |
| Western Academy of Beijing (2008) Mild emotionally disturbed, hearing impaired, learning disabled, and speech impaired at all grade levels. There is in class and pull-out support from specialist teachers. | | 1,459 |

GIFTED AND TALENTED

| | | |
|---|-------|-------|
| Western Academy of Beijing (2008) Admission is through file review, meeting with the parents, Naglier Non-Verbal Aptitude Test, ISA results. There are support services for enrichment/extension of curriculum for those students not served by differentiation in the classroom. It is NOT a separate program. | | 1,459 |
| Yew Chung Beijing International School (2002) Focus of program is on enrichment, acceleration, and adjustment of the regular curriculum. | PK-12 | 400 |

CHINA, Chengdu

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| Chengdu International School (2007) Mild learning disabled, mentally handicapped, multiply handicapped, and visually handicapped, mild to moderate orthopedically impaired. All special needs can be handled in either the regular classroom or a resource room. There is access for the physically handicapped. Special needs students are accepted on a case by case basis after discussion with parents concerning the students needs and the schools limitations. | PK-12 | 150 |
| Meishi International School (2007) Mild emotionally disturbed and learning disabled. | PK-12 | 125 |
| QSI International School of Chengdu (2007) Mild hearing impaired, learning disabled and visually handicapped. | PK-12 | 66 |

GIFTED AND TALENTED

| | | |
|---|-------|-----|
| Chengdu International School (2007) Admission to the gifted program is through readiness screening; Computation Math and English Language Screening (CDIS Instruments). Students with special needs or that need enrichment are managed with Individual Learning Plans (IEP). | PK-12 | 150 |
|---|-------|-----|

CHINA, Guangzhou

| | | |
|--|-------|-----|
| American International School of Guangzhou (2005) Limited learning support for students with mild needs. | PK-12 | 612 |
|--|-------|-----|

CHINA, Hong Kong

SPECIAL EDUCATION

| | | |
|--|------|-----|
| Hong Kong Academy (2007) Mild learning disabled, multiply handicapped, orthopedically impaired, speech impaired and visually handicapped at the elementary and middle school grade levels. | PK-8 | 320 |
|--|------|-----|

•Many schools listed in this document do not offer an American curriculum.

CHINA, Hong Kong (cont'd)

SPECIAL EDUCATION

| | | |
|--|----------|-------|
| Hong Kong International School (2008) | R1-12 | 2,637 |
| HKIS offers support services for mildly disabled students at all of its four divisions and limits the number receiving support to 10% per division. Resource support is available at each level. Students are admitted on a case-by-case basis depending on the resources required and admission decisions for students with special needs are made through an Admissions Committee comprised of the Educational Psychologist, Director of Admissions, Division Principal, Learning Center Representative, and classroom teachers. | | |
| Rainbow Project (2008) | PK-adult | --- |
| Specialized speech and language therapy, occupational therapy and sensory integration services. www.rainbowproject.org/ | | |

GIFTED AND TALENTED

| | | |
|--|-------|-------|
| Hong Kong International School (2008) | R1-12 | 2,619 |
| Focus of program is on enrichment and extended learning from primary through middle school, advancement level placement courses and opportunities for specialized extracurricular activities at high school. | | |
| The International Montessori School (2004) | PK-6 | 130 |
| Advanced level work, acceleration, higher order thinking. | | |

CHINA, Shanghai

SPECIAL EDUCATION

| | | |
|--|------------|-------|
| Creative Garden Center | 4-14 yrs | 20 |
| Autism, developmental delays, and moderate to severe learning disabilities. www.specialedchina.com/ | | |
| Rainbow Bridge International School (2007) | 18m-10 yrs | 358 |
| Mild learning disabled and physically handicapped. There are no ramps for wheelchairs at this time. | | |
| Shanghai American School (2007) | PK-12 | 2,900 |
| Mild emotionally disturbed and learning disabled at all grade levels. Mild speech impaired at the elementary grade levels. | | |
| Shanghai Community International Schools (2007) | PK-12 | 1200 |
| Mild learning disabled, orthopedically impaired and visually handicapped. | | |
| Yew Chung Shanghai International School (2007) | 1-12 | 1272 |
| Mild learning disabled. | | |

GIFTED AND TALENTED

| | | |
|--|-------|-----|
| Concordia International School (2007) | PK-12 | 950 |
| Acceleration and advanced level work. | | |

COLOMBIA, Bogota

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| Post Comments (2007) | | |
| Programs and services for certain special need children at Colegio Nueva Granada, through the Learning Center. However, the school stresses the fact that it is not a special education school. Their Learning Center serves students with learning disabilities offering pull out and inclusion programs, as well as occupational and speech/language therapy. Complete psychological assessment is available. The school has a pool of outside professionals such as psychiatrists, neurologists, etc. and students attending these consultations are closely monitored by the school psychologists. A sensory motor program makes part of the curriculum in K-4, aiming at strengthening motor and perceptual skills. The psychologists at Colegio Nueva Granada are receptive to engage in early dialogue with parents prior to arrival to ensure transition is as smooth as possible. | | |
| Colegio Gran Bretana (2005) | PK-11 | 199 |
| Mild emotionally disturbed, learning disabled, and speech impaired. | | |

•Many schools listed in this document do not offer an American curriculum.

COLOMBIA, Bogota (cont'd)

SPECIAL EDUCATION

| | | |
|---|-------|-------|
| Colegio Nueva Granada (2005) | PK-12 | 1,659 |
| Mild to moderate emotionally disturbed, hearing impaired, orthopedically impaired, and speech impaired, mild to severe learning disabled. | | |

GIFTED AND TALENTED

| | | |
|---|------|-------|
| Colegio Nueva Granada (2005) | K-12 | 1,659 |
| Focus of program is on enrichment and advanced level. | | |

COLOMBIA, Cartagena

SPECIAL EDUCATION

| | | |
|---|-----|-----|
| ALUNA (2008) | --- | --- |
| The school offers a program in Spanish for children with cognitive and multiple handicaps. www.aluna.org.co/ | | |

| | | |
|---|-------|-----|
| Colegio Jorge Washington (2005) | PK-12 | 633 |
| Mild learning disabled and emotionally disturbed. | | |

COSTA RICA, San Jose

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| American International School (2007) | PK-12 | 240 |
| Mild to moderate learning disabled at all grade levels, mild emotionally disturbed, hearing impaired, speech impaired, and orthopedically impaired. | | |

| | | |
|--|------|-----|
| Blue Valley School (2007) | K-11 | 618 |
| Mild emotionally disturbed at all grade levels. Mild learning disabled at the elementary grade levels. | | |

| | | |
|---|-------|-----|
| Country Day School (2008) | PK-12 | 880 |
| Mild learning disabled at all grade levels. Help is given within the regular classroom. Children needing the resource room are pulled out according to their IEP in grades 1-5. | | |

| | | |
|--|-------|-------|
| Lincoln School (2007) | PK-12 | 1,190 |
| Mild to moderate learning disabled at all grade levels. Severe learning disabled at the middle school and high school grade levels. Mild visually handicapped at the middle school and high school grade levels. | | |

GIFTED AND TALENTED

| | | |
|--|-------|-------|
| Lincoln School (2007) | PK-12 | 1,190 |
| Adjustment of the regular curriculum, creativity, higher order thinking. Admission is through teacher recommendations. | | |

CROATIA, Zagreb

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| American International School of Zagreb (2008) | PS-12 | 213 |
| Mild learning disabled at all grade levels. | | |

| | | |
|---|---------|----|
| Learning Tree International Playschool (2008) | 2-7 yrs | 35 |
| The school has the staff, facilities, and programs available for the mild learning disabled student. The school provides early intervention services through a child psychologist. The school is not accessible for the physically handicapped student. | | |

| | | |
|--|-----|----|
| Srceko Montessori School of Zagreb (2005) | 2-7 | 45 |
| Mild learning disabled, mentally retarded, and physically handicapped. | | |

•Many schools listed in this document do not offer an American curriculum.

CUBA, Havana

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| International School of Havana (2007) | PK-12 | 199 |
|--|-------|-----|

Mild learning disabled at all grade levels. The school employs a psychologist and two full time teachers (one Canadian and one Cuban national) for their learning center. They have assisted children with mild special needs. Local resources are limited in Havana so children with special needs are reviewed on a case by case basis.

CYPRUS, Nicosia

SPECIAL EDUCATION

| | | |
|---|------|-----|
| The American International School in Cyprus (2008) | K-12 | 253 |
|---|------|-----|

The school can accommodate the mild learning disabled at the elementary and middle school grade levels. Students with a learning disability must be able to function independently in the regular classroom. Their support services support the regular class program. Children of State Department employees may have a teacher assistant accompany the special needs child in the classroom (funded by the Department of State and NOT the school).

| | | |
|---------------------------------------|-------|-----|
| Highgate Primary School (2007) | PK-11 | 435 |
|---------------------------------------|-------|-----|

The school can accommodate the mild learning disabled through support in the classroom. They do not have access for the physically handicapped. The following programs are available ESSEX, Neale, SEAL Programmes, Lateral thinking, CAT.

| | | |
|---------------------------------|------|-----|
| The Junior School (2008) | PK-6 | 520 |
|---------------------------------|------|-----|

Mild orthopedically impaired and speech impaired at the elementary grade levels.

| | | |
|-------------------------------------|---------|----|
| The Montessori School (2007) | 2-6 yrs | 28 |
|-------------------------------------|---------|----|

Mild learning disabled and physically handicapped.

| | | |
|---------------------------------|------|-----|
| The Senior School (2008) | 7-11 | 200 |
|---------------------------------|------|-----|

Mild orthopedically impaired and speech impaired within the regular classroom.

GIFTED AND TALENTED

| | | |
|---|------|-----|
| The American International School in Cyprus (2007) | K-12 | 279 |
|---|------|-----|

Admission to their program is via parent and teacher nomination, ITBS, Cogats, ERB, and OLSAT. The focus of the program is enrichment, adjustments to the regular curriculum, creativity, critical thinking, and advanced level work in traditional academic content areas. The students are involved in this program daily.

CYPRUS, Nicosia

GIFTED AND TALENTED

| | | |
|---------------------------------------|-------|-----|
| Highgate Primary School (2007) | PK-11 | 435 |
|---------------------------------------|-------|-----|

This school has a gifted/talented program in Elementary and Middle School, and only in Math in High School. A student is admitted to the program via testing and a report by a specialist. The focus of the program is on enrichment, acceleration, and an individualized program.

| | | |
|---------------------------------|------|-----|
| The Junior School (2008) | PK-6 | 520 |
|---------------------------------|------|-----|

Children are selected to the program by teachers. The focus of the program is on critical thinking. Students meet twice a week.

| | | |
|---------------------------------|------|-----|
| The Senior School (2008) | 7-11 | 200 |
|---------------------------------|------|-----|

Children are selected by their teachers. They meet twice a week.

•Many schools listed in this document do not offer an American curriculum.

CZECH REPUBLIC, Prague

SPECIAL EDUCATION

| | | |
|--|--------|-----|
| International School of Prague (2008) | PK3-12 | 830 |
|--|--------|-----|

ISP offers support services for mildly learning disabled students. Resource support is available at each level (Lower, Middle and Upper grades). Students are admitted on a case-by- case basis depending on resources required and available. ISP currently does not have the resources, or more importantly the space to mount a robust and dedicated special needs and resource room program; however they have made every effort to meet the needs of post students with diagnosed special needs including hiring special needs certified personnel.

| | | |
|--------------------------------|------|-----|
| Riverside School (2008) | K-12 | 325 |
|--------------------------------|------|-----|

Riverside school offers support services for mildly disabled students. Resource support is available at each level (Lower, Middle and Upper grades). Students with mild learning disabilities, ADHD, and some levels of Autism have been admitted in the past. Students are admitted on a case-by- case basis depending on resources required and trained faculty available.

DENMARK, Copenhagen

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| Copenhagen International School (2007) | PK-12 | 593 |
|---|-------|-----|

Mild learning disabled at the elementary and middle school grade levels. Mild mentally handicapped at the elementary grade levels only. There is a resource program available only to the Primary and Middle school grade levels. There is Additional Individual Student Support programme (AISS) at an additional cost. **Post comments:** All special needs are handled on a case by case basis, but opportunities are limited. Parents are advised to contact the school before applying for a position if your child has special needs, this includes ADHD and ADD. Middle and high school grades are not equipped to handle anything but the most mild special needs student. The school remarks “Normally we accept children who can manage in the classroom, although some of them may need an assistant, but we have not special programs for them.” They expect to hire a part-time speech pathologist in the fall of 2008.

DOMINICAN REPUBLIC, Santo Domingo

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| American School of Santo Domingo (2008) | PK-12 | 250 |
|--|-------|-----|

Mild to moderate learning disabled at all grade levels. Teachers and administrators have received training to work with the learning disabled. They have a remedial intervention program for language, math and learning skills.

| | | |
|-----------------------------------|-------|-------|
| Carol Morgan School (2008) | PK-12 | 1,126 |
|-----------------------------------|-------|-------|

Mild learning disabled.

| | | |
|---|------|------|
| Colegio Bilingue New Horizons (2008) | T-12 | 1470 |
|---|------|------|

The school can accommodate students who are mild emotionally disturbed in all grades, are mild learning disabled in elementary school only, who are mild orthopedically impaired in all grades, who are mild speech impaired in elementary school only, and who are visually handicapped at all grades levels. There is staff who has been trained to administer psychological tests and diagnose specific learning disabilities.

| | | |
|-------------------------------|-------|----|
| Joy of Learning (2008) | PK-12 | 30 |
|-------------------------------|-------|----|

The school provides a program for children with a wide range of special needs including those with autism, Down’s syndrome and other diagnosed disabilities. Specialize in learning disabilities, they have developed a program that will be able to reach the individual needs of each student. Each classroom has no more than six students, and they work with an Individual Education Program.

ECUADOR, Guyaquil

SPECIAL EDUCATION

| | | |
|-------------------------------------|------|-----|
| InterAmerican Academy (2007) | N-12 | 211 |
|-------------------------------------|------|-----|

There will be support for mild learning disabled for school year 2007-2008.

•Many schools listed in this document do not offer an American curriculum.

ECUADOR, Quito

SPECIAL EDUCATION

- Academia Cotopaxi** (2008) PK-12 477
Mild learning disabled at all grade levels. The school offers some services for approximately 40 students with special needs. Special services are coordinated through the principals and the child study team. A diagnostician/psychologist, two LD teachers and a reading specialist provide resource study skills and consulting. .
- Alliance Academy International** (2008) K-12 424
Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, speech impaired, and visually handicapped at all grade levels. Moderate learning disabled at the elementary grade levels. Mild orthopedically impaired at the elementary grade level. They have a National Institute for Learning Disabilities educational therapy resource specialist.
- The British School** (2008) N-12 270
Mild learning disabled, orthopedically impaired, and speech impaired at all grade levels.
- Colegio Alberto Einstein** (2008) 4-6 yrs 590
Mild emotionally disturbed, hearing impaired, and multiply handicapped. Mild to moderate learning disabled. There are limited services for children with special needs. They use the Feuerstein Method.
- Colegio Americano de Quito** (2008) PK-12 2,169
Mild learning emotionally disturbed, multiply handicapped, speech impaired, and visually handicapped at all grade levels. Severe hearing impaired at all grade levels. Mild to moderate learning disabled at all grade levels. Moderate orthopedically impaired at elementary and middle school grade levels. There is specialized resource staff who work both in the mainstreamed classroom and the resource room.
- Evergreen International School** (2008) 2-11 yrs 56
Mild learning disabled, physically handicapped, and mentally retarded. They will also work with children with Asperger Syndrome.

EGYPT, Cairo

SPECIAL EDUCATION

Post Comments (2007)

While Cairo does have a number of schools who can help with children with special needs, parents are strongly advised to contact the preferred school before arriving to post to make sure the school has the correct resources for their children.

The Advance Center (2008) www.advance-society.org
They can accommodate deaf/blind students. Mild to moderate emotionally disturbed. Mild to severe hearing impaired. Mild to severe learning disabled. Mild to moderate mentally handicapped. Mild to moderate multiply handicapped. Mild to moderate orthopedically impaired. Mild to severe speech impaired. Mild to severe visually handicapped. They offer day programs within a school setting for children aged 2 to 17 years old and a transition program for those aged 18 to 21 and an adults program for those aged 21 and older. The program includes specialized services such as SLT, OT, psychomotor, pre-vocational training and life skills training.

The American International School in Egypt (2008) N-12 1,200
Mild emotionally disturbed at all grade levels. Mild learning disabled at all grade levels. Moderate to severe learning disabled at elementary and middle school grade levels. Mild mentally handicapped at the elementary grade level. Moderate multiply handicapped at the elementary grade level. The school has access for the physically handicapped. There is a learning support center for children with specialists.

Cairo American College (2008) PK-12 1,382
Mild to moderate learning disabled at all grade levels. Mild speech impaired at the elementary and high school grade levels. They have a resource room with resource teachers and an inclusion program in the regular classrooms.

•Many schools listed in this document do not offer an American curriculum.

EGYPT, Cairo

SPECIAL EDUCATION

- The Continental School of Cairo (2007)** 1-12 75
A British Style Special Education school. The deaf/blind can be accommodated. The mild emotionally disturbed can be accommodated in middle school. Mild to moderate hearing impaired at all grade levels. Mild to moderate learning disabled at all grade levels. Mild orthopedically impaired at the elementary grade level. Mild to severe speech impaired at all grade levels. Mild visually handicapped at all grade levels. They follow the British National Curriculum. www.continental-school.com/
- Irish Nursery School/Degla Maadi (2008)** 6 mths-5 yrs 100
Because all students are 5 years old and younger they concentrate on integrating a language delayed or emotionally disturbed child into mainstream classes and work very closely with the “learning resource center” which caters to children with specific learning disabilities.
- Learning Resource Center (2007)**
A clinic and educational center providing individualized, academic instruction and therapies for students with specific needs not met in a regular school program. Deaf/blind students can be accommodated. Mild to moderate emotionally disturbed. Mild to severe hearing impaired, learning disabled, mentally handicapped, orthopedically impaired, and speech impaired. Mild multiply handicapped and visually handicapped. They offer a home-schooling program for some of the children who are out of the mainstream system, and an intensive 1-2 years intervention program that helps children aged 6 to 10 who may have a specific learning disability, but who would also have an IQ within the average range, in order to get back into the mainstream system, namely the “School Readiness Program”. www.lrcegypt.com
- Little Einstein (2008)** 18 mths-4.5 yrs 22
Mild learning disabled, physically handicapped, and mentally retarded. The school is supervised by the Egyptian Autistic Society and they offer speech therapy.
- Maadi British International (2008)** PK-6 360
A British Curriculum main stream school which offers to place all children who can benefit from an English education. They assess children before admission to ensure that they can function in a main stream classroom. They make provisions for mild learning difficulties.
- Maadi Children’s Study Center Maadi Community School (2008) K-12** 58
The mild to severe learning disabled student can be accommodated. The mild learning disabled student will stay in the regular classroom but will receive one to one support. The severely learning disabled will be mainstreamed with T.A. on a 50% timetable. The school is not accessible for the physically disabled. Pupils are admitted through standardized NFER/Richmond testing and their own school assessment. All students are treated as individuals.
- New Cairo International British School (2008)** 3-18 yrs 660
The blind can be accommodated in high school in the regular classroom. The moderate learning disabled can be worked with in both Middle School and High School. The mild speech impaired student can be accommodated. The moderately visually handicapped student can be accommodated in Middle School.
- Small Talk (2008)** 2-5 yrs 130
Moderate learning disabled and emotionally disturbed. Mild mentally retarded. School has staff, facilities, and programs available for the moderately handicapped student. They concentrate on integrating a language delayed or emotionally disturbed child into mainstream classes and work very closely with the Learning Resource Center. The school is not accessible for the physically handicapped.

•Many schools listed in this document do not offer an American curriculum.

EL SALVADOR, San Salvador

SPECIAL EDUCATION

| | | |
|--|-------|-------|
| American School of El Salvador (2008) | PK-12 | 1,732 |
|--|-------|-------|

Mild to severe emotionally disturbed at the elementary grade levels. Mild emotionally disturbed at all grade levels. Mild to severe learning disabled and mentally handicapped. Mild to moderate multiply handicapped. Mild orthopedically impaired, speech impaired, and visually handicapped. There is access for the physically handicapped. Students can spend part of the day at the local special education center (Trojan Center) where they work in close contact with tutors or outside specialists. Admission to the Trojan Learning Center is based on standardized testing in each division, letters of recommendation, transcripts, health exams, and education evaluations. The school may offer additional achievement testing when more specific information is needed.

| | | |
|--------------------------|------|-----|
| Los Robles (2008) | K-12 | 100 |
|--------------------------|------|-----|

Mild to moderate learning disabled can be accommodated in the regular classroom or a self-contained classroom at the elementary grade levels. The mild speech impaired and orthopedically impaired can be accommodated in the regular classroom at the elementary grade levels. The school is physically handicapped accessible. They have the following programs available: learning center for the learning disabled, educational therapy, learning reinforcement, counseling and valuations.

GIFTED AND TALENTED

| | | |
|--------------------------|------|-----|
| Los Robles (2008) | K-12 | 100 |
|--------------------------|------|-----|

Admission to the program is based on: an interview, an internal academic evaluation, an achievement evaluation, cognitive evaluation, a creativity test, a psychological evaluation, the portfolio of the student’s work, and the committee decision. The focus of the program is enrichment, acceleration, adjustments to the regular curriculum, critical thinking, advanced level work in traditional content areas. Students participate once per week for one hour per subject area or as appropriate for individual needs.

ESTONIA, Tallinn

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| International School of Estonia (2007) | PS-12 | 120 |
|---|-------|-----|

Mild emotionally disturbed, hearing impaired, learning disabled, speech impaired or visually handicapped students at all grade levels can be accommodated in the classroom or resource room. There is a Learning Resource Coordinator that provides support.

ETHIOPIA, Addis Ababa

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| International Community School of Addis Ababa (2002) | PK-12 | 360 |
|---|-------|-----|

Mild learning disabled.

FIJI, Suva

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| International School Suva (2008) | PS-12 | 478 |
|---|-------|-----|

Mild emotionally disturbed, and learning disabled. The school is willing to do in class adjustments for mild learning disabilities but there is no testing and while there is a framework for pull-out learning support, the staffing is short.

| | | |
|---|---------|----|
| Little Ones Learning Center (2008) | 2-5 yrs | 70 |
|---|---------|----|

Mild learning disabled, physically handicapped, emotionally disturbed, and mentally retarded. Teachers will provide additional attention in the context of the normal classroom to students with MILD issues.

FINLAND, Helsinki

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| International School of Helsinki (2004) | PK-12 | 300 |
|--|-------|-----|

Limited special education program.

•Many schools listed in this document do not offer an American curriculum.

FRANCE, Paris

SPECIAL EDUCATION

Sharing Professional Resources, Ideas and New Techniques (SPRINT)

A group of English-speaking and bilingual professionals who work with children of all ages with special needs. It offers the Anglophone community information and referral services. <http://sprint.france.free.fr/>

American School of Paris (2008) K-12 776

ASP accepts students with mild learning disabilities. Support services are provided to work closely with parents in monitoring the child's progress. The school is accessible to the physically handicapped.

International School of Paris (2006) PK-12 575

Mild emotionally disturbed, hearing impaired, learning disabled, visually handicapped and speech impaired students at all grade levels can be accommodated in the regular classroom. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities.

Marymount School (2006) PK-8 385

Mild to severe learning disabled students can be accommodated at the school. This can be accomplished through the regular classroom, the use of a resource room or mainstreaming with pull-out ILC. Mild orthopedically impaired students can be accommodated. The school has both ramps and an elevator. Mild speech impaired students can be accommodated within the regular classroom or through the use of a resource room. The school has a Resource Center which provides remediation on a pull-out basis and an Individual Learning Center (ILC), which is a self contained class that provides an individualized educational program to children with more severe learning difficulties such as functioning autism and Down's syndrome. ILC students are mainstreamed for non-academic subjects. Both programs are very small. The ILC has only 7 spaces-there is often a waiting period. Speech-language therapy remediation and psychomotor remediation are available from outside consultants at the parents' charge.

GABON, Libreville

SPECIAL EDUCATION

American International School (2006) PK-8 45

Children are mainstreamed into regular classroom. Due to size, school cannot accommodate children who require pullout programs as part of Individual Education Plan (IEP).

GEORGIA, Tbilisi

QSI International School of Tbilisi (2007) PK-12 116

Mild emotionally disturbed at the elementary and middle school grade levels. Mild learning disabled at all grade levels.

GERMANY, Berlin

SPECIAL EDUCATION

Berlin-Brandenburg International School (2008) PK-12 554

BBIS has a fairly liberal admittance policy. There is a school psychologist, career counselor, six ESL teachers and three Special Needs teachers. Some children in need of special needs support (cerebral palsy and Aspergers) have personal assistants that are compensated by the parents. Children exhibiting behavior problems are likely to be denied admission.

Berlin British School (2008) PK-12 460

Students with mild special education needs are generally admitted.

Berlin International School (2008) PK-12 850

Mild to moderate special needs students are accepted.

•Many schools listed in this document do not offer an American curriculum.

GERMANY, Berlin

GIFTED AND TALENTED

| | | |
|--|-------|-----|
| Berlin International School (2007) | PK-12 | 738 |
| Admission is via testing/observation and a family conference. A special schedule can be designed for students. Students are involved in the program as often as agreed on by the parents and the coordinators/counselor. | | |

| | | |
|---|------|------|
| John F. Kennedy School (2008) | K-12 | 1700 |
| Admission to the program is through teacher referral and testing by community psychologists. The focus of the program is on enrichment, acceleration, and adjustment to the regular curriculum. | | |

GERMANY, Bonn

SPECIAL EDUCATION

| | | |
|--|------|-----|
| Bonn International School (2005) | K-12 | 336 |
| The school has trained staff to support students with mild special learning needs. | | |

GERMANY, Bremen

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| International School of Bremen (2008) | PK-12 | 254 |
| Moderate learning disabled. | | |

GERMANY, Frankfurt

SPECIAL EDUCATION

| | | |
|--|-------|-------|
| The Frankfurt International School and International School Wiesbaden | PK-12 | 1,725 |
| (2007) Mild learning disabled. From Post report: The school offers a limited program for students with special learning needs, which is designed to serve a small number of students with mild disabilities. Students with physical disabilities, hearing or vision impairments, who are able to meet the academic demands of the regular program, will be considered for admissions provided that their particular needs can be accommodated. | | |

| | | |
|---|-----|-----|
| Wiesbaden American Middle School (2007) | 6-8 | 350 |
| Mild to moderate emotionally disturbed, learning disabled, mentally handicapped, multiply handicapped, and orthopedically impaired. Mild to severe hearing impaired, speech impaired, and visually handicapped. CLO Frankfurt spoke at length with the Director of Admissions regarding special needs support and the registration process at the school. While DoDDs stresses space availability in relation to applications from other non-defense agencies, DS employees are encouraged to complete the process by submitting early applications. The website: www.wies-ms.eu.dodea.edu/ is maintained with up-to-date information. It is recommended that the Registration Questionnaire is thoroughly read and completed. | | |

GERMANY, Frankfurt

GIFTED AND TALENTED

| | | |
|--|-----|-----|
| Wiesbaden American Middle School (2007) | 6-8 | 350 |
| Admission is by the recommendation of a parent, teacher or student; the evaluation of Terra Nova or other standardized test score; and the evaluation of classroom performance/grade point average. The program focus is on enrichment, creativity, critical thinking, and higher order thinking. The students are involved in the program 3 times per week for 80 minutes each. | | |

GERMANY, Hamburg

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| International School Hamburg (2008) | PK-12 | 669 |
| Mild speech impaired. | | |

•Many schools listed in this document do not offer an American curriculum.

GERMANY, Munich

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| Bavarian International School (2006) | PK-12 | 657 |
|---|-------|-----|

Mild emotionally disturbed or hearing impaired students in the elementary school grades can be accommodated in the regular classroom. Mild to moderate learning disabled students can be accommodated in the regular classroom or in a resource room. Mild to moderate speech impaired students can be accommodated in the regular classroom. The school is accessible to the physically impaired. They offer class support, individual support through a resource room, volunteer parent support, a visiting speech pathologist, and a full-time counselor. The teachers and administrators have been trained to work with the learning disabled and those with other handicaps.

| | | |
|---|-------|-------|
| Munich International School (2006) | PK-12 | 1,284 |
|---|-------|-------|

Mild emotionally disturbed students can be accommodated in the regular classroom or through a resource room at the elementary and middle school grade levels. Mild learning disabled and speech impaired students can be accommodated in the regular classroom and through a resource room at all grade levels. There is physically handicapped access in 3 out of 5 buildings. There is contracted staff hired for testing which must be paid by parents. There are learning resource centers in Junior and Middle school. There is an academic support class available in Senior school, grades 9-10. Speech and language therapy can be provided at school but at an additional cost to the parents. Occupational therapy can be arranged outside of school (is done in German).

GIFTED AND TALENTED

| | | |
|---|-------|-------|
| Munich International School (2006) | PK-12 | 1,284 |
|---|-------|-------|

There is a gifted and talented program in the elementary and middle school grades. Admission is through testing, review of school reports, interviews, and personal recommendations reports. The faculty is expected to differentiate assignments in deference to individual needs. There are math extension classes and math competitions.

GHANA, Accra

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| Lincoln Community School (2008) | PK-12 | 459 |
|--|-------|-----|

Learning Support- The school offers placement to students for whom it can offer an appropriate educational program; students who can be active participants in mainstream classroom programs, with minimal support. This includes students with mild visual, hearing or motor disabilities, mild learning disabilities, ADD & ADHD diagnosed students, students with dyslexia and currently, students with speech and language difficulties, with IEP's that indicate they can function fully and effectively within the mainstream classroom with minimal support. In Ghana, there are limited external services available. These change frequently with people transferring. At present, the school has access to the services of a developmental pediatrician, a clinical psychologist, a psychiatrist, an ophthalmologist, and a speech therapist. Parents of children with special learning needs who are considering a move to Ghana, and enrollment at LCS, should initiate communication with the school as early as possible, and share all current evaluation reports. This would allow adequate time for consultation between family and the Student Support Department. This early communication would not only allow appropriate assessment of whether LCS can meet the child's needs effectively, but would provide the foundation for close collaboration between family and school that is essential for children with special needs.

GREECE, Athens

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| American Community Schools of Athens (2008) | PS-12 | 665 |
|--|-------|-----|

Services are available for children with mild to moderate learning disabilities.

| | | |
|-----------------------|------|-----|
| Campion (2008) | N-13 | 465 |
|-----------------------|------|-----|

Mild to moderate learning disabilities can be accommodated in the regular classroom at all grade levels.

•Many schools listed in this document do not offer an American curriculum.

GREECE, Athens (cont'd)

SPECIAL EDUCATION

| | | |
|---|---------|-----|
| International School of Athens (2008) | PK-12 | 221 |
| Mild emotionally disturbed, orthopedically impaired, speech impaired, and visually handicapped at all grade levels. Mild to moderate learning disabled at all grade levels. There is resource and academic support for students. There is also psychological support for students and their families. | | |
| Pooh Corner Kindergarten (2008) | 2-5 yrs | 65 |
| The school does not have a specific handicap program. Their staff has all done courses relating t working with children with special needs. They also have a physiotherapist on staff who will be able to help. | | |
| St. Catherine’s British Embassy School (2008) | PK-13 | 760 |
| Mild learning disabled at all grade levels. | | |
| St. Lawrence College (2008) | N-13 | 830 |
| Mild to severe learning disabled at all grade levels. | | |

GIFTED AND TALENTED

| | | |
|---|-------|-----|
| The International School of Athens (formerly TESIS) (2008) | PK-12 | 221 |
| (boarding 7-12) Admission to the program is by using the WISC III , Woodcock/Johnson test. Through a variety of achievement testing, a battery of informal assessment tools and self esteem testing. The program is academic accerlation. | | |
| St. Catherine’s British Embassy School (2008) | PK-13 | 760 |
| The focus of the program is fast tracking, enrichment, acceleration, adjustments to curriculum, critical thinking, and advanced level work in traditional academic areas. Students involved in the program meet twice per week. | | |

GUATEMALA, Guatemala

SPECIAL EDUCATION

| | | |
|---|---------|-------|
| Post Report (2008) | | |
| Colegio Maya, Colegio Americano, and Equity Americano offer limited assistance. Parents should get in touch with the schools early to discuss what they are capable of providing. The Monarch School, developed under the guidance of The Monarch School in Houston, works with children who fall under the category of autism spectrum disorders and higher end concerns with attention deficit or hyperactivity disorders. www.colegiomonarch.com/ . There are also the following schools available who may be able to assist special needs students: Educare (7830-3350/51) accepting children ages 3-4 but they are far from Guatemala City due to traffic; Colegio Kipling (2476-2052) offers neurotherapy; Cedaf (2363-2383) offers audio therapy; Apanne (502-2333-7079/80) – an organization that deals with children that need therapists and more assistance; FARM (502-2366-7484/5865-8204) a group that deals with Down’s Syndrome children. | | |
| The American School of Guatemala (2008) | K-12 | 1,456 |
| Mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped. | | |
| Christian Academy of Guatemala (2008) | K-12 | 200 |
| Mild to moderate learning disabled at all grade levels and mild orthopedically impaired. | | |
| Colegio Dolman Ludington Hoe – Preschool Zone (2008) | 1-6 yrs | 34 |
| Mild learning disabled. | | |
| Colegio Maya (2008) | N-12 | 353 |
| Mild emotionally disturbed at the elementary and middle school grade levels and mild to moderate learning disabled at the elementary and middle school grade levels. The school has a learning center and resource room for use with children in grades K-8 | | |

•Many schools listed in this document do not offer an American curriculum.

GUATEMALA, Guatemala (cont'd)

SPECIAL EDUCATION

| | | |
|--|---------------|-------|
| Colegio Tykes (2008) | 16 mths-6 yrs | |
| Mild learning disabled and mentally retarded. Their programs are designed for children with learning disabilities as all the staff has educational or psychological degrees, | | |
| Equity American School (2008) | PK-12 | 157 |
| Mild hearing impaired, learning disabled, speech impaired, and visually handicapped. | | |
| Little Laughing Learning Center (2008) | 1-6 yrs | 10-20 |
| Mild learning disabled and physically handicapped. They favor integration; annual, monthly, weekly detailed lesson plans. The calendars and plans are provided for parents to know what is being worked on in advance. | | |
| Tots (2008) | 3m-5 yrs | 115 |
| Mild learning disabled, mentally retarded, and physically handicapped. Children bring their own tutors and participate in socialization activities. | | |
| Village School (2008) | 1-12 | 633 |
| Mild hearing impaired and orthopedically impaired. | | |

GIFTED AND TALENTED

| | | |
|---|-------|-------|
| The American School of Guatemala (2008) | K-12 | 1,456 |
| Focus of program is on enrichment, higher order thinking, and creativity. Admission to the program is via transcripts, report cards, principal and counselor recommendations, placement exams, and an interview. The programs offered are: Gifted and talented in elementary, AP in high school, and Destination Imagination. | | |
| Equity American School (2008) | PK-12 | 157 |
| Focus of program is on enrichment, acceleration, and advanced level work. Admission to the program is via previous work, test results, teacher evaluations, and teacher recommendations. Every child's schedule is adjusted to meet their needs. | | |
| Village School (2008) | 1-12 | 633 |
| Focus of the program is on enrichment, critical thinking, problem analysis, solution development, individual/group advanced academic achievement. Admission is through student/parent request, student application, student formal testing, and parent accepts guidelines. Students participate daily. | | |

GUINEA, Conakry

SPECIAL EDUCATION

| | | |
|--|-----|-----|
| Pepiniere Bikaz (2005) | N-6 | 350 |
| Mild learning disabled, speech impaired, and mentally handicapped. | | |

HONDURAS, Tegucigalpa

SPECIAL EDUCATION

| | | |
|--|------|-------|
| American School of Tegucigalpa (2003) | N-12 | 1,120 |
| Mild learning disabled at all grade levels, moderate at the elementary school level. | | |
| The Discovery School (2003) | N-12 | 126 |
| Mild to moderate learning disabled. | | |

•Many schools listed in this document do not offer an American curriculum.

HUNGARY, Budapest

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| American International School of Budapest (2008) | PK-12 | 794 |
| AISB does provide for mild special needs students if the student will not require more then 45 minutes of additional assistance, three times a week. The school also provides support for minimal pullout programs. However, students are admitted on a case-by-case basis, dependent upon the staffing and educational resources that are required and available. | | |
| British International School (2007) | N-13 | 410 |
| Mild emotionally disturbed, learning disabled, orthopedically impaired, and speech impaired at all grade levels. Mild to moderate mentally handicapped at all grade levels. | | |
| Greater Grace International School (2007) | K-12 | 164 |
| Mild to moderate leaning disabled. Mild multiply handicapped and orthopedically impaired. | | |
| International Christian School of Budapest (2007) | 1-12 | 210 |
| Mild learning disabled at all grade levels. Mild multiply handicapped, orthopedically impaired, and speech impaired at the elementary grade levels. | | |

INDIA, Chennai

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| American International School of Chennai (2007) | PK-12 | 458 |
| Mild to moderate learning disabled. | | |

INDIA, MUMBAI

| | | |
|---|-------|-----|
| American School of Bombay (2008) | PK-12 | 629 |
| Mild emotionally disturbed and speech impaired. | | |

INDIA, New Delhi

| | | |
|---|-------|-------|
| American Embassy School (2007) | PK-12 | 1,188 |
| Mild learning disabled at all grade levels. | | |

INDONESIA, Jakarta

SPECIAL EDUCATION

| | | |
|---|-------------|-------|
| Australian International School (2007) | PK-12 | 650+ |
| Mild to moderate emotionally disturbed. Mild to severe hearing impaired, learning disabled, mentally handicapped, and multiply handicapped. Mild to moderate speech impaired. Mild visually handicapped. They can also handle autism. They have the following programs available: learning support, literacy intervention, behavior modification, speech and language therapy, occupational therapy and alternative learning centres. | | |
| British International School (2007) | PS-12 | 1,150 |
| Mild to moderate learning disabled and mild speech impaired. | | |
| Discovery Center (2005) | 1-6 yrs | 54 |
| Mild to moderate learning disabled, physically handicapped, mentally retarded, mild emotionally disturbed, and speech impaired. | | |
| Jakarta International School (2005) | PS-12 | 2,421 |
| Mild learning disabled. | | |
| Jakarta Montessori School (2007) | 18m - 7 yrs | 105 |
| Down's syndrome, learning disabled, physically handicapped, emotionally disturbed and mentally retarded. School does not have a special program but shadows are permitted/requested when necessary. | | |

GIFTED AND TALENTED

| | | |
|--|-------|-------|
| British International School (2007) | PS-12 | 1,150 |
| Focus of program is on enrichment, adjustment of regular curriculum, creativity, critical thinking, and advanced level work. | | |

•Many schools listed in this document do not offer an American curriculum.

IRELAND, Dublin

SPECIAL EDUCATION

Post Comments (2008)

While special education in Ireland can be good for the moderate, severe or profoundly disabled child, the services are difficult to access and the wait lists are long. One can expect to wait from a minimum of 3 months up to one year before school attendance is approved. For a child with autism the wait may be longer. Private therapy and ABA are available but the costs are high and it is not always possible to find services in your area. There are private companies that offer therapy services but they frequently have a long wait list or will only accept children with specific disabilities (typically the higher end of functioning). Most Embassy families live south of the Embassy in the catchment area of St. Michael's House or St. John of God's. Both of these organizations supply special education services and should be contacted as soon as you know that you will be posted to Ireland. If you find that one organization is easier to work with, let GSO know that you prefer housing in that specific catchment area. St. Michael's House = www.smh.ie/. St. John of God's = www.sjog.ed/. Both offer a variety of services. They have special needs schools where children with mild, moderate, severe and profound disabilities attend together. If your child has mild or higher end of moderate disabilities you can opt to enroll him or her in a normal school in a special class or mainstreamed with support. Wait lists for these classes and services are long. St. Andrew's, www.st-andrews.ie, where most Embassy children attend, will consider having special needs children attend. The Red Door, a school for autism, has a two to three year wait list (www.thereddoorschool.com/). There are several websites where one can search for therapists or ABA tutors. While you will find other items listed there are frequently ads offering ABA and other therapy services posted: www.rollercoaster.ie and www.gumtree.ie.

St. Andrew's College (2008)

K-12

1,254

Mild to moderate learning disabled students can be accommodated in the regular classroom or a resource room at all grade levels. Mild orthopedically impaired, speech impaired and visually handicapped students can be accommodated in the regular classroom and through a resource room at all grade levels. The school is accessible to the physically handicapped student. They create IEPs for students with learning disabilities. There is remediation of core literacy/numeracy problems, plus subject support to help students make progress in their mainstream classes. There are no special admission procedures for special needs students.

ISRAEL, Tel Aviv

SPECIAL EDUCATION

Walworth Barbour American International School in Israel
(2005) Mild emotionally disturbed and mild learning disabled.

PK-12

430

GIFTED AND TALENTED

Walworth Barbour American International School in Israel
(2005) Focus of program includes differentiated instruction, acceleration, adjustment in curriculum, thinking skills.

PK-12

430

ITALY, Milan

SPECIAL EDUCATION

American School of Milan (2008)

N-12

547

Mild learning disabled at the elementary grade levels.

International School of Milan (2008)

K-13

1,350

The mild emotionally disturbed, speech impaired, and visually handicapped student can be accommodated in the elementary and middle school grade levels. The mild hearing impaired student can be accommodated at all grade levels. The mild learning disabled student can be accommodated in middle school. The mild to moderate learning disabled student can be accommodated in the elementary school. The mild multiply handicapped students can be accommodated in the elementary school. The moderately orthopedically impaired student can be accommodated at all grade levels. The school is accessible to the physically handicapped student. Individual education plans are drawn up with personal targets monitored by teacher and counselor. Require extensive negotiation/involvement of parents. **School Comments:** We are conscious and aware that we offer only limited support for speech needs, especially for students with learning difficulties. Provision in Italy is not extensive and we do not recommend transfer to Milan for families with children who have a special need best catered to in another language (English or other). We do NOT admit children if we do not believe we can offer a valid program. But with extensive negotiation/involvement of parents, we can do a great deal to support students with mild difficulties up to the end of middle school.

•Many schools listed in this document do not offer an American curriculum.

ITALY, Milan (cont'd)

SPECIAL EDUCATION

| | | |
|---|------|-----|
| Sir James Henderson School of Milan (2008) | 1-13 | 782 |
|---|------|-----|

Mild to moderate learning disabled students can be accommodated at all grade levels. The mild speech impaired, visually impaired, and orthopedically impaired student can be accommodated at all grade levels. The school is not accessible to the physically handicapped student. The range of programs is provided through UK curriculum.

| | | |
|--------------------------------|-----|-----|
| St. Louis School (2008) | N-9 | 680 |
|--------------------------------|-----|-----|

Mild emotionally disturbed, hearing impaired, learning disabled, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated in the regular classroom or through a resource room at the elementary school grade levels. The school is accessible to the physically handicapped student. The school uses IEPs.

GIFTED AND TALENTED

| | | |
|---|------|-----|
| Sir James Henderson School of Milan (2008) | 1-13 | 782 |
|---|------|-----|

Admission to the program is via an interview and assessments. The focus of the program is on enrichment, in class extension, and extra curricular activities. Students are involved in the program as appropriate for individual needs

| | | |
|--------------------------------|-----|-----|
| St. Louis School (2008) | N-9 | 680 |
|--------------------------------|-----|-----|

Focus of program is on acceleration, extension of regular curriculum, and enrichment. Admission is through a parent and teacher report, independent assessment by head teacher and/or school counselor, psychological assessment testing (WIPPS/-R, Neale reading analysis, Peabody, WIAT). The focus of the program is on extension of regular curriculum, acceleration, and they have enrichment specialists.

ITALY, Rome

SPECIAL EDUCATION

| | | |
|--|-----|-----|
| Ambrit Rome International School (2006) | N-8 | 500 |
|--|-----|-----|

Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom or through a resource room. Mild emotionally disturbed and orthopedically impaired students can be accommodated in the regular classroom. The school is accessible to the physically handicapped student. There is staff trained to administer psychological tests and diagnose specific learning disabilities.

| | | |
|--|-------|-----|
| American Overseas School of Rome (boarding 9-13) (2006) | PK-13 | 630 |
|--|-------|-----|

Mild to moderate hearing impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Mild learning disabled students and mild speech impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Moderate learning disabled students can be accommodated in the regular classroom or through a resource room at the elementary and middle school grade levels. Moderate speech impaired students can be accommodated in the regular classroom and through a resource room at the elementary grade levels. The school is not accessible to the physically handicapped.

| | | |
|--|------|-----|
| CORE: The Cooperative School (2005) | PK-6 | 120 |
|--|------|-----|

Mild learning disabled, mentally retarded, and physically handicapped.

| | | |
|---------------------------------------|------|----|
| Greenwood Garden School (2005) | PK-K | 45 |
|---------------------------------------|------|----|

Mild learning disabled.

| | | |
|--|-------|-----|
| Marymount International School (2006) | PK-12 | 770 |
|--|-------|-----|

Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom in the elementary and middle school grade levels. Mild learning disabled high school students can also be accommodated. The school is accessible to the physically handicapped student. They have staff who has been trained to administer psychological tests and to diagnose specific learning disabilities.

| | | |
|---|------|-----|
| St. George's British International School (2006) | K-12 | 627 |
|---|------|-----|

Mild emotionally disturbed students in elementary and middle school grades can be accommodated in the regular classroom. Mild learning disabled, orthopedically impaired, and visually handicapped students at all grade levels can be accommodated in the regular classroom. Mild to moderate speech impaired students in the elementary and middle school grade levels can be accommodated at the elementary and middle school grade levels. The school is accessible for the physically handicapped student. They have staff who are trained to administer psychological tests and to diagnose specific learning disabilities.

•Many schools listed in this document do not offer an American curriculum.

JAMAICA, Kingston

Post Comments (2006)

A number of facilities exist in Kingston for educating the handicapped, although equipment and staff are limited. These schools have limited space and each should be explored for specific needs. Day programs are offered by the Jamaica Association for the Deaf, the Salvation Army School for the Blind, the Step Center, and the Mona Rehabilitation Center for the physically handicapped. Carberry Court Special School has day and boarding programs for the severely mentally handicapped. None of these programs meets U.S. standards.

American International School of Kingston (2007) PS-12 205

The school offers special education services for children with mild learning disabilities, reading problems,

Step by Step (2004) 16m-5 yrs 75

Mild learning disabled students can be accommodated. There is no access for the physically handicapped. They have special needs teachers trained with specifics geared towards autistic children that are mild to moderate. Educational program geared towards mainstreaming.

JAPAN, Osaka-Kobe

SPECIAL EDUCATION

Canadian Academy (boarding) (2008) K-12 741

The school offers limited services for mildly disabled students. A resource teacher provides in-class and pull-out service in the elementary school for identified students as well as a small reading group of second graders. A second specialist provides services in the middle and high schools. The school currently is limited in its ability to serve a large number or more than mildly learning disabled students. Some students with ADD have been accommodated. The resource teachers confer with teachers, the elementary principal, and counselor in identifying students and determining intervention strategies.

St. Michael's International School (2007) PK-5 165

Mild emotionally disturbed, learning disabled, and speech impaired. Severe mentally handicapped. Mild to moderate multiply handicapped.

JAPAN, Tokyo

SPECIAL EDUCATION

Post Comments (2008)

At present, the following schools are able to provide support for **mild** learning disabilities in a resource center type program: The American School in Japan (ASIJ), AOBA- Japan International School, The British School in Tokyo (BST), International Secondary School, International School of the Sacred Heart, K International School, Seisen International School, and St. Mary's International School. It is **IMPORTANT** to contact the schools with clear and honest information about what your child's special needs are for guidance as to the appropriate placement. For children with **moderate to more severe** special needs there are programs available at the following schools: International Secondary School, Pacific Learning Center, and Yamato International School. Again, it is **IMPORTANT** to contact the schools directly to ascertain if your child's needs can be met at one of their schools and to contact the CLO immediately for guidance if your child requires special needs programs.

The American School in Japan (2008) K-12 1,581

Mild learning disabled, hearing impaired, and speech impaired.

International School of Sacred Heart (2008) K-12 520

Mild learning disabled at elementary and middle school grade levels. Mild to moderate speech impaired at elementary and middle school grade levels. Mild to moderate visually impaired at all grade levels.

K. International School (2008) K1-12 400

Mild learning disabled, orthopedically impaired, and speech impaired at all grade levels.

Montessori School of Tokyo (2008) PK-6 150

Mild learning disabled and mentally handicapped in the elementary grade levels.

US Embassy Compound EWA Children's Garden Preschool (2007) 3-5yrs 57

Mild to moderate learning disabled, mentally retarded, and physically handicapped. There is a ramp and also an elevator available for use. Special needs students have a program designed to meet their needs on a case-by-case basis.

•Many schools listed in this document do not offer an American curriculum.

JAPAN, Yokohama

SPECIAL EDUCATION

Gregg International School Yokohama (2006) K2-K5 2
The school, which opened in 2006, can accommodate the mild emotionally disturbed, learning disabled, mentally handicapped, or speech impaired student.

Richard E. Byrd Elementary School (DoDEA, 2006) K-5 74
Mild learning disabled and speech impaired students can be accommodated. The school is accessible for the physically handicapped student. The school has staff who is trained to administer psychological tests and to diagnose specific learning disabilities.

St. Maur International School (2006) PK-12 456
Mild learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated in the regular classroom. The school is not accessible to the physically handicapped student. They have staff trained to administer psychological tests and to diagnose specific learning disabilities.

Yokohama International Christian Academy (2006) PK-12 100
Mild hearing impaired, learning disabled, orthopedically impaired, and visually handicapped students can be accommodated in the regular classroom at all grade levels. The school is accessible to the physically handicapped student.

GIFTED AND TALENTED

Richard E. Byrd Elementary School (DoDEA 2006) K-5 74
Focus of program is on enrichment. Students are involved in the program once per week.

St. Maur International School (2006) PK-12 456
There are gifted/talented programs available at the school at all grade levels. The focus of the program is enrichment, acceleration, adjustments to curriculum, creativity, critical thinking, and advanced level work in traditional academic content areas. Most instruction is ongoing in the classroom.

Yokohama International Christian Academy (2006) PK-12 100
Focus of program is on acceleration and critical thinking skills. Admission to the program is via a diagnostic test. Students are involved in the program on a full-time basis.

JERUSALEM

SPECIAL EDUCATION

Anglican International School of Jerusalem (2007) N-12 202
Mild learning disabled students can be accommodated at all grade levels.

Jerusalem American International School (2007) PK-5 27
Mild learning disabled students. Two of the teachers have degrees in teaching children with learning disabilities.

GIFTED AND TALENTED

Jerusalem American International School (2007) PK-5 27
Focus of program is on enrichment, creativity, and higher order thinking. The program is informal and the teachers work with students in the classroom.

JORDAN, Amman

SPECIAL EDUCATION

American Community School (2007) PK-12 443
Mild learning disabled and speech impaired students can be accommodated in the regular classroom and through a resource room at the elementary and secondary school grade levels. The school is not accessible to the physically handicapped student. You can refer to the website of ACS at www.acsamman.edu.jo.

JORDAN, Amman (cont'd)

SPECIAL EDUCATION

| | | |
|--|--------|-----|
| International Community School (2007) | KG1-10 | 350 |
|--|--------|-----|

Mild emotionally disturbed students in the regular classroom at all grade levels. Mild hearing impaired students in the regular classroom at the high school grade level. Mild learning disabled in the regular classroom and through a resource room in the elementary and middle school grade levels. Mild orthopedically impaired and speech impaired students in the regular classroom in the middle school grade levels. The school is not accessible for the physically handicapped student. They incorporate individual education plans (IEPs). www.ics-amman.edu.jo

KAZAKHSTAN, Almaty

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| Miras International School (2008) | PK-12 | 590 |
|--|-------|-----|

Mild speech impaired at the elementary and middle school grade levels. Mild visually handicapped.

GIFTED AND TALENTED

| | | |
|--|-------|-----|
| Miras International School (2008) | PK-12 | 590 |
|--|-------|-----|

Admission to the program is through data gathering, discussion between the school and the parents, analysis of student achievement. Students are in the regular program and have individual lessons once or twice per week for 1 hour.

KAZAKHSTAN, Astana

SPECIAL EDUCATION

| | | |
|---|------|-----|
| Miras Kindergarten Pre-School (2008) | PK-K | 199 |
|---|------|-----|

Mild speech impaired.

KENYA, Nairobi

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| International School of Kenya (2007) | PK-13 | 606 |
|---|-------|-----|

Mild to moderate learning disabled and mild speech impaired.

| | | |
|--|-----------|----|
| Kenya Community Centre for Learning (KCCL) (2006) | 10-18 yrs | 30 |
|--|-----------|----|

Deaf/blind, emotionally disturbed students can be accommodated. Hearing impaired students can be accommodated in the regular classroom with speech therapy offered. The mild to severely learning disabled student can be accommodated in the regular classroom and through a resource room. The mild mentally handicapped student can be accommodated in the regular classroom, through a resource room and on a pull-out basis. The mild to moderate speech impaired student can be accommodated in the regular classroom and through a resource room. The school is not accessible for the physically handicapped student. php_kccl@swiftkenya.com

| | | |
|------------------------------|------|-----|
| Roslyn Academy (2007) | K-12 | 430 |
|------------------------------|------|-----|

Mild to moderate learning disabled students can be accommodated at all grade levels.

•Many schools listed in this document do not offer an American curriculum.

KOREA, Seoul

SPECIAL EDUCATION

| | | |
|---|------|-------|
| The Early Childhood Learning Center International School (2007) | PK-2 | 182 |
| The school offers some services for special education. | | |
| Seoul American Elementary School (DoDEA) (2007) | K-5 | 1,095 |
| Mild to moderate disabled students (up to category 3). Incoming students, particularly USG non-military dependents, are asked to submit evaluations and valid IEPs for review prior to admission and, hopefully, prior to arrival. Mild emotionally disturbed, hearing impaired, and visually handicapped. Mild to severe learning disabled, mentally handicapped, and speech impaired. | | |
| Seoul American Middle School (DoDEA) (2007) | 6-8 | 561 |
| Mild emotionally disturbed, hearing impaired, and visually handicapped. Mild to severe learning disabled, mentally handicapped, and speech impaired. | | |
| Seoul American High School (DoDEA) (2007) | 9-12 | 668 |
| Mild emotionally disturbed and hearing impaired. Mild to severe learning disabled, mentally handicapped, speech impaired, and visually handicapped. | | |
| Seoul Foreign School (2007) | K-12 | 1,470 |
| The school offers limited admissions and support to special needs students, and a visiting psychologist is utilized to evaluate referred students. | | |
| Yongsan International School of Seoul (2007) | K-12 | 600 |
| The school has some services for special needs students, through its Student Learning Center, which offers pull out as well as in class help. Acceptance of special needs students is on an individual basis, and published information lists services for "students with mild to moderate learning disabilities." | | |

GIFTED AND TALENTED

| | | |
|--|------|-------|
| Seoul American Elementary School (DoDEA) (2007) | K-5 | 1,095 |
| Enrichment, acceleration, adjustment of the regular curriculum, creativity, critical thinking, and advanced level work in traditional academic content areas. Admission to the program is via a review of standardized tests, cognitive ability individual assessment, teacher recommendation, parent recommendation, and student work. Students are involved in the program 120 minutes per week. | | |
| Seoul American Middle School (DoDEA) (2007) | 6-8 | 561 |
| Focus of program is on enrichment and critical thinking, creativity. Admission is via testing and screening (In View Test and Naglieri Test). Students are involved in the program every other day for 1 period for 1 semester. | | |
| Seoul American High School (DoDEA) (2007) | 9-12 | 668 |
| Admission is through testing (In View Test and Naglieri) and screening. The focus is on enrichment and critical thinking, creativity, developing higher level of extension of thinking. Students meet every other day for 1 period per semester. | | |

KUWAIT, Kuwait

SPECIAL EDUCATION

| | | |
|---|-------|------|
| American School of Kuwait (2007) | PK-12 | 1466 |
| Mild emotionally disturbed, learning disabled, orthopedically impaired, speech impaired and visually handicapped at all grade levels. There are limited support programs. | | |
| The British School of Kuwait (2008) | K-12 | 1750 |
| Mild learning disabled at elementary and middle school grade levels. | | |
| Fawzia Sultan International School (2007) | PK-12 | 150 |
| An alternative school designed for the education of children with mild to moderate special needs. The school operates a comprehensive evaluation center and provides services in both areas of physical therapy and speech and language development. There is individual planning for each student's program. | | |

•Many schools listed in this document do not offer an American curriculum.

KYRGYZ REPUBLIC, Bishkek

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| Bishkek International School (2008) | PK-12 | 51 |
| The school does not offer a formal program for special needs students. The school WILL evaluate each child on an individual basis to determine if it is possible to meet the specific needs of the child. If you have a child with special needs and are interested in coming to Bishkek please contact the school's director to discuss your child's needs. | | |
| Hope Academy of Bishkek (2008) | K-11 | 118 |
| Severe orthopedically impaired. | | |

LAOS, Vientiane

SPECIAL EDUCATION

| | | |
|--|-------|------|
| Vientiane International School (2008) | PS-12 | 300+ |
| The school has a well qualified Special Education Coordinator on staff and can admit special needs students with mild learning disabilities. There are not extra fees for special education services provided by the school. | | |

LATVIA, Riga

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| International School of Latvia (2008) | PS-12 | 217 |
| Mild emotionally disturbed at the elementary and middle school grade levels. Mild to moderate learning disabled at the elementary and middle school grade levels. | | |

LESOTHO, Maseru

6-12 502

SPECIAL EDUCATION

| | | |
|--|------|-----|
| Machabeng College (2008) | 6-12 | 502 |
| Mild emotionally disturbed, moderate hearing impaired, moderate orthopedically impaired, mild speech impaired. | | |

GIFTED AND TALENTED

| | | |
|--|------|-----|
| Maseru English Medium Preparatory School (2008) | PK-6 | 301 |
| There is a program available to limited numbers only. Admission is through an interview with the parents, an admission test, prior school records, the Waddington screening test, ACER screening matrix. | | |

LUXEMBOURG, Luxembourg

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| International School of Luxembourg (2007) | PK-12 | 725 |
| Mild learning disabled, speech impaired and emotionally disturbed. | | |

MACEDONIA, Skopje

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| QSI International School of Skopje (2008) | PK-12 | 107 |
| Mild to moderate emotionally disturbed at the elementary and middle school grade levels, mild learning disabled at the elementary and middle school grade levels, mild mentally handicapped at the elementary grade levels. Programs for children with special needs are limited and determined on a case-by-case basis. Admissions evaluate applicants prior to registering them for classes. | | |

GIFTED AND TALENTED

| | | |
|--|------|-----|
| Nova International Schools (2008) | K-12 | 410 |
| There is a program available. Admission is through English and Math diagnostic tests, teacher recommendations, and an interview with the Head of School. The focus is on enrichment, acceleration, adjustments, and regular curriculum. Students spend 1-2 hours with the teacher at least twice a week. | | |

•Many schools listed in this document do not offer an American curriculum.

MADAGASCAR, Antananarivo

SPECIAL EDUCATION

The American School of Antananarivo (2008) PS-12 253
 ASA can cater to children with mild to moderate learning disabilities. The school should be contacted if your children require special education services. www.asamadagascar.org

MALAWI, Lilongwe

SPECIAL EDUCATION

African Bible College Christian Academy (2008) K-10 278
 Mild learning disabled. There is a parent with a special ed background who comes in to work with the kids, but it is NOT a fully structured program.

Bishop MacKenzie School (2008) K-12 654
 Mild learning disabled at all grade levels. Mild learning disabilities are supported both in the regular classroom and resource room by the learning specialist teacher. English as an additional language learners are supported both through the regular classroom and resource room by the EAL specialist teacher. Psychological testing and diagnosis of special learning disabilities are catered by a visiting specialist from South Africa each year or are undertaken by parents during vacation time outside of Malawi.

Kids@Play (Foxmead Play School) (2007) 3-4 yrs 15
 Mild learning disabled, emotionally disturbed, physically handicapped, and mentally retarded students can be accommodated at the school. There is access to the school for the physically handicapped. jack@malawi.com

MALAYSIA, Kuala Lumpur

SPECIAL EDUCATION

The Alice Smith School (2005) K-13 1,228
 Mild hearing impaired, learning disabled, mentally handicapped, speech impaired, and orthopedically impaired.

Garden International School (2005) K-12 1,700
 Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped.

International School of Kuala Lumpur (2007-08) PK-12 1,479
 The school offers some limited support services for special needs students. The school has adopted an “inclusion model,” enabling special needs students to participate in the classroom program with classroom support, consultation, collaborative teaching, resource, and special assistance, as appropriate. There is a full-time psychologist at the secondary level and experienced counselors at all levels. There are also resource teachers at each level who work with students both in the classroom and on a limited pull out basis. A speech therapist is also available. A Student Services Handbook has been developed to articulate admissions, referral procedures, and services at each level for counseling, learning disabilities, speech and language, ESL, and gifted. An emphasis is placed on differentiation in classroom instruction and collaboration.

MA Joseph Special Needs Sdn.Bhd. (2008)
 The Centre is for autistic children and is equipped with the necessary educational tools to enhance the child’s growth according to their needs. Parents can view all therapy sessions through the television in the lounge. This allows them to see and learn techniques in handling their child’s behavior. www.myautisticmalaysia.com

Mont’Kiara International (2003) PK-12 750
 Mild learning disabled, multiply handicapped and orthopedically impaired.

Special Children Society of Ampang (SCSOA) (2008) 3yrs-Early Adult
 The Society’s mission is to provide an education which will enable children and adults with learning disabilities to live as an integral part of society. They work with Down’s Syndrome, Autism, Cerebral Palsy, Global Delay, Prader Willi Syndrome, Slow Learner, and Hearing Impairment.

•Many schools listed in this document do not offer an American curriculum.

MALI, Bamako

SPECIAL NEEDS

American International Schools of Bamako (2007) PK-12 116
 No special needs program, but school is willing to consider accepting students, on a case-by-case basis, if parents can provide additional funding or staffing. www.aisbmali.org/.

MALTA, Valletta

SPECIAL NEEDS

Chiswick House School/St. Martin's College (2008) N-12 ----
 The school offers special needs support, including dyslexia, and inclusion of these students into the classroom.

San Andrea School (2008) PK-10 1,000
 The school offers special needs instruction, including dyslexia and some physical disabilities. It offers support teachers and inclusion of special needs students into the classroom.

MAURITIUS, Port Louis

SPECIAL EDUCATION

Alexandra House School (2008) K-6 100
 Mild emotionally disturbed, hearing impaired, learning disabled, and orthopedically impaired at the elementary grade levels. No set programs but due to small class sizes they can offer individual attention and have had considerable success with children suffering from mild learning disabilities, e.g. dyslexia, ADD, ADHD, etc. working in collaboration with specialists, local and abroad, parents and staff. Children must be able to cope in a regular classroom.

Clavis International Baccalaureate Primary School (2008) R-6 500
 Mild learning disabled at the elementary grade levels. There is a Special Needs department of 4 teachers that work with children who are experiencing difficulties with the program. This includes counselor/psychologist who comes 4 times a week, an S.E.N. teacher who comes 4 times a week, a social and academic support teacher who is full time and who uses behavior therapy with the students and an additional experienced S.E. N. teacher who comes once a week for special cases. The S.E.N. team offers socio-emotional, behavioral and learning support, with an external specialist who comes for part-time speech and language therapy.

International Preparatory School (2008) R-6 320
 Mild learning disabled at the elementary grade levels. The school employs a Special Education Needs coordinator as well as an English as a Second Language Specialist. They work with students on a short term basis. Students with mild learning difficulties such as ESL, ADD, ADHD, are admissible as long as the student can cope in a regular classroom.

Le Bocage International School (2008) 6-12 554
 Special needs students are accepted at Le Bocage if they fall within the "normal range of ability" for a child of their age. This is determined by completion of a test in both English and Mathematics, however support for learning is provided for a small number of students with specific learning difficulties, such as dyslexia, attention deficit disorder, dyspraxia, and dyscalculia, LBIS has a Special Education Needs team of three teachers, and a nurse who works with the mainstream curriculum teachers. The aims of the department are to help students to overcome the specific learning difficulties that they face. This is made through differentiation in lessons, support in mainstream classes, withdrawal from a subject on a short-term basis or in very few cases, a reduced curriculum.

GIFTED AND TALENTED

Alexandra House School (2008) K-6 100
 Admission to the program is through normal classroom observation plus grade level testing and diagnostic reading test. Focus of program is on enrichment, adjustment of the regular curriculum, creativity, critical thinking, and advanced level work in traditional academic content areas.

•Many schools listed in this document do not offer an American curriculum.

MEXICO, Guadalajara

SPECIAL EDUCATION

| | | |
|--|-------|-------|
| American School Foundation of Guadalajara (2007) | PK-12 | 1,433 |
| Mild hearing impaired, learning disabled, orthopedically impaired, and speech impaired. Mild to moderate visually handicapped. | | |

MEXICO, Mexico City

SPECIAL EDUCATION

| | | |
|---|------|-------|
| American School Foundation A.C. (2008) | K-12 | 2,400 |
| A special education coordinator is on staff full-time. The school is equipped to handle children with mild to moderate learning disabilities, Attention Deficit Disorder, orthopedic, speech and/or visual impairments. | | |

MEXICO, Monterrey

SPECIAL EDUCATION

| | | |
|---|------|-------|
| American School Foundation of Monterrey (2005) | N-12 | 2,182 |
| Mild learning disabled. | | |

MONGOLIA, Ulaanbaatar

SPECIAL NEEDS

| | | |
|---|-------|-----|
| International School of Ulaanbaatar (2007) | PS-12 | 210 |
| Mild emotionally disturbed and learning disabled. | | |

MOROCCO, Casablanca

SPECIAL NEEDS

| | | |
|--|------|-----|
| Casablanca American School (2005) | N-12 | 493 |
| Mild learning disabled. | | |

MOROCCO, Rabat

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| Rabat American School (2008) | PK-12 | 380 |
| The school continues to maintain a special resource program with a philosophy similar to Optimal Match. It incorporates staff and procedures from special needs and ESL. A screening procedure has been established, and services are provided by an LD resource teacher, elementary counselor/school psychologist, and the ESL staff. The program is focused in the elementary and middle school and serves 3-5 students per grade level. The current program provides a mix of inclusion and pullout support for special needs. A “watch list” of students has been established in order to monitor the students to assure appropriate intervention and service. | | |

GIFTED AND TALENTED

| | | |
|---|-------|-----|
| Rabat American School (2006) | PK-12 | 380 |
| There is a gifted and talented program at the elementary and middle school grade levels. Admission to the program is via ITBS tests with teacher recommendations. They also use SCAT and STEP out of level tests. The program is focused at all areas of curriculum. They employ the IB program, acceleration in math and enrichment in the Language Arts. Students are involved in the program as is appropriate for their individual needs. There is a variety of delivery services available including team teaching in the classroom. | | |

•Many schools listed in this document do not offer an American curriculum.

NAMIBIA, Windhoek

SPECIAL EDUCATION

| | | |
|---|-----------|-----|
| Little Penguins Montessori Pre-Primary School (2008) Mild learning disabled and physically handicapped. | 2.5-7 yrs | 90 |
| St. George's Diocesan Preparatory School (2008) Mild hearing impaired and learning disabled. | PS-7 | 450 |
| Windhoek International School (2008) Mild emotionally disturbed at the middle school and high school grade levels. Mild to moderate learning disabled at all grade levels. Mild mentally handicapped at the elementary and middle school grade levels. Mild to moderate visually handicapped. There is individual and classroom support. The school is entirely on one level, and wheel chair ramps have not been deemed necessary. | PS-12 | 325 |

NEPAL, Kathmandu

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| Lincoln School (2008) Mild hearing impaired at the high school grade level, mild learning disabled at all grade levels, mild mentally handicapped at the elementary grade levels, mild to moderate speech impaired at the elementary grade levels. . | PK-12 | 288 |
|--|-------|-----|

NETHERLANDS, Amsterdam

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| The International School of Amsterdam (2005) The school can accommodate students with mild education difficulties. | PK-12 | 870 |
|--|-------|-----|

NETHERLANDS, The Hague

SPECIAL EDUCATION

| | | |
|--|-------------|-------|
| The American School of The Hague (2005) Mild learning disabled, hearing impaired, orthopedically and speech impaired. | PK-13 | 1,050 |
| The British School in the Netherlands (2005) Mild hearing impaired, learning disabled, speech impaired, mentally handicapped, and visually handicapped. | PK- Year 13 | 1,800 |
| The Clown Club (2005) Mild physically handicapped. | 0-5 | 150 |
| International School of The Hague (2005) Mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, and speech impaired. | 6-12 | 530 |
| Lighthouse Foundation for Special Education Established in 1999, the Foundation serves the highly mobile international community with children with special educational needs while they are living in the Netherlands. www.lighthouse.nl/ | --- | --- |

GIFTED AND TALENTED

| | | |
|--|-------|-------|
| The American School of The Hague (2005) Focus of program is on enrichment, adjustment of the regular curriculum, creativity, critical thinking, and advanced level world | PK-13 | 1,050 |
|--|-------|-------|

•Many schools listed in this document do not offer an American curriculum.

NETHERLANDS, Rotterdam

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| The American International School of Rotterdam (2005) | PK-12 | 238 |
| Mild learning disabled, emotionally disturbed, orthopedically impaired, speech impaired and visually handicapped. | | |

NETHERLANDS ANTILLES, Curacao

SPECIAL EDUCATION

| | | |
|--|------|-----|
| International School of Curacao (2008) | K-12 | 500 |
| A learning center offering services for students with special needs. All students identified with special needs are required to provide psycho-educational tests and any other pertinent information. Accommodations and/or modifications are made depending on the needs. Learning resource teachers work closely with counselors and outside psychologist to provide the best program. Some students are in the learning resource room once a day and others three times a week. | | |

NEW ZEALAND, Auckland and Wellington

Post Comments (2007)

Special education services have been developed for some children with disabilities, or special needs. Almost all students are mainstreamed, but children identified as having special needs can have some assistance with extra tutors or other support services. Several schools have a designated building, housing services to students with severe special needs while still retaining the “school” atmosphere. Funding for special needs education and facilities are limited. Each school is responsible for dealing with special education on an as needed basis.

Families with special needs students are encouraged to contact the Community Liaison Office (CLO) for assistance, and to contact the schools as soon as possible to see if programs exist at that facility to support the child’s specific requirements. Public schools must accept all children residing within their “zone”, and will do their best to provide support. Independent/private schools admit special needs students on a case by case basis. They are often very able to assist students with mild to moderate needs, but will admit only those students they feel they can best serve. It is best to make the request early to avoid disappointment. Embassy dependents are eligible to receive Ministry of Education funding to pay for needed services such as taxi transportation to/from school, a teacher’s aide in the classroom and special equipment for home or school. For information about special education policy and the range of support available, refer to www.minedu.govt.nz/educationSectors/SpecialEducation.aspx.

Special Education Services (SES), National Office
PO Box 12188, Thorndon, Wellington
Tel: 64-4-499-2599 Fax: 64-4-801-5134

Specific Learning Disabilities Association NZ Inc. (SPELD), National Office
PO Box 12122, Marion Square, Wellington
Tel: 64-4-382-8942 Fax: 64-4-382-8744

NICARAGUA, Managua

SPECIAL EDUCATION

| | | |
|---|-------|-------|
| American-Nicaraguan School (2004) | PK-12 | 1,080 |
| Mild hearing impaired, emotionally disturbed, learning disabled, multiply handicapped, orthopedically impaired, speech impaired and visually handicapped. | | |

| | | |
|---|-------|-----|
| Lincoln International Academy (2005) | PK-12 | 673 |
| Mild to severe learning disabled. | | |

NIGER, Niamey

SPECIAL EDUCATION

| | | |
|---|-----|----|
| America International School of Niamey (2007) | K-9 | 79 |
| Mild emotionally disturbed, hearing impaired, orthopedically impaired, speech impaired and visually handicapped. Mild to moderate learning disabled. | | |

•Many schools listed in this document do not offer an American curriculum.

NIGERIA, Abuja

SPECIAL EDUCATION

| | | |
|---|-----|-----|
| American International School of Abuja (2005) Mild learning disabled. | N-9 | 239 |
|---|-----|-----|

NORWAY, Oslo

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| Oslo International School (2005) Mild emotionally disturbed and visually handicapped; mild to moderate hearing impaired, orthopedically impaired, learning disabled and speech impaired. | PK-12 | 450 |
|--|-------|-----|

NORWAY, Stavanger

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| International School of Stavanger (2005) Mild learning disabled and speech impaired. | PK-12 | 475 |
|--|-------|-----|

OMAN, Muscat

SPECIAL EDUCATION

| | | |
|---|------|-----|
| ABA – an IB World School (2007) Mild learning disabled, speech impaired, and visually handicapped at all grade levels. Mild to moderate learning disabled at the elementary and middle school grade levels. | K-12 | 806 |
|---|------|-----|

| | | |
|---|-------|-----|
| The American International School of Muscat (2008) Mild hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired and speech impaired at all grade levels. The programs available are pull out and one-on-one support. | EC-12 | 602 |
|---|-------|-----|

PAKISTAN, Islamabad

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| International School of Islamabad (2006) Mild emotionally disturbed, hearing impaired, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated in the regular classroom and through a resource room at all grade levels. Mild to moderate learning disabled students can be accommodated in the regular classroom and through a resource center at all grade levels. The school is accessible for the physically handicapped student. They have staff who has been trained to administer psychological tests and to diagnose specific learning disabilities. | PK-12 | 297 |
|--|-------|-----|

GIFTED AND TALENTED

| | | |
|--|-------|-----|
| International School of Islamabad (2006) The gifted and talented program used is the Optimal Match Program. The program is at the elementary and middle school grade levels only. There is “fast track” admission to the program with a report card. There is an entrance examination if the student enters school without records or if additional information is needed. | PK-12 | 297 |
|--|-------|-----|

PANAMA, Panama City

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| Balboa Academy (2003) Mild learning disabled. | PS-12 | 517 |
|---|-------|-----|

| | | |
|--|-------|-----|
| International School of Panama (2003) Programs for children with mild learning disabilities. | PK-12 | 510 |
|--|-------|-----|

•Many schools listed in this document do not offer an American curriculum.

PARAGUAY, Asuncion

Schools have a limited ability to address special needs children with learning disabilities or those who are especially gifted or talented. Parents looking for special programs should query the Embassy and the schools directly. Although school literature may mention special needs programs, these programs may not correspond to U.S. expectations. Parents should ask each school detailed questions about the services offered and the qualifications of the providers. (2008)

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| American School of Asuncion (2007) Mild learning disabled and hearing impaired. | PK-12 | 584 |
| Asuncion Christian Academy (2008) The school has provided special programs for children with Down’s Syndrome and autism when the need arises. | PK-12 | 200 |
| Pan American International School (2007) Mild emotionally disturbed, learning disabled, mentally handicapped, orthopedically impaired, and speech impaired students at all grade levels. | N-12 | 219 |

PARAGUAY, Asuncion

SPECIAL EDUCATION

| | | |
|---|------|-----|
| St. Anne’s School (2007) Mild learning disabled at all grade levels. All special education students are assigned a regular classroom teacher as a tutor. This service is delivered during free periods and on a pull-out basis. Special tutoring is given by subject area teachers as needed for usually ½ hour periods. Additional out of school tutoring is serviced to locally identified specialists. | K-12 | 402 |
|---|------|-----|

PERU, Lima

SPECIAL EDUCATION

| | | |
|--|-------|-------|
| Centro Ann Sullivan (2008) The school serves children with severe mental retardation, autism, and severe behavioral problems. www.annsullivanperu.org/ | --- | --- |
| Colegio F.D. Roosevelt - The American School of Lima (2008) Mild learning disabled. | PK-12 | 1,332 |
| International Christian School of Lima (2008) Students with special needs or learning disabilities are accepted if they can function in the classroom. A reading specialist helps to develop a special program for these students and partners with the parents to insure their child’s success. | PK-12 | 112 |

PHILIPPINES, Manila

SPECIAL EDUCATION

| | | |
|---|-------------|-------|
| Brent International School (2008) Mild learning disabled at all grade levels. Mild emotionally disturbed and mentally handicapped. Mild to moderate multiply handicapped and orthopedically impaired. Mild to severe speech impaired at the middle school and high school grade levels. | N-12 | 1,111 |
| International School Manila (2008) There is a special needs program in the elementary school providing learning support both at Level 1 (those students who can succeed in the regular curriculum, if they are provided appropriate accommodations) and Level 2 (those who need modification of the curriculum). They are served by two teachers. Mild emotionally disturbed and mentally handicapped students can be accommodated in the regular classroom at all grade levels. Mild hearing impaired can be accommodated in the regular classroom. Mild to moderate learning disabled can be accommodated in the regular classroom. Mild orthopedically impaired and speech impaired can be accommodated in the regular classroom at the elementary level only. The school has ramps and elevators. | PK-12 | 1,813 |
| Pre-School Camp (2007) Mild learning disabled and speech impaired. | 1.6-5.5 yrs | 48 |

•Many schools listed in this document do not offer an American curriculum.

PHILIPPINES, Manila (cont'd)

GIFTED AND TALENTED

International School Manila (2008) PK-12 1,813

Admission in the Lower Elementary school (PS-2) is by school records and teacher recommendation. Admission in the Upper Elementary school (3-5) is by school records, teacher recommendation, standardized test results, or curriculum based placement test. Admission in Middle School and High School (6-12) is by school records, teacher recommendation, standardized test results, curriculum based placement test. The focus in elementary school is on the development of thinking skills and independent study skills. The focus in high middle school and high school is English writing and math. Elementary school is inclusion. There are two pullout classes per week at grade level 4 and 5. In middle school there is a separate class for English and math. There is an Honors level stream for language arts/English and math in middle school and high school.

POLAND, Krakow

SPECIAL EDUCATION

International School of Krakow (2008) PK-12 133

Mild to moderate emotionally disturbed students at the elementary grade levels. Mild learning disabled students at the middle and high school grade levels. ISK offers support services for moderate to mildly disabled students on a case-to case basis. However, the school does not have formal programs for students with special educational needs, or programs for the gifted. Students are admitted on a case-by- case basis depending on the resources required and available. A Care Team has been established that serves students with special and exceptional needs, including English as a second language

POLAND, Warsaw

SPECIAL EDUCATION

The American School of Warsaw (2006) PK-12 861

Mild learning disabled, speech impaired, and emotionally disturbed students can be accommodated in the regular classroom and through a resource room at all grade levels. The school is accessible for the physically handicapped student. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities.

GIFTED AND TALENTED

The American School of Warsaw (2006) PK-12 861

The school seeks to deepen and broaden students' lives through academic, intellectual, aesthetic and social development.

PORTUGAL, Lisbon

SPECIAL EDUCATION

Frank C. Carlucci American International School of Lisbon PK-12 495

The school offers a program for students with mild learning disabilities. Two resource teachers, one for the elementary and one for the high school, provide resource and in-class support. A student study team, including the principal, resource teachers, and classroom teachers, meets monthly to review referrals and students' progress. The school has accepted a few more seriously disabled children. Such admission has been determined on a case-by-case basis depending on the needs, the ability to place the student appropriately and the availability of supplemental assistance such as a personal aide.

International Preparatory School (2002) PS-6 184

Mild hearing impaired, learning disabled, mentally handicapped, orthopedically impaired, speech impaired, and visually handicapped.

St. Dominic's International School (2002) N-Year 13 652

Mild hearing impaired, learning disabled, mentally handicapped, orthopedically impaired, and speech impaired.

GIFTED AND TALENTED

St. Dominic's International School (2002) N-Year 13 652

Adjustment of the curriculum and creativity.

•Many schools listed in this document do not offer an American curriculum.

QATAR, Doha

| | | |
|---------------------------------------|-------|-------|
| American School of Doha (2008) | PK-12 | 1,566 |
|---------------------------------------|-------|-------|

The school provides limited special services at the elementary level, middle school, and high school. The elementary resource teachers provide limited diagnostic and individual and small group interventions to students. Services of special needs teachers have been extended to middle school and high school students. Services at the secondary level are being augmented to include a study skills program and instructional support.

ROMANIA, Bucharest

SPECIAL EDUCATION

| | | |
|--|------|-----|
| American International School of Bucharest (2008) | K-12 | 701 |
|--|------|-----|

Mild emotionally disturbed at the middle and high school grade levels. Mild to moderate hearing impaired at the elementary grade levels. Mild to moderate learning disabled at all grade levels. Mild multiply handicapped at all grade levels. Mild orthopedically handicapped and speech impaired at the elementary grade levels. The programs are: adapted curriculum, pull-out support, and home school collaboration.

| | | |
|---|------|----|
| Bucharest Christian Academy (2008) | K-12 | 75 |
|---|------|----|

Mild learning disabled and speech impaired.

| | | |
|---|--------------|-----|
| Fundatia International Nursery School (2008) | 18 mos-6 yrs | 125 |
|---|--------------|-----|

Mild learning disabled, physically handicapped, and mentally retarded students can be accommodated. The school does not pull-out children rather, they offer an inclusive curriculum. They have an additional support team led by a special educational needs coordinator that provided 1:1 support.

| | | |
|------------------------------------|---------|----|
| Montessori Preschool (2008) | 2-6 yrs | 12 |
|------------------------------------|---------|----|

Mild learning disabled, emotionally disturbed, physically handicapped, and mentally retarded.

GIFTED AND TALENTED

| | | |
|--|------|-----|
| American International School of Bucharest (2008) | K-12 | 701 |
|--|------|-----|

Admission to the program is via a Math placement test in grades 6-12, a Foreign Language test in grades 6-12, EAL placement interview in grades 1-5, and an English test of non-native speakers in grades 6-12. The focus of the program is on enrichment and adjustment to the regular curriculum.

RUSSIA, Moscow

SPECIAL EDUCATION

| | | |
|---|------|-------|
| Anglo-American School in Moscow (2005) | K-12 | 1,182 |
|---|------|-------|

Mild learning disabled and speech impaired.

| | | |
|---|------|-----|
| Hinkson Christian Academy (2005) | K-12 | 203 |
|---|------|-----|

Mild learning disabled.

GIFTED AND TALENTED

| | | |
|---|------|-------|
| Anglo-American School in Moscow (2005) | K-12 | 1,182 |
|---|------|-------|

The focus of the program is on enrichment, adjustment of the regular curriculum, creativity, critical thinking and advanced level work in traditional academic content areas.

RUSSIA, St. Petersburg

SPECIAL EDUCATION

| | | |
|---|------|----|
| Anglo-American School of St. Petersburg (2006) | K-12 | 93 |
|---|------|----|

Mild emotionally disturbed and multiply handicapped students can be accommodated in the regular classroom at all grade levels. Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom at all grade levels. The school is not accessible for the physically handicapped student. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities. The program is IEP (Individual Education Plan) driven. They have use of the school psychologist at the Anglo-American School in Moscow.

•Many schools listed in this document do not offer an American curriculum.

RUSSIA, St. Petersburg (cont'd)

GIFTED AND TALENTED

| | | |
|---|------|----|
| Anglo-American School of St. Petersburg (2006) Enrichment, acceleration, and critical thinking. | K-12 | 93 |
|---|------|----|

RUSSIA, Vladivostok

| | | |
|---|-------|-----|
| “School of Gifted Children” (2006) | PS-12 | --- |
|---|-------|-----|

The School for Gifted Children located in Vladivostok is partially funded by the Primorskiy Kray regional administration and operationally supported by Vladivostok State University of Economics and Services. It offers preschool, elementary, middle and high school programs. The school possesses impressive educational and recreational facilities in comparison with similar schools on the market: library with computers connected to the Internet, large sports gym, choreography hall, conference hall, concert hall, cafeteria, etc. The school also offers living student accommodations (Hostel) and provides security and four meals daily.

The preschool program is divided into two age groups: one to three-year olds and three to seven-year-olds. The former must be attended by both child and parent, and its focus is geared to the sensory development of children. The latter is attended without parents and is a certified Montessori program where teachers are trained to teach using the Montessori methodology and Montessori-designed classrooms. The elementary program has innovative methodologies. Desks are made for both standing and sitting. Physical movements are incorporated into classroom activities. After general education classes, children do extracurricular activities of their choice in the afternoon (sports, dance, music, art, foreign languages).

The middle school and high school programs can be attended as either boarding schools (full room and board) or on a half-day basis. In both cases students get four meals a day. Currently, the programs have a Russian curriculum and various extracurricular activities (sports, computers, dance, music, art, foreign languages). The school is planning an English International Baccalaureate program to be launched the fall of 2007. The IB Accreditation committee arrived in April to perform a consultation visit and is due to arrive again before 2007 for accreditation purposes. The target “market” for this educational product is well-to-do Russian children who will be prepared for further schooling in the British Commonwealth and the United States; and expatriates resident in the Kray. www.ibo.org/school/003556/

SAUDI ARABIA, Jeddah

SPECIAL EDUCATION

| | | |
|--|--------|-----|
| American International School of Jeddah (2008) Mild learning disabled at all grade levels. | PK3-12 | 800 |
|--|--------|-----|

| | | |
|--|----------|-----|
| Jeddah Pre and Grammar School (2002) Mild to moderate learning disabled, mild emotionally disturbed, visually handicapped. | 3-16 yrs | 600 |
|--|----------|-----|

SENEGAL, Dakar

SPECIAL EDUCATION

| | | |
|--|------|-----|
| Dakar Academy (2008) Mild to moderate learning disabled at all grade levels. Moderate mentally handicapped at the high school grade level. Moderate multiply handicapped at all grade levels. Mild orthopedically impaired at the high school grade level. Moderate speech impaired at the elementary grade level. | K-12 | 224 |
|--|------|-----|

| | | |
|--|-------|-----|
| International School of Dakar (2008) Mild learning disabled at all grade levels. | PS-12 | 297 |
|--|-------|-----|

•Many schools listed in this document do not offer an American curriculum.

SIERRA LEONE, Freetown

SPECIAL EDUCATION

American International School of Freetown (2008) PK-8 60

Mild hearing impaired, learning disabled, speech impaired, and visually impaired. Their teachers are not specialists in these areas but they have received, either as part of their teacher training or as inservicing, training in working with MILDLY disabled in inclusive classrooms, and for similarly challenging children with exceptional gifts.

SINGAPORE, Singapore

SPECIAL EDUCATION

Chiltern House Learning Support (2008) N-K2 ----

Part of the Julia Gabriel Centre for Learning, Chiltern House is committed to providing for the integration of children with learning and social communication difficulties and has a dedicated Learning Support department consisting of speech and language therapists and special education teachers. The grade levels are Nursery 1 (2-3 yr olds), Nursery 2 (3-4 yr olds), Kindergarten 1 (4-5 yr olds), and Kindergarten 2 (5-6 yr olds). Speech and language therapy is provided on an individual basis. www.juliagabriel.com/learn_support.htm

Disability Information and Resource Centre (DIRC) (2006)

www.disability.org.sg/introduction/index.asp

A non-profit organization run by the Society of Moral Charities and funded by the Ministry of Community Development, Youth and Sports. It provides a one-stop service for information and resource support to persons with disabilities, persons seeking information on services for the disabled, caregivers, service providers, and the public at large. Information regarding assessment and referrals, early intervention programs, community-based support services, education, and vocational training can all be found at this site.

Dover Court Preparatory School (2008) N Year 9 900

Mild to severe speech impaired, learning disabled, mentally handicapped; mild hearing impaired, multiply handicapped, and orthopedically impaired can enroll in Dover Court's Special Needs Program. Approximately 20% of the total student body is categorized as special needs. All activities and classrooms are separate from the mainstream setting. www.dovercourt.edu.sg/

Genesis for Special Education (2008) K-8 100/120

A child-centered, family-oriented program providing full-time and resource educational services to students with special needs, including Language Delay, Language Disorder, Autism, Asperger Syndrome, Attention Deficit Disorder and Developmental Delay. The continuum of services starts with Early Intervention for young children considered to be at risk and continuing to the preschool, kindergarten, primary and secondary school academic levels, as well as providing Life Skills and Pre-Vocational classes for older students who have reached their academic potential. They provide each child with an IEP. They adhere to a TEAM-based approach, maintaining continuous and open communication with teachers, therapists, parents and the principal. Placement in the school is based on psychological, speech and occupational therapies assessments, observations and information from parents. genesisschool@starhub.net.sg

Joy Place – A Before and After School Care (2008) 2-young adult ----

Joy Place provides education and services for children with Down's syndrome, cerebral palsy, autistic spectrum disorder, developmental delay, multiple disabilities, attention deficit hyperactivity disorder, social and emotional problems. Programs operate from the pre-school years through to young adult. samuel@agcss.org.sg

Singapore American School (2007) PS-12 3,443

The school provides a range of support services from early childhood through high school. Areas of support offered include assessment, speech and language services, academic support, classroom guidance and individual counseling. The admission of any special needs student is determined on a case-by-case basis using multiple sources of information such as school records, evaluations and interviews with students, parents and teachers. www.sas.edu.sg

SINGAPORE, Singapore (cont'd)

SPECIAL EDUCATION

| | | |
|---|-------|-------|
| United World College of South East Asia (2006) | K1-12 | 2,846 |
|---|-------|-------|

Mild hearing impaired, learning disabled, speech impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. The school can also accommodate moderate to severe speech impaired students. The school is not accessible for the physically handicapped student. They have staff that have been trained to administer psychological tests and to diagnose specific learning disabilities. The school created individual programs for reading, spelling, writing, and numeracy. They offer small group support for literacy, numeracy, study skills and motor skills. www.uwcsea.edu.sg

GIFTED AND TALENTED

| | | |
|---|-------|-------|
| United World College of South East Asia (2006) | K1-12 | 2,846 |
|---|-------|-------|

The school offers a gifted/talented program at all grade levels. There is a designated Gifted/Talented Coordinator for the elementary school. This teacher works directly with the classroom teachers to identify the students requiring the program and to advise on enrichment/extension programs within the class. In middle school provisions are made through subject courses. In grades 9/10 there are opportunities to take the GSCE's exam early and to take higher math classes. www.uwcsea.edu.sg

SLOVAK REPUBLIC, Bratislava

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| British International School (2007) | PK-12 | 520 |
|--|-------|-----|

Mild learning disabled, emotionally disturbed, hearing impaired, and speech impaired.

| | | |
|--|------|-----|
| QSI International School (2007) | N-12 | 250 |
|--|------|-----|

Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, and speech impaired at all grade levels.

SLOVENIA, Ljubljana

SPECIAL EDUCATION

| | | |
|---------------------------------------|-------|----|
| QSI School of Ljubljana (2006) | PK-12 | 33 |
|---------------------------------------|-------|----|

Mild learning disabled students can be accommodated in the regular classroom at the elementary school grade levels. The school is not accessible for the physically handicapped student. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities.

GIFTED AND TALENTED

| | | |
|---------------------------------|------|----|
| Gimjazija Beograd (2006) | 9-12 | 73 |
|---------------------------------|------|----|

The main focus of the program is on math and science. Students are involved in the program once a week. The school is accessible for the physically handicapped student.

SOUTH AFRICA, Cape Town

SPECIAL EDUCATION

Information on schools for autistic children can be found at: www.autismwesterncape.org.za/child%20services.htm.

| | | |
|---|---------|-----|
| International School of Cape Town (2008) | Rec.-13 | 254 |
|---|---------|-----|

Mild hearing impaired at all grade levels. Moderate hearing impaired at elementary and middle school grade levels.

| | | |
|--------------------------------------|-------|-------|
| United Herzlia Schools (2006) | PK-12 | 1000+ |
|--------------------------------------|-------|-------|

Learning disabled students can be accommodated at the school. The school is accessible for the physically handicapped student. Teachers and administrators have received training to work with the learning disabled.

| | | |
|--------------------|--|----|
| Vera School | | 82 |
|--------------------|--|----|

Public school for autistic children – vera@vera.wcape.school.za

•Many schools listed in this document do not offer an American curriculum.

SOUTH AFRICA, Johannesburg

SPECIAL EDUCATION

The American International School of Johannesburg (2007) PK-12 633

The mild learning disabled student can be accommodated in the regular classroom (70% of the time) and through a resource room (30% of the time) at all grade levels. Psychological testing in English is available in the community.

SOUTH AFRICA, Pretoria

SPECIAL EDUCATION

Baby Therapy Center (2007) infant-5yrs ---

Assists children with a very wide range of disabilities. Class operates daily from 7:00-14:00. Tuition includes therapies, private therapy sessions are available on-site at an additional charge. They have two speech and language therapists and an occupational therapist on staff, all of whom are familiar with autism. They also offer music, physio- and hydro-therapy, and run a swimming program. For their autistic students, the goal is to prepare them to be transitioned eventually into UNICA (or another school, if UNICA is full). Tuition includes a mid-morning meal; parents are invited to also send in a packed lunch if desired. In July 2006 they expanded their facility and opened a nursery classroom. www.givengain.com/cgi-bin/giga.cgi?c=116

Little Leaps (2008) 3-6 yrs ---

A preschool for children with Pervasive Developmental Disorders (PDD) and Autism Spectrum Disorder (ASD). UNICA school is currently so full in its nursery-age classes that it will use Little Leaps as a “feeder school” and refer its over flow to them. They have an onsite Speech and Language Therapist and Occupational Therapist. They create and IEP for each child. They offer Picture Exchange Communication System (PECS), Makaton sign language, and ongoing assessments. They offer many other programs including Parent Support. ashwag25@gmail.com

New Hope School (2007) 4-18 yrs 400

One of the largest learning centers in the country which makes provision for the education and treatment of children with special education needs. The centre is state subsidized. Services offered: psychological services, speech therapy, occupational therapy, physiotherapy, audiotape aid, and amanuensis. New Hope accommodates a broader range of disabilities than the school it shares its campus with, UNICA. Some students at the school are only learning delayed. www.newhopeschool.co.za/

North American International School (2006) PK-12 148

Mild learning disabled students can be accommodated in the regular classroom in the elementary and middle school grade levels. Mild (elementary and middle school grade levels) to moderate (elementary and high school grade levels) visually handicapped students can be accommodated. The school is not accessible for the physically handicapped student.

UNICA School for Autistic Learners (2007) 4-18 yrs 96

A school that caters to children with Autism Spectrum Disorder. They can only accommodate up to 100 students at a time. The curriculum is outcome based and consists of cross curricular learning programs tailored to the specific needs of each individual and is offered in a highly structured learning environment. UNICA has space limitations but will assist families on the waiting list to identify appropriate services. Where necessary, alternative and augmentative systems are provided and implemented to enhance the optimum development of each individual. Services offered: diagnostic services, education of learners, hostel accommodation, transportation, staff development programs, outreach programs, occupational therapy, psychological services, language and communication therapy, and support to families.

www.unica.org.za/about.php

SPAIN, Barcelona

SPECIAL EDUCATION

American School of Barcelona (2008) N-12 669

The school has an Optimal Match team composed of classroom teachers, two resource and two ESL teachers, the principals, and director. The school serves students with special needs including dyslexia, emotional problems, and ADD.

•Many schools listed in this document do not offer an American curriculum.

SPAIN, Barcelona (cont'd)

SPECIAL EDUCATION

| | | |
|--|------|-----|
| Benjamin Franklin International School (2008) | N-12 | 430 |
|--|------|-----|

The school offers a limited resource program for mildly disabled and high ability students. One full-time resource teacher provides a K-5 pullout program for 20-25 students (LD and ADD). Both resource teachers are addressing differentiation. There is a formal referral, diagnostic, and case management process in place. Weekly administrative meetings are held during which referrals are considered and cases reviewed. Testing is available in English and Spanish. All incoming students are screened. Professional tutoring is available through the school for a fee.

GIFTED AND TALENTED

| | | |
|--|------|-----|
| Benjamin Franklin International School (2008) | N-12 | 430 |
|--|------|-----|

A gifted program has been established and is in the formative stages.

SPAIN, Madrid

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| American School of Madrid (2007) | PK-12 | 725 |
|---|-------|-----|

Mild learning disabled. at all grade levels.

| | | |
|--|-------|-----|
| International College of Spain (2007) | PK-12 | 616 |
|--|-------|-----|

Mild mentally handicapped, orthopedically impaired, and speech impaired at the elementary grade levels (mentally handicapped can be accommodated in the middle school grade levels too

| | | |
|--|-------|-----|
| International School of Madrid (2008) | PK-12 | 500 |
|--|-------|-----|

Mild to moderate special needs. School is accessible for the physically handicapped. Special needs are identified and addressed on a case-by-case situation. Cooperative efforts between parents and school allow for enhancements to both the physical structure and the academic programming.

| | | |
|---------------------------------------|----------|----|
| Study Center Foundation (2008) | 9-18 yrs | 14 |
|---------------------------------------|----------|----|

A small coeducational day school providing individualized programs. It is specifically geared toward students requiring a strong, caring, supportive structure and personal guidance and for students who experience difficulties in the standard classroom. Special attention is given to students with learning differences. The Center offers an individualized educational program for students. High school students follow a secondary school correspondence course prepared by the American School of Chicago. studycenter@etemail.es

SRI LANKA, Colombo

SPECIAL EDUCATION

| | | |
|-------------------------------------|---------|----|
| First Step Pre-school (2005) | 2-6 yrs | 64 |
|-------------------------------------|---------|----|

Mild to moderate learning disabled, physically handicapped, mentally retarded, and emotionally disturbed.

| | | |
|---|------------|-----|
| N.I.C.E. International School (2005) | 2.6-13 yrs | 107 |
|---|------------|-----|

Mild learning disabled and physically handicapped.

| | | |
|--|-------|-----|
| Overseas School of Colombo (2005) | PK-12 | 375 |
|--|-------|-----|

Mild to moderate learning disabled and mild visually handicapped.

SURINAME, Paramaribo

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| International Academy of Suriname (2008) | PK-12 | 118 |
|---|-------|-----|

Mild learning disabled at the elementary grade levels. Moderate speech impaired and visually impaired at the middle school grade levels.

•Many schools listed in this document do not offer an American curriculum.

SWEDEN, Stockholm

SPECIAL EDUCATION

Post Comments (2007)

Education in Sweden is based on a concept of socialist equality, everyone should be treated equally. As a result, both gifted and those with learning disabilities tend to receive less than adequate attention. Only a few schools may be able to handle a mild disorder. The Stockholm International School does offer some accommodations for children with special needs. Before coming to post with a learning disabled child, they strongly encourage parents to communicate the disorder to the prospective school and **receive written assurances** that the school can deal with that particular child. Under **NO** circumstances should parents accept a verbal assurance from the school.

British International Primary School (2008)

N-6

210

Mild learning disabled at the elementary school grade levels. Children work with staff in the Individual Needs department where appropriate and are supported with differentiated learning levels within classes. Children are screened for literacy/math development. The school focuses on the individual learning needs of every child. Applications for children with specific needs, whether academic, physical or emotional are assessed on an individual basis to ensure that we are able to support their needs.

Kungsholmens Gymnasium International Section (2008)

10-12

450

Mild emotionally disturbed, hearing impaired, speech impaired and visually impaired. Moderate learning disabled. Severe orthopedically impaired. The school seems to be better equipped to handle the physically handicapped students than other handicaps. Visual and other handicaps are handled on an individual basis.

Sigtunaskolan Humanistiska Laroverket (2008)

7-12

588

Mild emotionally disturbed, hearing impaired, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually impaired. Moderate learning disabled.

Stockholm International School (2008)

PK-12

410

Mild emotionally disturbed, hearing impaired, and learning disabled at the elementary grade school levels. Mild mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped at all grade levels. Learning assistants are allowed in the classrooms. They do NOT have facilities for all previously mentioned disabilities, but are willing to work with families to accommodate as many as possible.

SWITZERLAND, Bern

SPECIAL EDUCATION

The British School (2004)

PK-6

80

Mild speech impaired and learning disabled.

International School of Berne (2006)

PK-12

244

Mild emotionally disturbed, learning disabled, and speech impaired students can be accommodated in the regular classroom and through a resource room at all grade levels. The school is accessible for the physically handicapped student. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities. They create individual programs based on abilities/disabilities. They try to keep the child in the classroom.

SWITZERLAND, Geneva

SPECIAL EDUCATION

All Special Kids (2008)

Organized by parents, this is a Geneva based support group for families with special needs children. The website includes a directory of English speaking specialists in the area as well as other pertinent information. If your child needs a therapist outside of school hours they highly recommend you contact them as soon as possible since they are in high demand. www.allspecialkids.org

SWITZERLAND, Geneva (cont'd)

SPECIAL EDUCATION

| | |
|--|----------------|
| FEDEA School for Autism (Morges) (2008) | 3-25 years old |
|--|----------------|

The only specialized center in Switzerland for children and youth with autistic spectrum disorders (autism, Asperger syndrome, PDD-NOS and Rett's syndrome). They offer programs in English and French. They have been in operation for 14 years. Admission is on a first-come-first served basis. Classes are divided into 3 levels: nursery, primary, and secondary. There is one teacher per level responsible for overall planning and learning, and one assistant per child. The assistant stays with the child for at least one year. All teaching plans are individually tailored to the needs and abilities of the children. FEDEA draws on the standard British and American curriculum to develop the plans. FEDEA incorporates elements from the TEACCH program in North Carolina as well as Applied Behavioral Analysis in their teaching methods. Emphasis is placed on autonomy in tasks and social skills. Different sporting activities are organized to help the children develop motor skills, and to encourage potential hobbies. www.fedea.org/

| | | |
|--|-------|-------|
| International School of Geneva (2008) | PK-13 | 3,855 |
|--|-------|-------|

(for ages 3 to 7) offers assistance to students whose needs may not be met solely in the classroom. If appropriate, this support continues as the student progresses through the Campus des Nations (age 7 to 11) and (11 to 16 years old) and consists of short term in-class support or individual/small group withdrawal in areas such as speech and language, mathematics, reading and spelling. Learning in the Learning Center takes place in small groups with a maximum adult to child ratio 1 to 4. Additional specialist staff includes a psychologist, an occupational therapist and a speech and language therapist. Questions may be directed to the Admissions office at +41 22 787 26 30 or by e-mail at admissions@ecolint.ch. The new Campus des Nations is able to serve children with moderate to severe learning disabilities.

Oak Hill School (Gland) (2008)

They offer half-day programs for children in classes 2-6 with learning disabilities or attention deficit disorders who have difficulty thriving in a normal school setting. The program is targeted at children with average or above-average IQ with specific needs like dyslexia, and not at children with primary emotional or behavioral difficulties. They are working in conjunction with the ISG Campus des Nations and students must attend ISG for the other half of their day. Teaching is based on the Hill Center methodology, developed at the Hill Center in Durham, NC (www.hillcenter.org). Teaching is individually tailored to meet the needs of the children. The teacher to student ratio is 1:4. Admission is subject to a current report from an Educational Psychologist that diagnoses the child with a specific disorder. Oak Hill relies on testing such as the Woodcock-Johnson Psychoeducational Battery. www.oakhill.ch/

SYRIA, Damascus (Temporarily closed)

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| Damascus Community School (2008) | PK-12 | 353 |
|---|-------|-----|

The school offers a limited resource program for mildly disabled students, mostly at the elementary level. Due to limited services at the school and in the community, the school is unable to extend service beyond a minimal level.

TAIWAN, Taipei

SPECIAL EDUCATION

There are very few options for children with special needs in Taipei. Anything more than very mild special needs cannot be served.

| | | |
|--------------------------------|------|-----|
| Morrison Academy (2008) | K-12 | 872 |
|--------------------------------|------|-----|

Mild to moderate learning disabled.

| | | |
|--------------------------------------|------|-------|
| Taipei American School (2008) | K-12 | 2,215 |
|--------------------------------------|------|-------|

Mild learning disabled and speech impaired.

•Many schools listed in this document do not offer an American curriculum.

TANZANIA, Dar es Salaam

SPECIAL EDUCATION

| | | |
|---|---------|-----|
| International School of Tanganyika (2005) | PK-12 | 864 |
| Mild hearing impaired, speech impaired and orthopedically impaired; mild to moderate learning disabled and emotionally disturbed. | | |
| Never Never Land (2003) | 1-4 yrs | 36 |
| Mild learning disabled and physically handicapped. | | |

THAILAND, Bangkok

Post Comments (2008)
 Special education services, such as self-contained classrooms, extensive occupational therapy, intensive speech therapy, psychiatric counseling or remedial classes for severe learning disorders (for example, moderate to severe dyslexia) are not generally available at schools in Bangkok, particularly for older children. If you have a child who is learning disabled or who has a history of learning or emotional problems, you are urged to contact the schools directly, prior to arrival to post, to see if there is a school that can meet your child's needs.

Acorns to Oaks Children's Centre (2008)
 Their aim is to bring together a team of experienced and well qualified specialists and support staff who will work together to provide the answers and options. The Centre offers a variety of programs for specialized services to supplement educational needs. www.atocbkk.com/

| | | |
|---|-------|-------|
| Bangkok Patana School (2008) | PK-12 | 2,123 |
| Mild learning disabled and some students with physical disabilities may be accommodated. Please contact the admissions office to be sure the school can meet your child's need. | | |

The Early Learning Center (2008) 3-9 yrs
 Has several campuses that accept a very limited number of mildly handicapped children with a variety of diagnoses. They are willing to accommodate a very small number of children who might operate in an inclusive setting with a shadow teacher. Children with Aspergers Disorder, high functioning Down's Syndrome and mild articulation problems, etc have enrolled there and done well.

| | | |
|---|--------|-----|
| Garden International School (2005) | Yr 1-7 | 174 |
| Mild learning disabled, hearing impaired, emotionally disturbed, and speech impaired. | | |

| | | |
|---|------------|-------|
| Harrow International School (2005) | PK-A level | 1,067 |
| Mild to moderate learning disabled, mild speech impaired. | | |

International School Bangkok (2008) K-12 1,875
 The school has a modest Intensive Studies program for students with mild learning disabilities, in line with the Individual with Disabilities Education Act. Under this program, students are included in mainstream classes with in-class support provided by the Intensive Studies specialists, with additional support available as needed.

KIS International School (2008) K-12 420
 Deaf/blind students can be accommodated in the elementary classroom. Mild hearing impaired in middle school grade levels in the regular classroom. Mild learning disabled at the elementary and middle school grade levels in the regular classroom. Mild multiply handicapped at the middle school grade levels. Mild orthopedically impaired at the elementary grade levels. Mild speech impaired at the elementary and middle school grade levels.

| | | |
|---|---------|-----|
| Magic Years (2007) | 1-6 yrs | 100 |
| Mild specific learning disabled and physically handicapped. If disability is severe, school asks parents to provide a shadow teacher. | | |

| | | |
|--|-------|-------|
| New International School of Thailand (2008) | PK-12 | 1,380 |
| Mild learning disabled at elementary and middle school grade levels. | | |

Reed Institute (2008)
 Provides a range of programs and services that have been set up by licensed specialists that specifically focus on working with families, schools, and teachers to create the appropriate and supportive learning environment need to meet an individual child's needs. www.reed-institute.com

•Many schools listed in this document do not offer an American curriculum.

THAILAND, Bangkok (cont'd)

SPECIAL EDUCATION

| | | |
|---|---------------|-------|
| Rose Marie Academy Child Center Program (2008) Mild learning disabled and physically handicapped. Moderately emotionally disturbed. | 18 mths-5 yrs | 35 |
| Rose Marie Academy (2007) Mild learning disabled, speech impaired, and emotionally impaired. | K-12 | 62 |
| Ruamrudee International School (2008) Mild learning disabled, hearing impaired, and speech impaired. | PS-12 | 1,696 |
| Shrewsbury International School (2008) Mild emotionally disturbed, learning disabled, and speech impaired all handled within the regular classroom. | K-12 | 1300 |
| St. Andrews International School – Bangna Campus (2007) Mild learning disabled. | N-yr6 | 100 |
| St. Andrews International School – Sathorn Campus (2008) Mild emotionally disturbed, learning disabled, orthopedically impaired and speech impaired at the elementary and middle school grade levels. | PK-6 | 234 |
| St. Andrews International School – Samakee Campus (2007) Mild emotionally disturbed and learning disabled. Mild to moderate mentally handicapped, multiply handicapped and speech impaired. Have access to a range of outside professionals and specialist support services. | Toddlers-gr.3 | 94 |
| The Village International Education Centre (2008) An English language based program for children with a wide range of special needs, all of which are provided by a large team of specialists, which includes a qualified educational psychologist and two speech therapists, two clinical psychologists and an occupational therapist, native English-speaking teachers qualified in special education needs, counselors, a family therapist, learning support assistants, and specialists in drama, art, and early childhood. They have five classes ranging from completely nonverbal to age clustered classes with varying abilities. It offers basic education and a computer based GED program for high school students. www.village-education.com | 4yrs-20yrs | 30 |
| Vipa's Play Centre Nursery & Kindergarten (2005) Mild learning disabled. | 2.5-6 yrs | 60 |

GIFTED AND TALENTED

| | | |
|--|-------|-------|
| Bangkok Patana School (2007) Admission is via diagnostic tests and external examination results. Focus of program is on enrichment and acceleration at the elementary school level. Enrichment, acceleration, adjustment of the regular curriculum, creativity, critical thinking, and advanced level work in traditional academic content areas at the high school level. Elementary students are involved in the program 2 times per week for an hour each time. | PK-12 | 2,102 |
| Shrewsbury International School (2008) G & T programs are put in place after admission tests or classroom teachers have indicated the need. | K-12 | 1300 |

THAILAND, Chiang Mai

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| American Pacific International School (2008) Classes are small and school can accommodate children with special needs. They provide enrichment and remediation on a needs basis and produce IEPs with parental input as needed. | PK-12 | 326 |
|---|-------|-----|

•Many schools listed in this document do not offer an American curriculum.

THAILAND, Chiang Mai

SPECIAL EDUCATION

| | | |
|---|------|-----|
| Chiang Mai International School (2008) | K-12 | 424 |
|---|------|-----|

Mild learning disabled students can be accommodated in the regular classroom in the elementary and middle school grade levels. Mild orthopedically impaired students can be accommodated at all grade levels in the regular classroom. The school is accessible for the physically handicapped student.

| | | |
|--|------|-----|
| Grace International School (2008) | K-12 | 500 |
|--|------|-----|

Ninety percent of enrollment goes to missionary families. The hearing impaired student can be accommodated at the elementary school grade levels in the regular classroom and through a resource room. The mild to severe learning disabled and speech impaired student can be accommodated in the classroom and through a resource room at all grade levels. The mild mentally handicapped student can be accommodated in the regular classroom at all grade levels. The mild to severe speech impaired student can be accommodated at all grade levels. The school is accessible for the physically handicapped student. TEACH and NILD programs stimulate perceptual modalities for students with learning disabilities, Independent study classes for students who need modified curriculum, interactive metronome stimulates syncopation, attention, and concentration. There is a speech and language program that helps to develop articulation, language, and auditory processing disorders. www.gisthailand.org/

| | | |
|--|------|-----|
| Prem Tinsulanonda International School (2006) | K-12 | 426 |
|--|------|-----|

Orthopedically impaired students can be accommodated.

TOGO, Lome

SPECIAL EDUCATION

| | | |
|--------------------------------------|-------|-----|
| British School of Lome (2007) | PK-13 | 240 |
|--------------------------------------|-------|-----|

Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, orthopedically impaired, speech impaired, and visually handicapped.

TRINIDAD AND TOBAGO, Port-of-Spain

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| International School of Port-of Spain (2008) | PK-12 | 469 |
|---|-------|-----|

Mild hearing impaired, orthopedically impaired, speech impaired, and visually handicapped at all grade levels. Mild to moderate learning disabled at all grade levels. Students identified as having attention deficits are streamed in with the general classrooms, with accommodations and support as needed.

| | | |
|-----------------------------------|-----|-----|
| St. Andrew's School (2007) | K-6 | 324 |
|-----------------------------------|-----|-----|

Mild emotionally disturbed, learning disabled, and speech impaired.

TUNISIA, Tunis

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| American Cooperative School of Tunis (2006) | PK-12 | 497 |
|--|-------|-----|

Mild learning disabled students can be accommodated in the regular classroom in the elementary school grade levels. Mild to moderate orthopedically impaired students can be accommodated in the regular classroom at all grade levels. The school is accessible for the physically handicapped student.

TURKEY, Ankara

SPECIAL EDUCATION

| | | |
|---|------|-----|
| George C. Marshall Elementary and High School (DoDEA) (2007) | K-12 | 220 |
|---|------|-----|

Mild hearing impaired, learning disabled, and speech impaired at all grade levels.

| | | |
|--|-------|-----|
| Oasis International School (2008) | PK-12 | 185 |
|--|-------|-----|

Mild to moderate learning disabled at all grade levels. Severe learning disabled at the middle school grade level. Mild orthopedically impaired and speech impaired at all grade levels.

•Many schools listed in this document do not offer an American curriculum.

TURKEY, Istanbul

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| The British International School (2008) | PK-13 | 536 |
| Mild learning disabled at the elementary and middle school grade levels. Mild speech impaired at all grade levels. School uses Individual Education Plans. | | |
| International Gateway Academy (2007) | K-12 | 175 |
| Mild learning disabled at the elementary and middle school grade levels. | | |
| Istanbul International Community School (2007) | PK-12 | 451 |
| Mild emotionally disturbed, learning disabled and speech impaired at the elementary grade levels. They have a network of professionals in the community (psychiatrists, psychologists, social workers, speech therapists) to help in diagnosis and treatment of students with special needs. | | |
| MEF International School (2008) | PK-12 | 304 |
| Mild emotionally disturbed and hearing impaired at the elementary school grade levels. Mild to moderate learning disabled at all grade levels. Mild to moderate speech impaired at the elementary school grade levels. | | |

GIFTED AND TALENTED

| | | |
|---|-------|-----|
| MEF International School (2008) | PK-12 | 304 |
| There are no admission tests to the program. A full program of learning support, enrichment and counseling is offered. The program is available for K-5 only. | | |

UGANDA, Kampala

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| Ambrosoli International School (2008) | PK-8 | 220 |
| The school has a special needs coordinator on staff. They can support mild ADHD, autism, and dyslexia. They provide support in the classroom, but if severe can offer additional support at an additional fee. Depending on the need they will make arrangement for support. For the physically handicapped they will make arrangements for the classroom to be on the ground level of the school building. | | |
| Ecole Francaise Les Grands Lacs (2004) | PK-8 | 85 |
| Mild learning disabled, speech impaired, hearing impaired emotionally disturbed, multiply handicapped, visually impaired and mentally handicapped. | | |
| Heritage International School (2004) | PG-10 | 108 |
| Mild learning disabled, emotionally disturbed, speech impaired and orthopedically impaired. | | |
| International School of Uganda (2007) | PK-12 | 490 |
| Mild to moderate learning disabled at all grade levels. | | |
| Kabira International School (2007) | PK-12 | 310 |
| Mild learning disabled at all grade levels. Mild to moderate mentally handicapped at the elementary grade school level. Mild multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped at the elementary grade level. | | |

UKRAINE, Kyiv

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| Kyiv International School (2006) | PK-12 | 396 |
| Mild hearing impaired, learning disabled, speech impaired, and visually handicapped students can be accommodated in the regular classroom at all grade levels. Mild emotionally disturbed students can be accommodated in the regular classroom in the elementary and middle school grade levels. Mild orthopedically impaired students can be accommodated in the regular classroom in the middle school grade levels. The school is not accessible for the physically handicapped student. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities. | | |

•Many schools listed in this document do not offer an American curriculum.

UKRAINE, Kyiv (cont'd)

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| Pechersk School International (2006) | PK-12 | 320 |
|---|-------|-----|

Mild emotionally disturbed, hearing impaired, learning disabled, and visually handicapped students can be accommodated in the regular classroom and through a resource room at all grade levels. Mild mentally handicapped and speech impaired students can be accommodated in the regular classroom and through a resource room ant the elementary and middle school grade levels. The school is not accessible for the physically handicapped student. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities.

GIFTED AND TALENTED

| | | |
|---|-------|-----|
| Kiev International School (2006) | PK-12 | 396 |
|---|-------|-----|

The school has a gifted and talented program at all grade levels. Placement is based on records from previous school, referral from teachers and parents, and admission testing. The program’s focus is on acceleration within the school curriculum. The program emphasizes higher level thinking skills.

UNITED ARAB EMIRATES, Abu Dhabi

SPECIAL EDUCATION

| | | |
|--|------|-----|
| American Community School of Abu Dhabi (2008) | K-12 | 856 |
|--|------|-----|

Mild learning disabled at the elementary and middle school grade levels.

| | | |
|--|-------|------|
| American International School in Abu Dhabi (2008) | PK-12 | 1107 |
|--|-------|------|

Mild to moderate learning disabled at the elementary school grade levels. Mild speech impaired, emotionally disturbed, hearing impaired, mentally handicapped, and visually handicapped at the elementary school grade levels. They give assistance to all children with disabilities through PSTs. PSTs are Parent Sponsor Tutors. The school trains them and guides them to make sure programs are done.

UNITED ARAB EMIRATES, Dubai

SPECIAL EDUCATION

| | | |
|--|------|-----|
| Al Mizhar American Academy for Girls (2008) | K-12 | 551 |
|--|------|-----|

Mild learning disabled and speech impaired students can be accommodated in the regular classroom. The school is not accessible for the physically handicapped student

| | | |
|--|-------|-----|
| American School of Dubai (2008) | PK-12 | 974 |
|--|-------|-----|

Mild learning disabled can be helped within the regular classroom.

| | | |
|---|------|-----|
| Greenfield Community School (2008) | PK-8 | 370 |
|---|------|-----|

School can accommodate deaf/blind students in the regular classroom at elementary and middle school grade levels. School can accommodate milt to severe hearing impaired students in the regular classroom and resource room at the elementary and middle school grade levels. School can accommodate mild to moderate learning disabled, orthopedically impaired, speech impaired, and visually handicapped students in the regular classroom and resource room at elementary and middle school grade levels. School can accommodate mild mentally handicapped and multiply handicapped students in the regular classroom and resource room at the elementary and middle school grade levels. The school has support for students with learning needs (SEN and EAL) and, although places are LIMITED , they do accept some children who have shadows/personal assistants.

UNITED KINGDOM, NORTHERN IRELAND, Belfast

SPECIAL EDUCATION

| | | |
|-------------------------------------|-----|-----|
| Fleming Fulton School (2004) | --- | 154 |
|-------------------------------------|-----|-----|

A school for the physically handicapped. Mild emotionally disturbed and visually handicapped; mild to moderate learning disabled; mild to severe hearing impaired, multiply handicapped, and orthopedically impaired.

•Many schools listed in this document do not offer an American curriculum.

UNITED KINGDOM, NORTHERN IRELAND, Belfast

SPECIAL EDUCATION

| | | |
|---|------|-----|
| Stranmillis Primary School (2004) | PK-7 | 380 |
| Mild learning disabled, emotionally disturbed, hearing impaired, mentally handicapped, multiply handicapped, orthopedically impaired and speech impaired. | | |

UNITED KINGDOM, London

SPECIAL EDUCATION

There are many special needs schools in London. The Embassy has compiled an extensive list available from A/OS for the asking. A book that will help sort out option within the United Kingdom is “Schools for Special Needs, A Complete Guide,” www.kogan-page.co.uk. From the 2007 Post Report: We strongly advise you to communicate with schools well before your arrival at post to determine space availability, and you must send them as much information as possible on your child’s handicap. Note: a student cannot be accepted for admission to a specific state school until the family knows where they will be living. Each borough’s Local Education Authority assigns students to state run schools within its jurisdiction. In the past, when an employee has located an appropriate school with availability, post’s Housing Board has done its best to house the family in the desired borough.

| | | |
|---|----------|-----|
| Kestrel House School (2008) | 2-11 yrs | --- |
| A new school which opened in the summer of 2008, is the latest addition to the Eagle House Group of schools working with children with Autistic Spectrum Disorders. They provide early intervention for children aged 2-5 years and primary education for children aged 5-11 years. Each class has 6/7 full time places and the nursery will have 10 sessions per week. The school will ultimately have 65 pupils. www.kestrelhouseschool.co.uk | | |

URUGUAY, Montevideo

SPECIAL EDUCATION

| | | |
|--|------|-----|
| Uruguayan American School (2008) | N-12 | 230 |
| Mild emotionally disturbed, hearing impaired, and visually handicapped at all grade levels. Mild to moderate learning disabled, multiply handicapped, orthopedically impaired, and speech impaired at all grade levels. Students are given time for the special needs program on an individual needs basis. The Wilson Program is currently being used for reading. A study skills class is taught to all 6 th grade students in order to facilitate transition to middle school. Children’s needs are addressed by a needs assessment team consisting of the councilor, nurse, and academic specialist. Students are pulled out for individual instruction as needed but are mostly mainstreamed with accommodations. Many children work in small groups in the classrooms. The Student Support Team meets weekly to adjust curriculum and address referrals from staff. | | |

VENEZUELA, Caracas

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| Academia Christiana Internacional de Caracas (2008) | PK-12 | 50 |
| Learning disability program called National Institutes of Learning Development, www.nild.org | | |
| Escuela Campo Alegre (2005) | N-12 | 613 |
| Resource program available for learning disabled. | | |
| Colegio Internacional de Caracas (2005) | N-12 | 270 |
| Mild learning disabled. | | |

GIFTED AND TALENTED

| | | |
|--|------|-----|
| Colegio Internacional de Caracas (2005) | N-12 | 270 |
| Focus of program is on enrichment, and critical thinking skills. | | |

•Many schools listed in this document do not offer an American curriculum.

VIETNAM, Hanoi

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| United Nations International School (2007) | PK-12 | 757 |
| Mild hearing impaired in the elementary and middle school grade levels. | | |

VIETNAM, Ho Chi Minh City

SPECIAL EDUCATION

| | | |
|---|------|-------|
| British International School (2008) | K-12 | 1,212 |
| Mild to moderate emotionally disturbed, hearing impaired, speech impaired, visually handicapped and learning disabled students can be accommodated in the regular classroom at all grade levels. Mild multiply handicapped students can be accommodated in the regular classroom at all grade levels. The school is not accessible for the physically handicapped student. There is pullout tutoring and class assistance for the learning disabled. BIS has the largest Learning Support Program in HCMC and currently accommodates children with ADDHD, Dyslexia and children requiring speech therapy or mild special needs. | | |

| | | |
|---------------------------------|---------|-----|
| Fundino Preschool (2005) | 1-4 yrs | 120 |
| Moderately handicapped. | | |

| | | |
|--|-------|-----|
| International School Ho Chi Minh City (2008) | PK-12 | 860 |
| There is very limited support for special needs; one teacher serves the whole school. Classroom teachers identify students as needing extra help and then work through the principal to have the child assessed. An IEP is then developed and the special needs teacher determines the appropriate strategy. The school also brings in an educational psychologist from Singapore two or three times a year, and the parents pay a fee to have their child assessed. | | |

GIFTED AND TALENTED

| | | |
|---|------|-------|
| British International School (2006) | K-12 | 1,086 |
| There is a gifted and talented program at all grade levels. Students are assessed by the school principal prior to placement. If parents agree, gifted children may be placed in a class above the class from their age group. The special needs coordinator tailors an Individual Education Plan in coordination with the class teacher because there is not a separate program for gifted children. | | |

ZAMBIA, Lusaka

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| American International School of Lusaka (2008) | PK-12 | 496 |
| Mild learning disabled students can be accommodated at all grade levels. | | |

ZIMBABWE, Harare

SPECIAL EDUCATION

| | | |
|--|-------|-----|
| Harare International School (2006) | PK-12 | 394 |
| Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, and speech impaired students can be accommodated in the regular classroom and through a resource room at all grade levels. The school is not accessible for the physically handicapped. They have staff trained to administer psychological tests and to diagnose specific learning disabilities. | | |

•Many schools listed in this document do not offer an American curriculum.

-57-
BOARDING SCHOOLS

GREECE, Athens

SPECIAL EDUCATION

| | | |
|---|-------|-----|
| The International School of Athens (formerly TESIS) (2007) | PK-12 | 285 |
|---|-------|-----|

Mild to moderate learning disabled; mild emotionally disturbed, hearing impaired, orthopedically impaired, speech impaired and visually handicapped.

GIFTED AND TALENTED

| | | |
|---|-------|-----|
| The International School of Athens (formerly TESIS) (2007) | PK-12 | 285 |
|---|-------|-----|

(boarding 7-12) Admission to the program is by using the WISC III , Woodcock/Johnson test. Through a variety of achievement testing, a batter of informal assessment tools and self esteem testing.

RUSSIA, Vladivostok

GIFTED AND TALENTED

| | | |
|---|-------|-----|
| School of Gifted Children (2006) | PS-12 | --- |
|---|-------|-----|

See page 36 for description.

UNITED KINGDOM, London

SPECIAL EDUCATION

The United Kingdom has a fairly wide variety of boarding schools for children with various categories of learning difficulties. The main hurdle facing employees considering an assignment to the United Kingdom is that virtually all of these schools require at least a personal visit and often an all-day or overnight assessment. In general, few schools would be willing to accept an American child based solely on a review of the written report.