

U.S. DEPARTMENT OF STATE
OFFICE OF OVERSEAS SCHOOLS

TRANSITIONING

to & from a
Foreign
Assignment
with a

CHILD
WITH
SPECIAL
LEARNING
NEEDS

*Prepared by the Advisory Committee on
Exceptional Children and Youth*

2021

INTRODUCTION

Every year, hundreds of United States Government families who have children with special needs must make career-related decisions about whether or not to go overseas, and if so, when and where. This guide is designed to help families think through such decisions and, in particular, to facilitate your child's transition to the most appropriate school setting possible. It is important to decide first what is right for your family, and then become proactive in developing a collaborative relationship with the Office of Overseas Schools and with international school leaders who are going to partner with you in this venture.

Private & independent international schools are not legally required to admit or accommodate students with special needs.



**BE CLEAR ABOUT
YOUR CHILD'S
NEEDS.**

However, many are striving to be

INCLUSIVE

& are happy to work with you.



WHO IS A “CHILD WITH SPECIAL NEEDS” IN THE INTERNATIONAL SETTING?

- While there is no official definition of a “child with special needs,” it can be a child who has some unique challenges with learning, school behaviors, or some combination of such issues. If your child has encountered difficulties with learning, mobility, appropriate school behavior, vision, hearing, requires specialized medical care, or needs therapies such as occupational, physical, or speech/language, then it will be paramount to discern whether an international school can support these needs.
- If your child needs educational interventions/accommodations because he/she struggles with learning or school behaviors, parents should understand that independent/private international schools are under no obligation to accommodate or to assess your child's special needs in the same way that your child's public school in the United States is required to do so.
- Most U.S. Government and private sector families abroad place their children in private, independent schools, not governed by the laws of the United States. While families are not limited to international/independent schools, and can consider host-country schools and home schooling, international schools will be more likely be able to provide your child with continuity of educationally adequate support services, wholly dependent on your child's needs.

WHAT CAN YOU EXPECT TO FIND FOR YOUR CHILD WHO HAS LEARNING CHALLENGES?

There has been significant progress, especially over the last five years, in the willingness with which many international schools have embraced the concept of inclusive education and their capacity to support children with mild to moderate special needs. Many of these schools have added trained/certified specialist(s) in learning disabilities to their faculty. These specialists consult with classroom teachers to provide primarily in-class support, and if needed, out-of-class support. Virtually all schools offer special support to English language learners for children whose native language is not English. A growing number of international schools have also appointed related services staff such as speech and language therapists, physical and occupational therapists, as well as full- or part-time psychologist(s). When there are no related services available in a school, parents need to ascertain whether these levels of support are available in the community.

Remember these are private/independent schools, similar to mainstream private schools in the United States. Some schools do not see themselves as serving all children, although most generally attempt to give special consideration to dependents of U.S. Government employees. The more established, larger schools, while continuing a trend of being more selective and academically challenging, also have increasingly embraced an ethos of inclusive education, adding the programming and specialized staff to support their mission. Smaller, growing schools sometimes struggle with their ability to invest in the appointment of specialist learning support staff and other related services/personnel, resulting in a less robust capacity to support children with learning challenges.

Additionally, while the faculty is likely to include some trained American teachers, parents can expect a truly international mix of teachers who will bring an added level of richness to an international school. Upon acceptance to an international school, parents should proactively engage with school leaders and teachers to respectfully advocate for the supports needed for their child, recognizing that it may not be of the same level of services that exist in all schools in the United States.

If your child has presented with behavioral issues in previous schools, it is important to share this information and to provide the prospective international school with the most recent comprehensive psycho-educational evaluation with an explicit list of recommended interventions and/or accommodations. It is highly recommended that parents provide a prospective school with a letter from their child's current/previous teacher, or principal, that characterizes the child's academic strengths and areas for improvement as well as any specific learning and behavior issues, and presents a balance of a child's strengths and areas for growth.



PROVIDE AN ACCURATE AND THOROUGH PICTURE OF YOUR CHILD'S LEARNING NEEDS



BE OPEN WITH
SCHOOLS, MED, AND YOUR REO.

TRANSPARENCY IS KEY

Everyone wants to make sure your child enrolls at a school that can support their needs.

The essentials: develop a complete picture of your child's strengths and areas for improvement, and the interventions/accommodations needed for him or her to be successful. Then, be absolutely transparent about your child and about your own expectations. Clear communication will lead to an optimal and supportive school placement for your child.

- Organize an electronic portfolio for each of your children including, but not limited to, report cards, teacher comments/letter, results of any standardized testing, medical records, 504 accommodations, Individualized Education Program (IEP), most recent psycho-educational testing, and relevant contact information for your child's current school.
- If your child receives special education services in the United States, as noted in the above section, be sure to secure copies of all reports from most recent psycho-educational and speech language assessments and IEP to share with the prospective school. This information will enable admissions staff and school leaders to better understand what your child's needs will be. If your child is admitted, the information will allow the school to develop an effective educational program.
- If your child is receiving medication for a health problem, a behavioral problem, or other learning disorder, ensure that the dosage is current.
- Ascertain what special needs allowances are available through the Medical Unit's Child and Family Program. Department of State families can reference the Department of State Standardized Regulations (DSSR), in the educational allowance provisions or directly contact/email the Office of Allowances (AllowancesO@state.gov) to determine the extent to which educational allowances can be provided. Parents are encouraged to reach out to the Child and Family Program in the Medical Unit to understand if they are eligible to receive additional funding.

DO YOUR DUE DILIGENCE ABOUT PROSPECTIVE SCHOOLS

Start early to accumulate as much knowledge/understanding about the places/posts for which families are bidding. The Office of Overseas Schools is an excellent place to begin this important process. Regional Education Officers (REOs) will very likely have already personally visited the schools under consideration at each post. Another valuable resource is the Community Liaison Officer (CLO) at the post(s) for which families are bidding.

- During the bidding process, and after gathering a list of possible postings, contact the Office of Overseas Schools as the starting point. REOs will also encourage families to begin exploring the websites of the international schools, especially the assisted school, if one exists, at the posts under consideration. REOs can assist with emphasizing posts where schools can meet students' special needs, and just as importantly, provide insightful feedback about which posts cannot deliver appropriate special needs services.
- The Office of Overseas Schools can provide a detailed overview of each of the school's academic and co-curricular programming, including for special needs, its student and staff demographic data, accreditation status, facility overview, and other relevant information.
- The Office of Overseas Schools maintains direct contact with around 200 State Department assisted international schools abroad, and, because families have school choice options, REOs can also provide invaluable information about many more of the unassisted schools at each of the posts.
- A listing of international schools' capacity to provide programming for children with learning challenges can also be found on the Office of Overseas Schools' public website and within the Department of State's SharePoint network. For more than 30 years, the Office of Overseas Schools has had a special interest in promoting inclusive education by helping Department assisted schools develop, audit and upgrade their services for students with special needs. The office can respond to inquiries from both U.S. and non-U.S.-Government families.
- When families decide on a post, it is vital to begin an e-mail dialogue with the appropriate school admissions office immediately. At the appropriate time, during the admissions process, parents can and are encouraged to seek an opportunity to conduct a video meeting with the principal, counselor, or director/coordinator of learning support, as needed. Parents may also want to consider talking with Department of State families whose children may be attending a particular school. The CLO is a great resource to help facilitate this component of the school search process.
- Be specific about which grade level(s) your child(ren) will be enrolled in when starting an overseas assignment. Special needs services are much more likely to be more readily available at the elementary and middle school levels than at the secondary level. While many overseas schools do provide some degree of special needs support at the high school level, parents should be aware that it is not at the same robust level that the earlier grades often provide.
- Only if it is appropriate and necessary for your special needs child, parents may wish to investigate potential boarding school options in the United States, or abroad, for your child to attend while other family members fill an overseas assignment. The Family Liaison Office (FLO) is an excellent resource for identifying prospective boarding schools.

REOs CAN HELP YOU

**SIFT
THROUGH
YOUR
BID LIST**

SEPARATE THE POSTS & SCHOOLS THAT CAN & CANNOT
ACCOMMODATE YOUR CHILD'S NEEDS



MAJOR CONSIDERATIONS: BALANCING CAREER NEEDS OF PARENTS WITH THE NEEDS OF YOUR CHILDREN.

With all this information in hand, it is time for a serious family discussion. Even if parents are able to obtain medical clearance to go to one or more of the posts under consideration, parents need to weigh carefully the career demands he or she is facing in light of the needs of their school age dependents, especially those who may have specialized learning needs.

This is a huge issue for some families, especially for those in government agencies or departments in which overseas postings are essential for career advancement. If your child's special needs are such that, in fact, they can be met without question in an overseas setting, then this will not be a serious consideration. What if a school(s) at a prospective post cannot provide essential levels of support for your child?

Family context is another important consideration for parents of a child with special needs occurs in the context of a family. Families will also be taking into account the career advantages of the posting, the enriching experience and challenges of overseas living for other children in the family, and also any disadvantages, such as having to put a spouse's career on the back burner.

There will be many eager to give parents advice about the matter, but no one can make this decision as wisely as the family. Let's be honest, the special needs of some children may be so significant, or require such specialized services, that some overseas assignments are not possible. There are a limited number of posts that can accommodate students with more intensive needs. Review these posts with the REO.

However, more than likely, parents will be able to find a job and school that will work, if it is the right post. Initiate communications as early as possible, with the Office of Overseas Schools. REOs have the background and experience with schools at post and can/will inform you, very early on, whether families should or should not consider a prospective post.



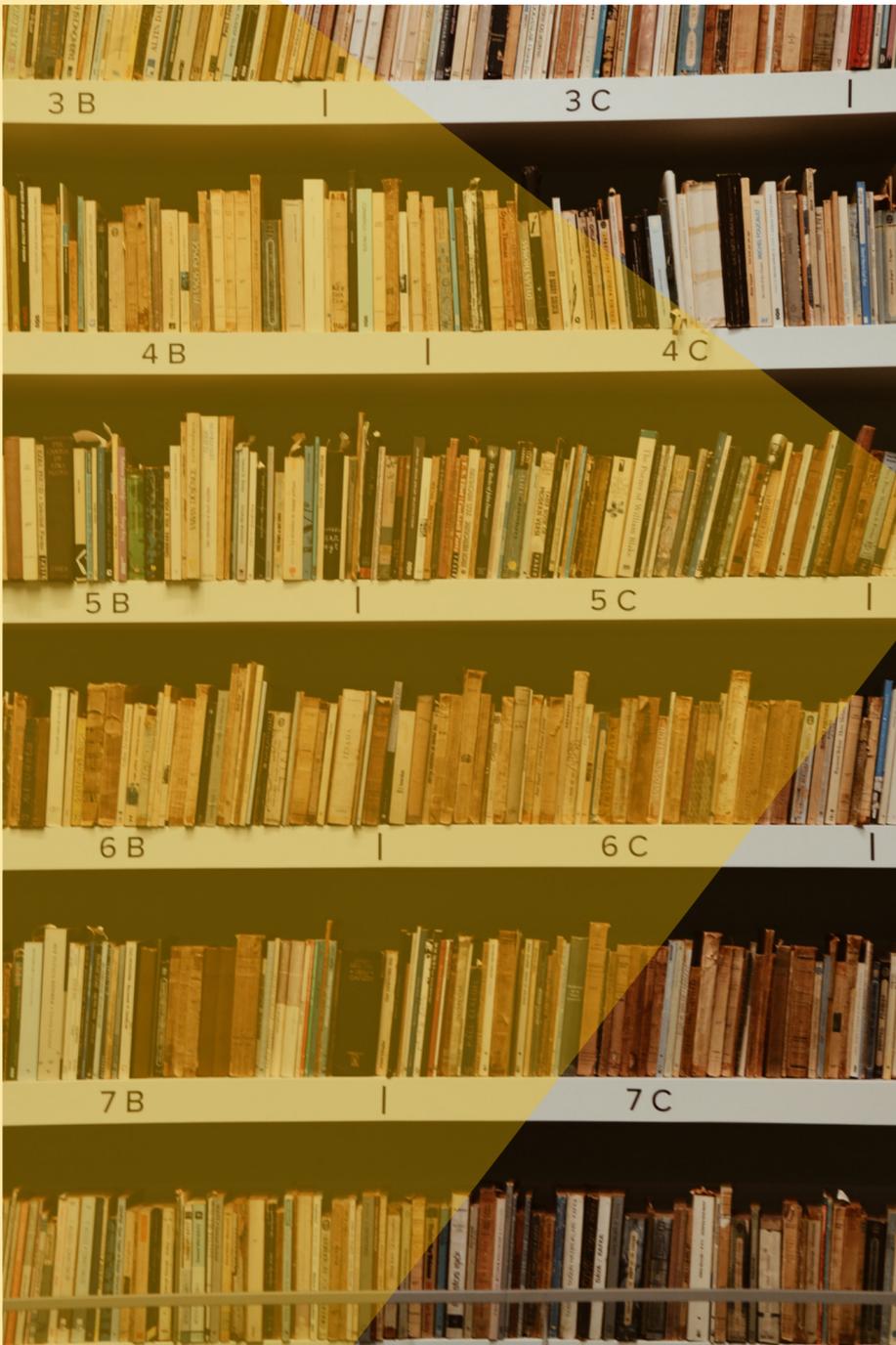
Standard Student Portfolio

- Transcripts
- Report Cards
- Grade level projects
- Standardized testing results
- Essays
- Recommendation letters from teachers
- Publish an autobiography
- Art projects
- Departing school contact information

THE APPLICATION PROCESS

Review application/admissions forms from the school(s) parents are considering (available on their web site). The biggest mistake that families make in going overseas with their child with special needs is to be less than transparent about their child's needs because they fear their child will not be admitted. Some parents hope that, once they have made the move, the school will somehow accommodate their child's needs. Take this approach: **BE FULLY TRANSPARENT.** Provide a full and comprehensive set of records, as described earlier in this brochure.

Occasionally, especially for children who have behavior problems, parents truly hope that in a new setting, the problems will disappear. They seldom do. Indeed, the move may temporarily exacerbate the behavior. If the school is given an accurate profile of your child's needs, there is a significantly better chance for your child to succeed, if he/she is admitted.



Special Needs Portfolio Additions

- Medical Records
- IEP/ILP
- RECENT psychoeducational evaluation
- Level of In- or Out-of-class interventions
- Specific Behavioral Issues
- Letter from current teacher assessing issues
- ALL relevant issues
- Specific Learning Issues
- Departing school contact information

**BE FULLY
TRANSPARENT!**



GOING TO THE NEXT POST OR RETURNING TO THE UNITED STATES

Parents should understand and be prepared for each subsequent bidding process, at whatever interval that may occur, usually after the second year of a three-year posting. Take care in choosing where your family goes next and give as much time as possible to prepare the way. Now that parents have a better understanding of what it takes to create an effective transition, repeat all these steps with the new school. Even if it is a former school to which you are returning, be sure to follow these steps. Often personnel, especially school leadership, may have changed. If families are going to a new post in the United States, remember there may be several neighboring school districts from which to choose, some of which have more generous or more appropriate services for your child. Utilize the resources and expertise of the Family Liaison Office (FLO).

Be sure to maintain an electronic portfolio of all the documents for schools: report cards, memos after parent-teacher conferences, records of resource services, test reports, the IEP, and samples of your child's work, so that the next transition can be made as smoothly as feasible. Give your child's current teachers and other relevant school staff ample time so that they can write summaries/profile letters which can help to create a more seamless transition.

If parents are returning to a public school in the United States, they should begin a dialogue with the office in the local school district that deals with special education regarding your child's needs. Overseas schools do not have the statutory requirement to write a legally valid IEP. Families who are posted abroad need to be aware that their child's IEP could expire while on the tour of duty. If the IEP expires, the child may likely need to undergo the determination of eligibility process again when the child returns to the United States in order to re-qualify for special educational services. Many overseas schools can write an educational plan that outlines goals and strategies for a child's education, but this is not the same legal document as an IEP written by a U.S. public school.

Although this process can be somewhat daunting, if families have a child with special needs, parents now have a better understanding of the process and resources available to make this a successful venture. Preparation, due diligence, transparency, capitalizing on the appropriate resources (Office of Overseas Schools), optimism, and respect can more readily result in a more successful international school experience.

ENJOY!

RESOURCES

ONLINE

The Internet provides a rich set of resources to learn more about your child's special needs and available educational resources. Here are just a few websites, with additional resources available at www.state.gov/resources-office-of-overseas-schools and www.state.gov/transitioning-to-an-overseas-assignment-with-a-child-with-special-needs.

LEARNING DISABILITIES GENERAL INFORMATION

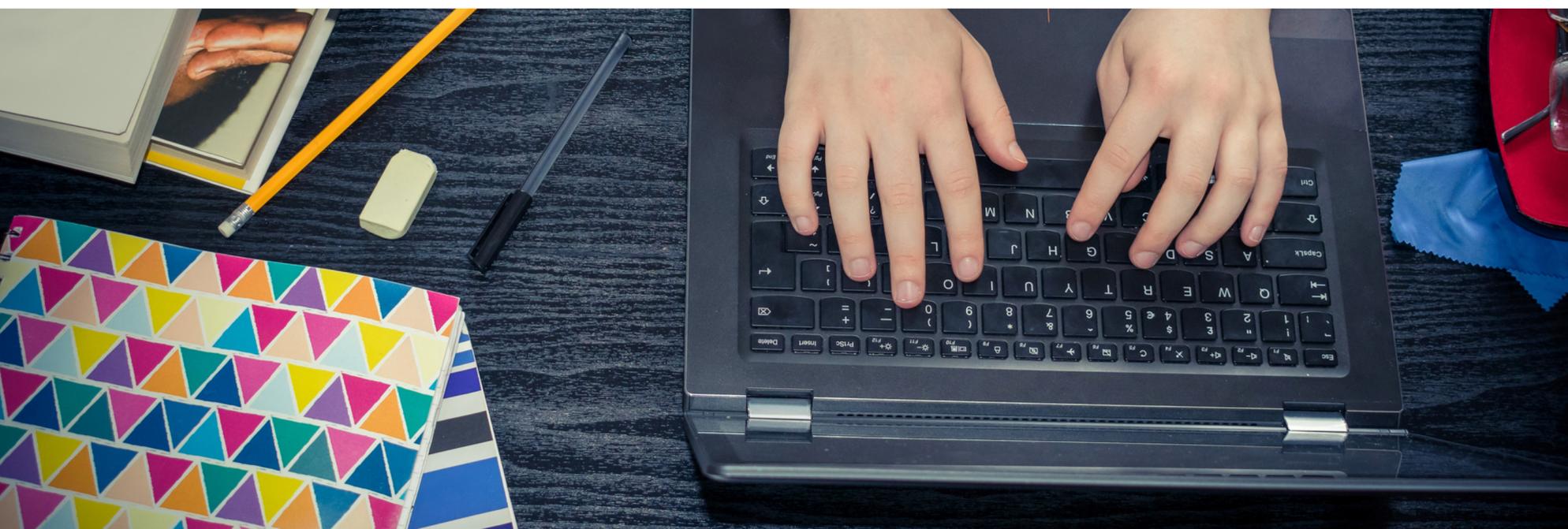
- www.nichcy.org - National Information Center for Children and Youth with Disabilities.
- www.woodbinehouse.com - Publisher of The Special Needs Collection, made up of books and other products on disabilities and related topics for parents, children, therapists, health care providers, and teachers.
- www.autismspeaks.org - Non-profit organization that advocates and supports individuals and families with autism; increasing understanding and acceptance of people with autism; and advancing research into causes and better interventions for autism spectrum disorder and related conditions.
- www.familyeducation.com - Site for all children, but contains a section on LD/Special Education issues such as reading challenges, homework strategies, skill building activities, and ADD and ADHD, including treatment and medication plans and behavior modification.
- www.schwablearning.org - Non-profit foundation that funds programs in learning differences and human services. Site addresses children with identified learning disabilities (LD), ADHD, and those who struggle with learning.
- www.asha.org - American Speech-Language-Hearing Association.
- www.ldanatl.org - Learning Disabilities Association of America.
- www.naspcenter.org - National Association of School Psychologists.
- www.cldinternational.org - Council for Learning Disabilities.
- www.ldonline.org - A parent resource with numerous articles and links to more information on disabilities and parent support groups.
- www.understood.org - A website designed for parents and teachers of children with learning and attentional difficulties, with resources ranging from newsletters to teaching strategies.
- www.iris.peabody.vanderbilt.edu - A resource on effective evidence-based practices and interventions for all children, especially those with learning difficulties.

SPECIFIC LEARNING DISABILITIES

- www.interdys.org - International Dyslexia Association.
- www.chadd.org - Association for Children and Adults with Attention Deficit/Hyperactivity Disorder.
- www.nlda.org - Nonverbal Learning Disabilities Association.
- www.understood.org - This organization includes information and resources relevant to specific learning disabilities and difficulties in language, reading, attention, and mathematics.

TWICE EXCEPTIONAL RESOURCES

- www.2enewsletter.com - 2eNewsletter-A monthly e-newspaper for parents providing advice and resources for children who are twice exceptional.
- www.hoagiesgifted.org/twice_exceptional.htm - Huge website providing resources for parents of twice exceptional children.
- www.nagc.org/twice-exceptional-special-interest-group - Network of researchers, teachers, and parents who share resources and strategies about 2e learners.
- www.davidsongifted.org - Several articles for parents, providing tips for meeting the needs of children who are twice exceptional.



RESOURCES CONTINUED

BOOKS AND OTHER PUBLICATIONS

DYSLEXIA

- **Hall, S. L., & Moats, L.C.** (1999) *Straight Talk About Reading: How Parents Can Make a Difference in the Early Years.* Contemporary Books.
- **Moats, L.C., & Dakin, K.** (2007). *Basic Facts about Dyslexia and Other Reading Problems.* International Dyslexia Association.
- **Shaywitz, S.,** *Overcoming Dyslexia: A new and Complete Science-Based Program for Reading Problems at Any Level,* Borzoi, New York, 2003.
This book takes advantage of recent brain research that demonstrates the ways in which dyslexic children differ in their processing of language/reading from other children, explains developmental progressions, and provides abundant strategies for parents and teachers to help dyslexic children become successful.

TWICE-EXCEPTIONAL

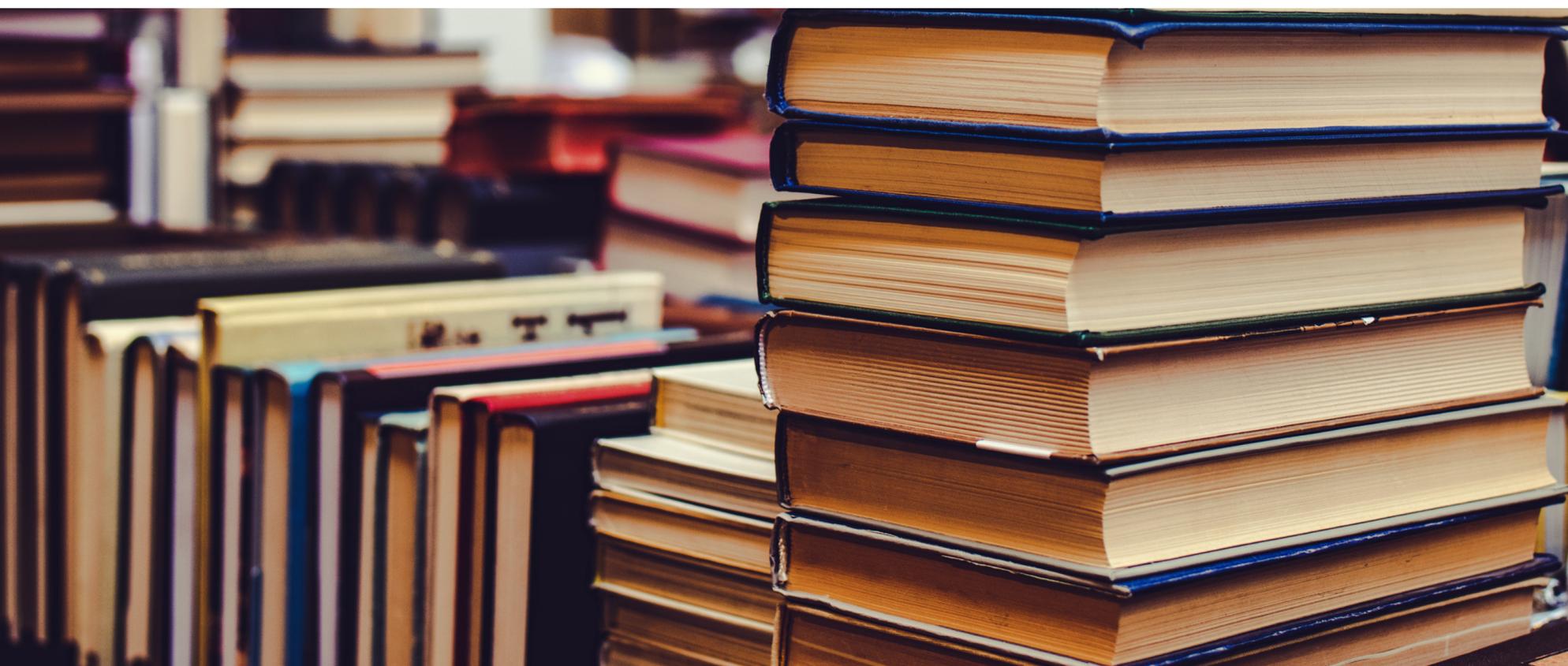
- **Trail, B. A.** (2011). *Twice exceptional gifted children: Understanding, teaching, and counseling gifted students.* Waco, TX: Prufrock Press.
This book is a very practical book for teachers and parents about how to help twice-exceptional children set goals and get the education they need in today's schools.
- **Webb, J. T., Amend, E. R., Webb, N. E., Goerss, J., Beljan, P., & Olenchak, F. R.** (2005). *Misdiagnosis and dual diagnoses of gifted children and adults.* Tucson, AZ: Great Potential Press.
This book shares much about the psychological issues of presenting with a variety of disabilities or disorders while also presenting with giftedness.
- **Weinfeld, R., Barnes-Robinson, L., Jeweler, S., & Shevita, B. R.** (2006). *Smart kids with learning difficulties: Overcoming obstacles and realizing potential.* Waco, TX: Prufrock Press.
This book excels at suggesting teaching activities and parental strategies that help twice-exceptional children deal with their asynchronies.

CHILDREN'S TEMPERAMENT

- **Carey, William B. with Jablow, Martha M.,** *Understanding Your Child's Temperament,* Simon & Schuster MacMillan, New York, NY, 1998.
William Carey, M.D., heads the Behavioral Pediatrics program at The Children's Hospital in Philadelphia. Based on his many years as a practicing pediatrician, he shows how understanding individual differences in temperament can help parents work with children with particular temperaments or behavioral styles. The book is written specifically for parents and contains useful and common sense suggestions.
- **Kristal, Jan,** *The Temperament Perspective: Working with Children's Behavioral Styles,* Paul Brookes, Baltimore, Maryland, 2005.
A comprehensive discussion of temperament theory and applications. Based on her own research and clinical experience, Kristal describes temperament from infancy through the school years, showing how temperament contributes to children's adjustment and behavior. There are many examples of temperament types and suggestions for parents.
- **Kurcinka, Mary Sheedy,** *Raising Your Spirited Child,* Harper Collins, New York, NY, 1998.
Practical suggestions and strategies for parents when interacting with a high active, intense, energetic, and "challenging" children. The book is based on Kurcinka's extensive experience working with parents, children, and families, and is filled with useful insights and recommendations.

LANGUAGE

- **Gaulin, Cindy.** *Children's Language Processing Problems: A Guide for Parents and Teachers.* Xlibris Corporation, 2000.



RESOURCES CONTINUED

RESOURCES WITHIN THE DEPARTMENT OF STATE

- www.state.gov/m/a/os – Office of Overseas Schools. This site contains links to information and additional resources on special needs, to the regional education officers, to one-page fact sheets for all the schools assisted by the Department of State with links to their e-mail and web sites, and to education associations and organizations with useful information on transitioning overseas.
- www.state.gov/family-liaison-office/education-and-youth – The Family Liaison Office, Education and Youth. This site contains a variety of information specifically related to educating the Foreign Service child, including gifted education, homeschooling, special educational needs, relocation, and third culture kids.
- aoprals.state.gov – Office of Allowances, Department of State Standardized Regulations (DSSR) on education. This site contains information on educational allowances available to civilian employees of the U.S. Government and their families.
- www.state.gov/family-liaison-office/education-and-youth/special-needs-and-the-foreign-service-child – The Family Liaison Office has compiled numerous links to organizations that are helpful to the internationally mobile family.

RESOURCES ABOUT LIVING ABROAD

These do not deal with children with special needs but may help you anticipate some of the complexities you'll be facing as you prepare for the international move and in raising children in the overseas environment.

- **Gopnik, A.**, *Paris to the Moon*, Random House, New York, New York, 2000.
A personal, good-humored account of one young family living abroad. Much of this was originally published in the *New Yorker*.
- **Jehle-Caitcheon, Ngaire**, *Parenting Abroad*, Aletheia Publications, Putnam Valley, New York, 2003.
Written by an expatriate who lived abroad for twenty-six years, this guide provides useful insights on the many and complicated issues that arise as one raises children abroad.
- **Kalb, Rosalind and Welch, Penelope**, *Moving Your Family Overseas*, Intercultural Press, Inc., Yarmouth, Maine, 1992. <http://interculturalpress.com>
The authors of this book are Americans who draw on their personal experiences to balance general advice and detailed suggestions as they explore the major issues in raising children in the internationally mobile lifestyle.
- **McCluskey, Karen C., ed.**, *Notes from a Traveling Childhood*, Foreign Service Youth Foundation, Washington, D.C., 1994. www.fsyf.org
This paperback is an anthology of writings by parents, children, educators, researchers, and mental health professionals about the effects of international mobility on children.
- **Meltzer, Gail and Grandjean, Elaine**, *The Moving Experience: A Practical Guide to Psychological Survival*, Multilingual Matters, Ltd., Cleveland, England, 1989.
This book gives practical suggestions for surviving the psychological stresses and challenges of moving for both local and international moves.
- **Parker, Elizabeth and Rumrill-Teece, Katharine**, *Here Today There Tomorrow, A Training Manual for Working with Internationally Mobile Youth*, Foreign Service Youth Foundation, Washington, D.C., 2001. www.fsyf.org
This manual is designed to help facilitators provide a framework for mobile teenagers to interact with each other and to deal with relocation and cross-cultural issues that affect their identity and worldview.
- **Pollack, David C. and Van Reken, Ruth**, *The Third Culture Kid Experience*, Intercultural Press, Inc., Yarmouth, Maine, 1999. <http://interculturalpress.com>
Based on both research and the personal stories of countless individuals, this book fully explores the various implications of growing up abroad as a "Third Culture Kid." The authors are internationally considered to be leaders and experts in the field of TCK studies.
- **Seaman, Paul Asbury**, *Paper Airplanes in the Himalayas – the Unfinished Path Home*, Cross Cultural Publications, Inc., South Bend, Indiana, 1997.
An autobiographical account by a "Third Culture Kid" of his journey from his childhood in Pakistan, to a boarding school for missionary kids to the struggle in his adult years to find a sense of belonging. Recounts one man's struggles to find peace with the "Third Culture Kid" experience.
- **Taber, Sara M.**, *Of Many Lands, Journal of a Traveling Childhood*, Foreign Service Youth Foundation, Washington, D.C., 1997. www.fsyf.org/
A journal for people brought up in foreign countries. It is designed as a learning and exploration tool to help those of many lands in the long process of putting together the stories of their lives. It consists of excerpts that describe experiences the author had at different ages in different countries, followed by prompts or questions designed to evoke the reader's own life experiences.
- **Westphal, C.**, *A Family Year Abroad: How to Live Outside the Borders*. Great Potential Press. www.giftedbooks.com, 2001.
This paperback book is part narrative of a family's year abroad and part instruction manual for individuals and families considering spending an extended period outside their country.

RESOURCES CONTINUED

RESOURCES ABOUT RETURNING HOME

- **Copeland, Anne (Ph.D.) and Bennett, Georgia**, Understanding American Schools: The Answers to Newcomers' Most Frequently Asked Question, The Interchange Institute, Brookline, Massachusetts, 2001.
www.interchangeinstitute.org/html/schools.htm
This book guides newcomers to the United States, or those who have been abroad for a long time, about the challenges of understanding the U.S. school system. Foreign born spouses might find this book especially helpful.
- **Eakin, Kay Branaman**, According to My Passport, I'm Coming Home. Family Liaison Office, Department of State, Washington, D.C., 1998.
This book addresses the challenges faced by children returning "home" from another country and discusses their transitional and reentry needs. It can be accessed at www.state.gov/documents/organization/2065.pdf.
- **Smith, Carolyn**, Strangers at Home: Essays on the Effects of Living Overseas and Coming "Home" to a Strange Land. Aletheia Publications, Putnam, New York.
The editor of this book is a Foreign Service spouse who understands well the full implications of the internationally nomadic lifestyle. The compilations of essays by others who have been through it offer many insights, as well as practical suggestions for helping children – especially teenagers - to adjust.

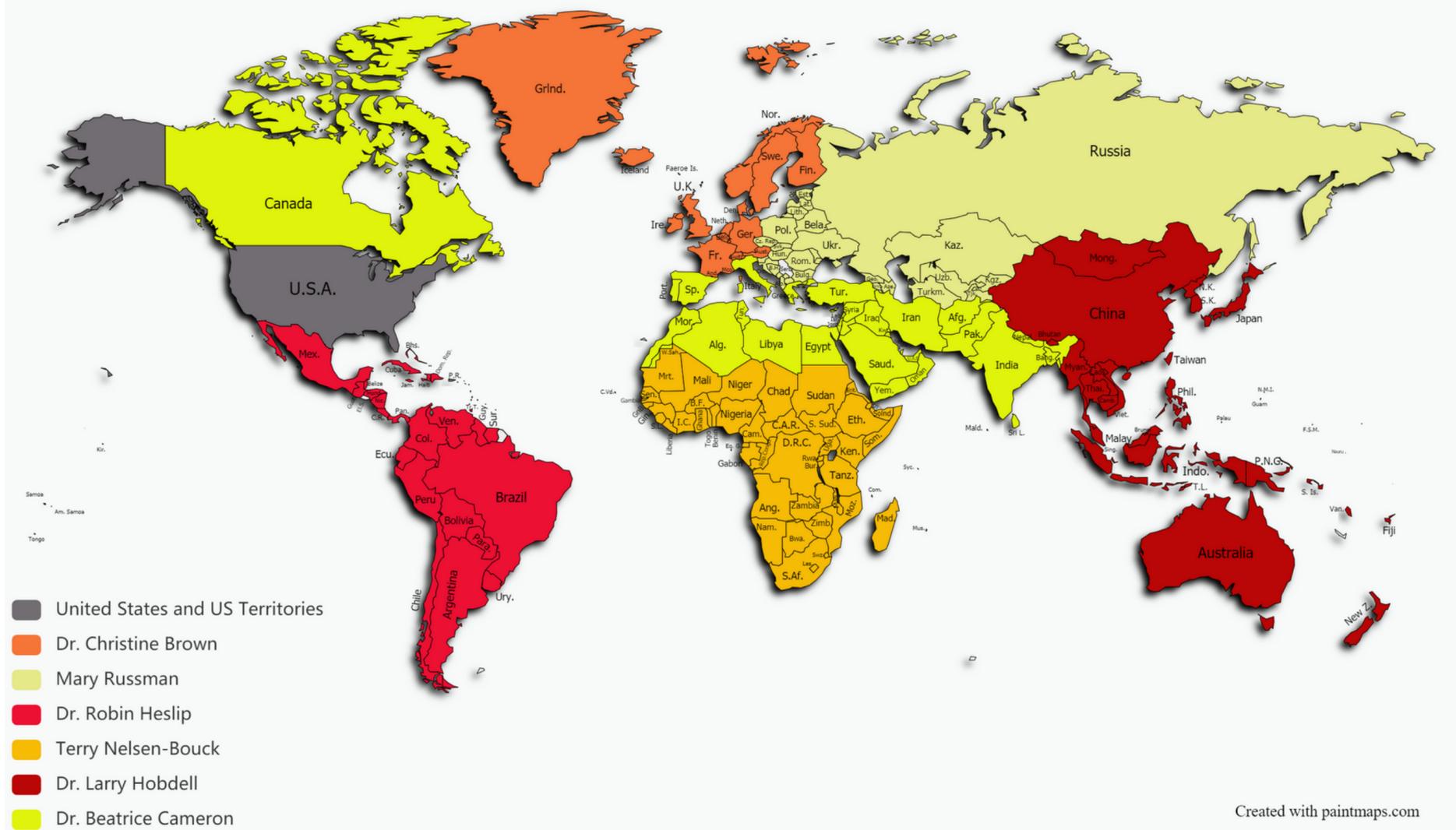
CURRICULUM MATERIALS AND RESOURCES FOR HOME AND SCHOOL ENRICHMENT FOR GIFTED AND TWICE EXCEPTIONAL LEARNERS

LANGUAGE ARTS MATERIALS

- **Michael Clay Thompson Language Arts Program** (Royal Fireworks Press).
There are 6 language arts strands (Vocabulary, Grammar, Literary Analysis, Academic Writing, Practice, and Poetics with separate materials for grades 1 –12. This program has also been written for on-line learning with strong pedagogical formatting.
- **College of William and Mary Jacob's Ladder series** (Kendall Hunt/Prufrock Press).
This program advanced reading comprehension with 16 different comprehension skills, applied on a series of short readings in all literary genre. Many activities are suggested for teaching these skills.
- **Beast Academy** (Art of Problem Solving Foundation).
These materials come in four booklets over the course of each grade from grade 1 -6. The graphic use of different beasts to teach extended mathematics is highly accessible to gifted as well as twice exceptional learners. There are multiple levels of extension for the skills taught, so all learners well beyond their current grade level math outcomes can benefit. The foundation also has materials that prepare learners for math competitions, including the math Olympics, and takes students more deeply into math for the middle school and high schools years than regular math texts do.
- Additional units of instruction for gifted learners can be found in Prufrock Press and Royal Fireworks Press. The College of William and Mary math, science, social studies, and language arts (Prufrock Press) are extraordinary as are the Problem-Based science and math units at Royal Fireworks Press.
- For reluctant writers, a good motivational text is Unjournaling, a small book with hundreds of writing starters, such as write a paragraph without using the letter "t" or the word, "and".



REO REGIONS



OFFICE OF OVERSEAS SCHOOLS CONTACT INFORMATION

The Office of Overseas Schools is staffed with a director and regional education officers, each assigned oversight of a geographic region, who are well-informed about schools attended by U. S. citizen school-age dependent children. For information about overseas schools, you are encouraged to contact any of the following:

The Office of Overseas Schools
U.S. Department of State
Room H328, SA-1
Washington, D.C. 20522-0103
Tel: +1 (202) 261-8200
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The Office of Overseas Schools is pleased to work with the esteemed group of experts in the area of special needs education who are members of the Advisory Committee on Exceptional Children and Youth. To learn more about this committee please visit www.state.gov/transitioning-to-an-overseas-assignment-with-a-child-with-special-needs/advisory-committee-on-exceptional-children-and-youth.

**U.S. DEPARTMENT OF STATE
OFFICE OF OVERSEAS SCHOOLS**

