

The Office of
Overseas Schools
(OS)

Strategic Framework



2024-2026

US Department of State, Washington DC
Revised February 4, 2025



Strategic Plan 2024-2026

The Office of Overseas Schools, U.S. Department of State

Summary: The Office of Overseas Schools (OS) strategic plan provides a practical, implementable, and enriched framework improve educational opportunities continually for United States Government (USG) employee families and American expatriates serving overseas.

OS defined three priorities: (1) expanding educational opportunities for children with special needs;(2) keeping everyone healthy, safe, and socially and emotionally strong; and (3) focusing time and resources on school leadership and governance of assisted schools. OS seeks to influence and to support assisted schools and USG families by advocating for innovative educational strategies that make an impact along with the highest quality teaching and learning for all the Department of State's overseas posts. We seek to further the Department mission to lead American foreign policy through diplomacy, advocacy, and assistance to advance the interests, safety, and economic prosperity of the American people.

February 2025

Office of Overseas Schools (OS)

U.S. Department of State

Washington, DC

Our Core Values

DEFINITION: Fundamental values or an ethical code that establishes our moral priorities and bedrock convictions, which serve to guide the Office of Overseas School's interactions and work objectives

STEWARDSHIP

We accept responsibility for our work and actions, judiciously managing American taxpayer resources for the benefit of all present and future stakeholders.

SERVICE

We are a forward leaning organization which strives to exceed stakeholder expectations by consistently delivering the highest value-added service with efficiency and quality.

SAFETY

We work as a unified team to ensure healthy and secure workspaces for all.

COMMUNITY

We treat everyone with honesty and respect, taking pride in our work and creating a transparent environment of trust, cooperation, and team spirit.

INNOVATION

We continue to grow as an organization by strategically and creatively incorporating lessons learned, customer feedback, and best educational industry practices.

Our Mission

DEFINITION: A declaration of the Office of Overseas School's unique identity to which we aspire- describing who we serve, our specific purpose, what we seek to achieve, and the means by which we will meet our goals. The mission describes our extraordinary purpose and serves as the target toward which we concentrate disciplined action, effort, resources, and energy.

To advance quality educational opportunities at the elementary and secondary level for dependents of American citizens carrying out the programs of the U.S. Government abroad.

To assist U.S. sponsored overseas schools in the operation and expansion of programs that embody the best educational practices employed in the United States and promote a mutual understanding among peoples through education.

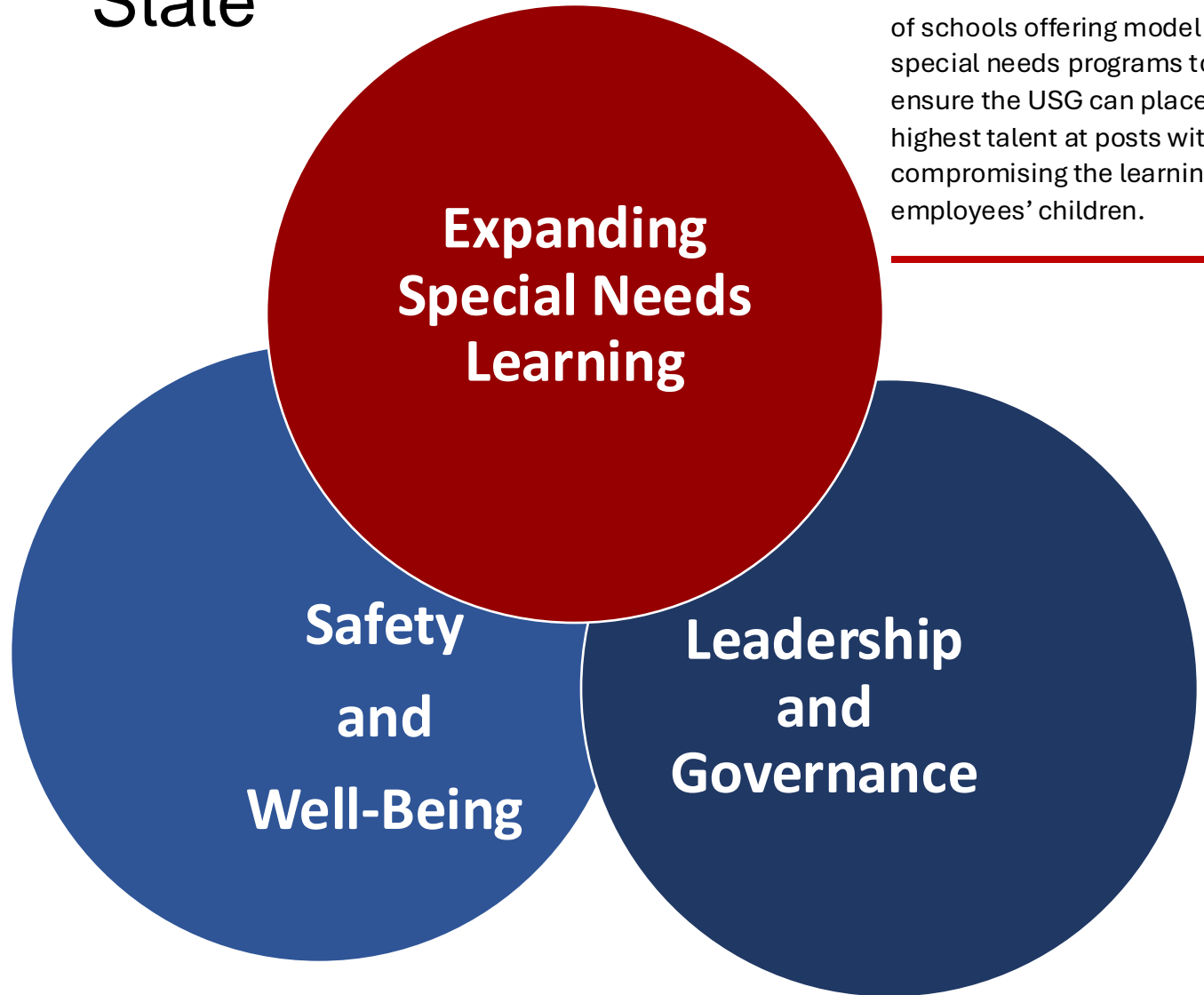
Our Strategic Vision

DEFINITION: A coherent and straightforward statement that outlines in broad terms the strategic direction and goals for the Office of Overseas Schools.

Excellence and responsiveness in promoting expanded educational opportunities and programs for overseas United States Government families and school communities.



The Office of Overseas Schools, U.S. Department of State



PRIORITY ONE: Build a coalition of support for assisted schools with creative resourcing options to expand special needs learning programs.

Result: Increase the number of schools offering model special needs programs to ensure the USG can place the highest talent at posts without compromising the learning of employees' children.

PRIORITY TWO: Partner with key agencies to advocate for and expect all overseas schools that Eligible Family Members (EFMs) attend to recognize, respect, and protect the well-being, safety, and rights of every child. Ensure child protection systems are in place in these schools.

Result: Assess and expect robust systems in each school to provide a culture of well-being, student voice and agency, strong student-adult rapport, and shared leadership to keep everyone healthy and safe.

PRIORITY THREE: Advance leadership development opportunities to support school leaders taking on unexpected crises, rising demands and expectations, and the skills and attitudes for expanding special needs and building safety and well-being.

Result: Increase leadership development for school administrative team performance, blue-ribbon governance practices (using the Good Governance Project) and ensuring adaptive change leadership.

Expanding Special Needs Learning

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Key Action Steps

A. Define an accurate data baseline on the status of special needs programming in assisted schools using the updated MyGrants grant application survey.	G. Maintain the AERO website with current consultants updating each subject-area section.	M. Provide teacher professional development to ensure all children within the expanded special needs programming are mainstreamed to their least restrictive environment.
B. In collaboration with the Advisory Committee on Exceptional Youth, expand membership to include school heads and special education leaders and organizations working with overseas schools.	H. Aligned with the MyGrants platform, ensure that special needs data is maintained and updated on an annual basis for assisted schools, detailing programs and related services within each school	N. Ensure a multi-year funding stream for each pilot program, participating school to support organizational change and sustainability.
C. In collaboration with regional associations, promote an increase in special needs professional development for school leaders and special needs/classroom teachers.	I. Realign grant priorities and content of onsite visit reports to reflect a school's intention and progress on expanding special needs programming.	O. Identify exemplar schools that have designed and built business models to expand their Student Support Services Programs. Expand consultant support for the use and implementation of business models.
D. Allocate grant resources to pilot schools in all REO regions to underwrite programming for both mild and moderate special learning needs education.	J. Support alignment of schools with special needs categories (IDEA) to facilitate a common understanding of support levels. Ensure that a RUBRIC guides how to do this.	P. Partner with SENIA, a professional development service provider for special needs learning programs and teacher/leadership training and development.
E. Facilitate evaluation of and access to sustainable online special services programming for assisted schools.	K. Reprioritize total grant monies, aligned to priority one, to create seed funding— while seeking a matching amount from the assisted school to ensure commitment to program expansion.	Q. In partnership with SENIA, develop a guide for expanding Student Support Services Programs. The guide will serve as a key reference for the special needs learning symposium summer session.
F. End the AERO Program and redesign the summer symposium with a primary focus on the practicalities of expanding special needs programming. Access to sustainable, continuous and high-quality training for faculty, administrators and key school team members with identified best-in-class partners as program designers and consultants.	L. Target assisted schools by geographic region as candidates for a prototype special needs program expansion project, supporting moderate and intensive learning opportunities.	H. In partnership with SENIA and accreditation agencies, develop a school special needs program certification to validate best practices and school commitment to supporting exceptional children within assisted schools.

PRIORITY ONE: Build a coalition of support for assisted schools with creative resourcing options to expand special needs learning programs.

Result: Increase the number of schools offering model special needs programs to ensure the USG can place the highest talent at posts without compromising the learning of employees' children.

Strategy:

We will provide guidance and support to assisted schools for continuous improvement and expansion of special needs programming.

OS will work with individual schools of varying enrollments to promote planning and implementation of improvement strategies, including exploiting technology and partnerships to expand special needs programming.

Specific Results

1.1: Support sustainable educational opportunities for all EFM students to ensure the highest talent placement at posts around the world.

1.2: Ensure an expansion of sustainable comprehensive special needs programming, meeting an increased level of student exceptionalities, and provide guidance on best-practice business models and ways to expand systematically organizational capacity/expertise that is directed to special needs programming.

1.3: Ensure full implementation of the Department of State Authorization Act of 2021 (Section 1326) ensuring broad communication on the current dimensions of special needs programming within all the 193 assisted schools.

1.4: Define the gap between school staffing expertise and student needs, and to monitor the implementation of expanded special needs offerings in all assisted schools.

1.5: Develop and implement a new grant award protocol with corresponding financial resources which promotes and jump-starts the expansion of special needs services in selected assisted schools in each region.

1.6: Exploit technology and accredited online educational program platforms to further special needs learning opportunities and prototype viable alternatives for USG families.

1.7: Promote the understanding and application of an array of business models to support sustainable financing to ensure schools can hire needed expertise for special needs learning.

Safety and Well-Being

2

PRIORITY TWO: Partner with key agencies to advocate for and expect all overseas schools that Eligible Family Members (EFMs) attend to recognize, respect, and protect the well-being, safety, and rights of every child. Ensure child protection systems are in place in these schools.

Result: Assess and expect robust systems in each school to provide a culture of well-being, student voice and agency, strong student-adult rapport, and shared leadership to keep everyone healthy and safe.

Strategy 2a:

The Office of Overseas Schools will provide sustained, active and assessed support to schools and ensure a safe learning environment with an infrastructure that protects children and their families.

We seek to empower student voice and contribution, compassion, and respect across the school community, and integrate well-being into schoolwide culture and practice.

Specific Results

2.1a: Collaborate with the International Center for Missing and Exploited Children (ICMEC) to expand the training, timely resources, and expert consultation on child protection in all assisted overseas schools—inclusive of ongoing Level One (basic foundations for frontline workers) and Level Two (community engagement) professional development for teachers and school leaders.

2.2a: Build capacity within educational leaders and teachers to expand the adoption, implementation, and systemic use of high-quality anti-bullying well-being programming and best practices in overseas schools.

2.3a: Support individual/online/confidential psychological school counselor professional development and resources for actively addressing mental health concerns including anxiety, depression, substance abuse, self-harm, relationship issues, life transitions, and tragic circumstances.

2.4a: Support building school cultures that place social-emotional well-being and mental health as a primary task in building schools. To advocate for an all-community commitment to early intervention in youth mental health, health training and support, and engagement of student voices and leadership where everyone takes responsibility and plays a part.

2.5a: Collaborate with the Overseas Schools Advisory Council (OSAC) to define fundable approaches, implementable programs, and improved fundraising outcomes to support enhanced school cultures of social-emotional well-being.

Key Action Steps

A. Collaborate with ICMEC professionals to ensure timely consultations when child protection issues arise, guaranteeing victim-centered response, effective intervention strategies with appropriate legal protocols.	F. Fund, via domestic grant, and promote the work of social emotional well-being specialists, ensuring the following: <ul style="list-style-type: none"> Ongoing social-emotional well-being learning for international school leaders, counselors and teachers. Development of international communities of practice to identify gaps in knowledge and resources and identification of best practices in international schools. Translate observations, lessons learned, and innovative practices into a curated resource bank for overseas schools. Support for research and theories of action for implementing mental health and well-being programs and merit-based culture building in overseas schools. Consultations with assisted schools to capture mental health and well-being insights and tools that can serve all schools. 	I. Collaborate with MED RMO-P network to sponsor key psychologists/therapists in assessing mental health needs in overseas school/embassy communities—defining key mental health issues and intervention strategies.
B. Provide synchronous Level 1 and Level 2 ICMEC- provided professional development based on REO recommendations.		J. Develop as an offshoot of LSOP, a leadership development experience for administrators that focuses on achieving school cultures of dignity, respect, and well-being. (See SENIA, Priority One)
C. Seek a more responsive funding relationship. Partner to expand the general catalog of courses available to assisted and unassisted overseas schools through ICMEC's digital learning platform, including new courses added to reflect current research and practice.		K. Ensure that issues of social dynamics, conflict, and bullying are given a school accreditation and programming focus where a safe school culture is a product of teaching and learning with youth, demonstrating the skills to manage emotions and social conflicts and to support one another.
D. Implement a revised ICMEC Educational Portal as the key resource for all overseas school educational professionals, ensuring ready access, priority and relevant resources, and fully updated and contemporary research and best practices.	G. Provide grant monies aligned to just-in-time psychological support and care for schools experiencing crisis situations based on student, family and/or tragic circumstance. Ongoing support for overseas school communities still responding to pandemic or related concerns.	L. Confirm key consultants who will work with overseas school communities to build cultures of dignity and respect, to help everyone understand and engage in the academic, social, and emotional complexities of adolescent development.
E. Develop and implement a quarterly OS and ICMEC newsletter provided to all schools that EFMs attend.	H. Prioritize research and best practices on how strong cultures of well-being, community social-emotional, anti-bullying and mental health/well-being are built through OS outreach and publications.	L. Confirm that an OS REO has a place on the ICMEC board, either as voting or ex-officio, based on the level of OS annual funding provided.

Safety and Well-Being

2

PRIORITY TWO: Partner with key agencies to advocate for and expect all overseas schools that Eligible Family Members (EFMs) attend to recognize, respect, and protect the well-being, safety, and rights of every child. Ensure child protection systems are in place in these schools.

Result: Assess and expect robust systems in each school to provide a culture of well-being, student voice and agency, strong student-adult rapport, and shared leadership to keep everyone healthy and safe.

Strategy 2b:

We will monitor assisted schools continually to ensure they remain vigilant and up to date with assessment and management of risk, safety, and security.

We will ensure specific assisted school policies and personnel training for child protection, financial and operational compliance, and reputational risk are in place.

Specific Results

2.1b: Assess ICMEC and International Child Protection Task Force program effectiveness and promote ongoing research review and resource updates for specific seminars on child protection for all government agencies and assisted schools.

2.2b: Ensure that each assisted school is in close consultation with the relevant embassy, has a team of school leaders, Regional Security Office (RSO), professional security, and safety personnel focused on safety and security risk assessments with attendant updated and highly visible policies and protocols. Ensure ongoing oversight on school safety grants.

2.3b: Review assisted schools about updating emergency plans/policies/handbooks infectious disease resources and protocols, which reflect lessons learned from the global pandemic and the local medical and governmental context.

Key Action Steps

<p>A. Emphasize for governmental agencies the collaboration between OS and ICMEC and the Educational Portal intervention strategy resources.</p>	<p>E. Monitor the policies and level of training in each school with procedures and protocols to respond to the following:</p> <ul style="list-style-type: none"> Monitoring weather and natural disasters, Building community relationships with first responders, police, and fire authorities, Effectiveness of the school campus emergency communication system(s)- including safe-haven facilities, Community training and drills for quick action emergency response protocols, Ongoing review of security, counseling, and medical resources available to the school, and Ensuring technology and mobile apps in support of overall campus security and emergency response. 	<p>G. Ensure REOs collaborate with DSS/RSOs to identify, mitigate (with grants), and report on school risks in assisted schools. Ensure safety of EFMs that attend unassisted schools in coordination with Post RSOs.</p>
<p>B. Provide ongoing updates to assisted schools about a list of key resources provided by government agencies on child protection and most recent research and best practices.</p> <p>Ensure ongoing review during REO school visits about the ICMEC Allegation Protocol and essential outreach to the post RSO.</p>		<p>H. Create and onsite security assessment tool, for REO onsite visits, that monitors:</p> <ul style="list-style-type: none"> Procedural, physical, and technical security, Security guard force presence and training, Transportation and off-campus travel, Infrastructure to maximize safety (pools, chemical safes, etc.) Vetting- background clearances, Safety communication system, and Child protection policies, protocols, and reporting.
<p>C. Promote virtual seminars/podcasts with ICMEC experts a minimum of twice-yearly, emphasizing resources and best means to obtain intervention support and other relevant information. Topics include:</p> <ul style="list-style-type: none"> Child protection accreditation standards, School policy content and implementation, Emphasis on the ITFCP Allegation Protocol, Model school policies, and Victim and offender behaviors 		<p>I. Ensure a bi-annual review meeting between the OS and ICMEC leaders to determine progress toward annual and long-term goals with recommendations for continuous improvement. (see Priority #2- 2a)</p>
<p>D. Create and implement a cross-agency and overseas school steering committee that assesses child protection issues, and level of implementation and training from a policy and program perspective.</p>		<p>J. Ensure ongoing review of US accreditation standards for child protection, safety for all students) and continual focus on upgrading social-emotional well-being in the school community.</p>

Leadership and Governance

3

Key Action Steps

A. Complete a study of awarded grants for all overseas school regions, focusing on how OS is awarding grant monies, aligning to OS priorities and issues, and addressing educational quality and metrics that define funding impact.	F. Develop and implement a trainer-of-trainers board governance program to ensure trained consultants for the overseas school context, who are experts in the field of blue-ribbon board behaviors and productivity.	K. In partnership with regional associations and professional development organizations, OS will promote development of strong school leaders with professional learning that responds to assessment of educational quality and expansion of special needs (and gifted students) as needed for EFMs overseas.
B. Revise and implement the grant proposal format to ensure OS is receiving all necessary data to track grant proposals by strategic priority, program, and people most impacted, and to ensure high expectations on grantee follow-up to ensure accountability for use and impact of awards.	G. Innovate on a leadership curriculum that supports LSOP/LPP participants with needed and refreshed thinking and confidence to lead assisted schools. Focus on merit in developing a needed pipeline for the overseas school leadership market.	L. Convene a multi-disciplinary overseas school recruiting task force including heads of school, thought leaders, and all leaders of key recruiting/search firms to study global talent search and outreach issues and processes in the context of merit.
C. Partner with regional associations, AAIE, and the International Schools Services to promote merit for leadership positions in assisted school leaders.	H. Ensure merit for participation of overseas school leaders in each cohort of the OS leadership programs.	M. Ensure merit-based recruiting processes that tap the school leadership talent pool in all worldwide communities and define recruiting approaches that ensure merit for overseas school job opportunities.
D. Develop/continually improve a governance learning curriculum designed for overseas school board leadership emphasizing best practices.	I. Modify leadership themes for the coursework based on evolving leadership issues, trends, and research.	N. Create a toolkit/guide for ambassador's representatives to assisted school boards to prepare them for their role and expectations. Align to the governance curriculum housed with AAIE.
E. Develop/continually improve a governance curriculum that focuses on the unique relationship between the head of school and the board chair.	J. Develop and implement a stateside leadership transition course that highlights the overseas school leadership context, key themes, current issues, and that promotes a cohort of stateside leaders committed to becoming overseas school heads.	O. Ensure that OSAC as a Department of State advisory committee fulfills its obligations of school support and providing funding for school improvement programs. Ensure OSAC membership represents the largest users of overseas schools.

PRIORITY THREE: Advance leadership development opportunities to support school leaders taking on unexpected crises, rising demands and expectations, and the skills and attitudes for expanding special needs and building safety and well-being.

Result: Increase leadership development for school administrative team performance, blue-ribbon governance practices (using the Good Governance Project) and ensuring adaptive change leadership.

Specific Results

3.1a: Align grant monies to the greatest educational need with clear purpose and impact. To enhance educational opportunity and continuous school improvement.

3.2a: Support ongoing and responsive professional development aligned to OS strategic priorities for program improvement in assisted schools.

3.3a: Improve and promote exemplary overseas school board governance and to teach key leadership behaviors that support a high-performing school through establishing effective governance practices and leadership capacity between the school head and board trustees.

3.4a: Continue the Leadership Program for Overseas Principals (LSOP) to expand the pipeline of highly qualified American school leaders.

3.5a: Develop and implement a school head pathway for highly talented stateside leaders who wish to qualify for overseas school leadership positions to help preserve the American tradition of teaching, learning, and leadership in assisted schools.

3.6a: Continue the Leadership Paradoxes and Possibilities Project- LPP) for current, international, school heads to strengthen the American tradition of school leadership and support school head well-being and the imperative of their leading an assisted school.

3.7a: Prioritize targeted grant funding that endorses school leadership development especially in advancing special needs programming, social-emotional well-being and mental health, and building merit-based school cultures.

Leadership and Governance

3

Key Action Steps

<p>A. Convene a multi-disciplinary overseas school recruiting task force including head of school thought leaders and all leaders of key recruiting/search firms.</p> <p>Schedule ongoing meetings of the task force to find common ground on processes for creating a robust pool and pipeline for ensuring a highly talented cadre of teachers and school leaders in assisted schools. Develop OS office-wide understandings of cultural well-being competence.</p>	<p>F. Collaborate and financially support AAIE and regional associations to ensure ongoing seminars for teachers and school leaders focusing on competencies for democratic, merit-based school cultures and creating safety and well-being.</p>
<p>B. Define recruitment best practice with merit principles. Reach out to global organizations to define school leadership access beyond the normal or traditional overseas school recruitment protocols.</p>	<p>G. Focus professional development opportunities to build frameworks and change initiatives in assisted schools to focus on research and field-tested programs, school policies and procedures that promote merit. These opportunities will ensure child protection, safety for all students and competencies for democratic cultures that ensure student voice and leadership. Ensure a list of consultant talent that brings overseas experience and perspectives.</p>
<p>C. Build leadership training programs to onboard non-overseas experienced teachers and leaders to promote a robust talent pipeline. Create critical partnerships with American university-based teacher and school leadership programs.</p>	<p>H. Collaborate with all US accreditation agencies in defining key criteria for observing and assessing the viability of democratic, merit-based, and competency school cultures as a requirement for a given school's successful accreditation.</p> <p>Work with the "big four" US accreditation agencies to develop a common language and standards for assessing safety and well-being.</p>
<p>D. Review and revise the Good Governance curriculum and consulting network, ensuring only well-trained governance consultants are being recommended to assisted schools.</p> <p>Review and revise Good Governance criteria to ensure a tailored approach to board development needs, including case studies that define contemporary issues and proper board oversight.</p>	<p>I. Convene the leaders of all US-based accreditation agencies for a safety and well-being summit in Washington, DC to develop a shared set of criteria to ensure overseas school cultures of democratic, merit competencies, dignity, respect, and social-emotional well-being.</p>

PRIORITY THREE: Advance leadership development opportunities to support school leaders taking on unexpected crises, rising demands and expectations, and the skills and attitudes for expanding special needs and building safety and well-being.

Result: Increase leadership development for school administrative team performance, blue-ribbon governance practices (using the Good Governance Project) and ensuring adaptive change leadership.

Strategy 3b:

OS will provide ideas, guidance, and grant support for assisted overseas schools to develop a merit-based and collaborative school culture well-being.

OS will enhance recruitment and hiring, based on merit.

OS will support development of assisted school merit-based policies and expectations aligned with building school cultures of social-emotional well-being.

Specific Results

3.1b: Support overseas schools in hiring and promoting the best leadership, teaching talent, and professional staff.

3.2b: Support professional development, support for overseas school career development and programs to increase access to leadership and teaching opportunities, based on merit.

3.3b: Collaborate with US-based school accreditation agencies to support building a merit-based, assisted school climate, contextual to geography and host-country cultures, with criteria that promote psychological safety and positive outcomes in eliminating discrimination, harassment, retaliation, and unconscious bias.

3.3b: Support overseas schools in developing democratic competencies in the context of host-country norms and customs as the foundation for building safety and well-being.

3.3b: Provide a professional learning opportunity for all OS staff to examine their own intercultural development and competence as well as their ability to shift perspective, adapt behavior, and effectively respond to cultural differences and commonality in the context of the OS mission.

Modernization, Innovation, Communication, Outreach, and Data Analytics

TACTICAL PLANNING

Tactical Plan: To improve internal and external communication and outreach about OS mission-critical educational programming, best-in-class pedagogical practices, and key factors for assisted school quality.

OS will use communications outreach to increase office relevance and visibility by highlighting resources and overall continuous improvement practices for all overseas schools.

OS will revamp the grant application process by modernizing data collection using the MyGrants platform to improve data analysis, accountability, and communication of grant award impact on and for assisted school improvement.

Tactical Goal

OS will align all resources, time, and effort to implement key actions for successful implementation of a new Department of State Strategic Plan, Bureau of Administration Strategic Goals and the Office of Overseas Schools Strategic Framework.

Specific Results

1. Align all communication activities to the OS mission and significantly improve visibility of OS programming, publications, and advocacy services. Increase outreach to Federal agencies so they can take full advantage of the expertise and resources of the office.

1. Modernize the OS grant application end-to-end process using the MyGrants platform from front-end application to close of the grant award. Develop and implement a user-friendly client experience with full access and analysis of collected data.

1. Envision, create, and implement a high visibility publication for all assisted schools which highlights current educational trends, and research and best-practices with emphasis on OS priorities for school improvement and as themes for grant awards.

1. Assess and respond to technology needs for OS, seeking cost efficiencies and maximizing productivity with relevant hardware and software.

1. Ensure ongoing focus group/survey feedback sessions for REO onsite post and school visits to assess embassy/consulate satisfaction, and attitudes on issues, and to track assisted school student and USG family educational experiences, program offerings, and learning outcomes.

1. Utilize the MyGrants data platform to develop and implement assisted school benchmarking on school outcomes and demographics and to publish an annual report on the state of Department of State assisted schools.

Key Action Steps

A. Utilize the MyGrants data platform to develop and implement assisted school benchmarking on school outcomes and demographics and to publish an annual report on the state of Department assisted schools.	E. Develop and implement an annual report for all key stakeholders to ensure that OS is providing the information on contemporary issues, how OS is responding and successes with implementing innovative programs for overseas schools with a data-driven accountability of grant awards and success. Provide data and benchmarking to assisted school leaders.	H. Develop and implement post education profiles that communicate an overview of the educational landscape at all posts.
B. Revise the OS website to highlight, all current OS programming and resources focused on continuous educational improvement, safety and security, child protection emergency response, school leadership development and leveraging critical partnerships in service to overseas schools.	F. Consistent with DoS family educational choice, develop partnerships with successful (and accredited) virtual learning organizations as a bridge from conventional homeschooling to an online context.	I. Implement the NWEA MAP Testing protocol for Mission Canada posts to assess the educational match between Canadian educational learning benchmarks and those in the U.S. Report findings to individual families and group findings to the front office of U.S. Mission Ottawa, and U.S. consulates across provinces. Emphasize student outcomes on the MAP mathematics assessment with Customs and Border Patrol families.
C. Develop a customer experience, OS annual survey to provide office performance metrics, measuring program and outreach effectiveness. Ensure the survey provides assessment of OS responsiveness for serving DoS dependents and supporting quality educational programs in overseas schools.	G. In concert with the new OS website organization—design, create and implement a push email format newsletter to be published for assisted and non-assisted schools around the world highlighting as follows: <ul style="list-style-type: none"> • Current educational, overseas school related research and best practices related to OS strategic goals: • Well-being, special needs program innovations, gifted programming, science of learning, educational innovations, promotion merit-based best practices, leadership development and safety and security guidance. 	
D. Ensure outreach and ongoing relationship building with key interagency partners, including OSPIC, OBC, MED, Allowances, and GCLO and nurture renewed and new interactions with other key partners/agencies.		