

*Department of Defense Directory*

*Special Education Services  
in OCONUS Communities*

*Department of Defense Education  
Activity Schools*

*and*

*Educational and Developmental  
Intervention Services*

July 2021

## **Introduction**

Department of Defense Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DOD Dependents,” June 17, 2015, requires the Department of Defense to provide early intervention and special education services, including related services, to all eligible DOD dependents. The instruction requires each military department, in consultation with the Department of Defense Education Activity, to provide a free appropriate public education in the least restrictive environment in accordance with the child’s individualized educational plan at no cost to the parents. The DoDI 1315.19 and The Exceptional Family Member Program, revised April 19, 2017, require the director of the DoDEA to identify locations where special education and related services are available in overseas military communities. This Directory of Special Services provides information about the level of specialized instruction available in DoDEA schools within the commuting area of the sponsor’s overseas military assignment. Careful attention is given to the documented instructional needs that can be provided to students with disabilities. Special Education under the Individuals with Disabilities Educational Act 2004 is not a place, placement or a pre-packaged program. Special education is a service for children rather than a place where such children are sent to be educated.

## **EXCEPTIONAL FAMILY MEMBER PROGRAM**

The Exceptional Family Member Program is the mechanism established in all military services to screen and identify family members who have special medical and/or educational needs. The EFMP process identifies family members with special needs and assists the military personnel systems in making assignments to locations where the Department of Defense Education Activity and the military medical departments have pre-established programs and staff.

The OCONUS Directory is intended to assist the medical and educational assignment coordinators to identify those military communities outside the continental United States with preestablished programs (levels of support) for children with special educational or exceptional education needs. The needs that are to be considered have been developed by a properly formed school-based, therapeutic, and/or early intervention team as required by the IDEA (2004). The directory does not identify preestablished programs or services for special medical needs.

## **Special services for children with disabilities**

The Individuals with Disabilities Education Act mandates the following services for children with disabilities:

- Early intervention services for infants and toddlers (birth through 2 years of age, inclusive) who have an identified developmental delay or a disability
- Special education services for children from 3 through 21 years of age who have a disability
- Related services for children from 3 through 21 years of age who require the services to benefit from their special education program

## **Provision of services in OCONUS locations:**

The military medical departments, through their Educational and Developmental Intervention Services, provide early intervention services and related services in OCONUS locations where the Department of Defense Education Activity is responsible for educational services. In those OCONUS locations that are part of the United States, such as Guam and Puerto Rico, related services are provided by the DoDEA-Americas. Additionally, DoDEA provides related services to students attending DoDEA schools in those OCONUS locations.

Note: DoDEA is required to provide services to students who meet enrollment requirements and are space-required regardless of the sponsor's projected assignment location.

## **Provisions of services in DoDEA OCONUS Locations:**

### **EFMP Forms Required**

DD 2792 – Medical enrollment

DD 2792-1 – Educational enrollment

The DoDEA educational screeners are only responsible for the review of educational information. The military is responsible for all medical information and the completion of all medical screenings. The military command is responsible for all final decisions related to family member travel. The military has the authority to recommend/not recommend travel regardless of the travel recommendation provided by DoDEA. Additionally, DoDEA is typically not informed of the final decision for travel.

Educational screenings are mandatory for all potential civilian employees who are seeking enrollment in a DoDEA school at an overseas location (DoDI 1315.19). The educational review does not prevent a potential civilian employee from accepting a position, but the review does provide information that allows the potential employee to make an informed decision concerning the educational services available for their student.

### **Army**

In all OCONUS areas, the Exceptional Family Member Program processes screening requests through the appropriate centralized family travel/command sponsorship office, which then coordinates all medical and educational documents with the appropriate gaining medical review office. The appropriate medical review office forwards all educational screening requests and required documents to the DoDEA headquarters specialist via an encrypted electronic mail. A copy of the completed DD 2792-1 or automated enrollment summary and the student's current Individualized Family Services Plan and/or Individualized Educational Program must be submitted for all Army educational screenings.

### **Air Force**

The educational documents (DD Form 2792-1, IEP/IFSP) are sent to the DoDEA headquarters specialist from the Exceptional Family Member relocation coordination counselor or the special

needs technician located in the projected assignment location. The documents are received via encrypted electronic documents or Department of Defense Safe Access File Exchange. The Air Force does not process overseas screenings for potential civilian employees. When attendance at a DoDEA school placement is requested, the human resource specialist for the sending agency requests the educational review and informs the civilian of all unique medical and/or special education needs at OCONUS locations.

### **Navy and Marine Corps**

The educational documents for dependents of active-duty service members are sent to the DoDEA-HQ specialist from the suitability screening coordinator at the losing EFMP location. The documents are received via encrypted electronic documents or DOD SAFE. The documents are reviewed by DoDEA-HQ specialist and a recommendation is sent to the suitability screening coordinator at the losing EFMP office via encrypted electronic documents or DOD SAFE.

### **Coast Guard**

The educational documents are sent to the DoDEA-HQ specialist from the CONUS assignment coordinator. The documents are received via encrypted email. The Coast Guard will not process overseas screenings for potential civilian employees.

### **National Security Agency**

The educational documents are sent to the DoDEA-HQ specialist from the program manager located in Fort Meade, Maryland. The documents are received via encrypted electronic documents or DOD SAFE through the local post. Once the educational screening is completed, a PDF copy is sent back via encrypted electronic document to the program manager. Please note: NSA employees are all potential civilian employees.

### **DOD Civilian Employees**

Department of Defense Instruction 1315.19 is applicable to all DOD civilian employees in overseas locations and selectees for overseas positions who have family members with special needs as described in this instruction. Per Section 5.3.b.2 of DoDI 1315.19 states, DD Form 2792-1 must be submitted if the selectee intends to enroll his or her child in a school funded by the DOD (e.g., DoDEA school) or a school in which DOD is responsible for paying the tuition for a space-required family member. Per section 5.3b, when the gaining human resources, representatives processes a civilian for an overseas position where family member travel is authorized at government expense, then they must ask the selectee to determine whether a family member has special needs using the criteria provided in Section 3. All selectees must be asked only after they have been notified of their selection in accordance with Sections 791 through 794d of Title 29, U.S.C. and Section 1630.14 of Title 29, Code of Federal Regulations.

The potential employee must provide all educational information directly to his/her EFMP coordinator or human resource specialist via an encrypted electronic document. The human resource coordinator/specialist must submit the educational screening request to the DoDEA-HQ

EFMP specialist for all dependents who will require specialized instruction and/or related services and plan to attend a DoDEA school abroad. The submission must include a copy of the student's IEP and the completed DD 2792-1 for all dependents in need of specialized education services. The completed screening will be sent to the requesting EFMP coordinator or HR specialist. The civilian will then be informed of the educational supports available at the projected PCS location. The purpose of the educational screening is to provide potential employees the information they need to be able to make an informed decision before accepting employment. The Army will also process all overseas screenings for potential DOD civilian employees, which are processed by the employee's civilian personnel advisory center to the appropriate medical office for coordination with DoDEA. Per section 5.2b, the civilian employee or selectee will be given comprehensive medical, dental and educational information about the overseas community where the position is located after the cognizant medical and educational authorities review the medical and educational information provided to help the employee make an informed choice about the position. For further information regarding the civilian process, please reference Section 5 of the DoDI 1315.19.

### **Provision of services in Non-DOD OCONUS locations:**

The Non-DOD School Program provides support and funding for the education of authorized command-sponsored dependents of military members and DOD civilian employees assigned to an overseas area where no DoDEA school is available within the commuting area. At these locations, NDSP supports a variety of options for children ranging from home-school programs to public or private schools. Approval of enrollment of an eligible minor dependent of a DOD sponsor must be obtained from NDSP management prior to registering and enrolling a child with NDSP. The NDSP point of contact should be contacted as soon as possible for specific school information.

Non-DOD School Program contact information: [NDSP.Management@dodea.edu](mailto:NDSP.Management@dodea.edu).

Questions about registration or educational screenings, please contact NDSP Education Team at:

**Americas** (includes SOUTHCOM and NORTHCOM, Canada and Mexico)

Email: NDSP.Education.Americas@am.dodea.edu Phone: 910-451-3214, ext. 115

**Europe** (includes CENTCOM and AFRICOM) Email: NDSP.Education.Europe@eu.dodea.edu

Phone: Civilian inside Germany: 0611-143-545-1535/1537/1538 DSN: 314-545- 535/1537/1538

Fax: Civilian inside Germany: 0611-143-545-1900 DSN: (fax) 314-545-1992

Phone: Civilian outside Germany: (49) 611-143-545-1535/1537/1538

Fax: Civilian outside Germany: (49) 611-143-545-1900 DSN: (fax) 314-545-1992

**Pacific** (includes PACOM)

Email: NDSP.Education.Pacific@pac.dodea.edu

Phone: 011-81-98-953-5677/5788 DSN: 315-644-5677/5788

Fax: 011-81-98-957-4536 DSN Fax: 315-644-5900

## **How to use the directory:**

The directory provides information regarding specialized instructional services and supports in locations at each OCONUS military community. The directory identifies the levels of direct or indirect educational support in OCONUS communities by the specialized services that are available in each location. Additionally, the directory identifies specific communities that have individualized instructional services for children with more severe needs who have been found eligible in low-incidence disability categories. These programs serve children with intellectual disabilities, deafness, blindness, emotional impairments, autism spectrum disorders and various developmental delays. This directory intends to provide specialized instructional support to students identified as having a disability in their least restrictive environment. In DoDEA, students with disabilities are provided a free, appropriate education in schools where educational placement and service delivery decisions are based on the individual needs of the student, in the least restrictive environment, and by the system's guiding principles. The provision of services is based on the individual instructional needs and intensity of direct/indirect functional and academic support and not on the disability category only.

## **Limitations of use:**

1. This directory is intended to assist the military medical departments and DoDEA to provide recommendations to personnel offices regarding the assignments of sponsors of children with disabilities to overseas locations. The civilian personnel offices may use the directory to provide information to employees about the availability of services OCONUS.
2. Matching a child's needs with resources in OCONUS communities should be made only by designated personnel. In the United States, there is considerable variation in eligibility criteria for special education and early intervention, program descriptions and service delivery models. Making a recommendation based solely on a disability label may result in the assignment of a service member to a location that does not have the existing services necessary to meet a child's special needs or a sponsor not receiving an assignment to a location where services are available. Recommendations for service delivery are made based on the ability to provide the individualized services as prescribed in the student's current IEP.

The pinpoint-assignment recommendation is not made based solely on the disability category, but on the severity of the disability and the child's documented individualized educational needs, which include the type, amount and frequency of services. All disabilities reflect a continuum of need based on the intensity of services and severity of the disability. Level 1 includes children with mild delays who can be accommodated at most locations through local school resources and/or itinerant specialists. For example, a child with a visual impairment whose only requirement is access to large-print material can be supported in the majority of DODEA schools. A pinpoint assignment to a designated visual impairment location/classroom is not necessary. Recommendations are made after careful review of the requirements on the child's Individualized Education Program and sent on to the requesting branch EFMP coordinator.

The variation in service delivery models may reflect the student’s needs regardless of educational setting and recommendations should be made based on whether or not services are available in the projected location. There are times when it is important to add additional information that is pertinent for the military command and sponsor to consider. Due to the status of force agreements, vocational rehabilitation services are not available overseas.

Please Note: DoDEA does not deny or determine travel to an OCONUS location. ALL decisions for travel are made by the assigned command of the military branch.

The following rubric provides some general guidelines for the selection of educational/instructional levels:

Educational Level	Instructional Level and Educational Services
Level 1	General skills instructional support: The student is able to work independently with accommodations and minimal instructional oversight and special education service time is less than 0-400 minutes a week.
Level 2	Targeted instructional support: The student is able to work with specific and targeted accommodations and moderate instructional adaptations and oversight and special education service time is less than 400-600 minutes a week.
Educational Options (LEVEL 3)	<b>Instructional Level and Educational Services (LEVEL 3)</b>
Level 3	Sustained instructional support: The student is able to work with guided and sustained instructional adaptations and oversight. Special education service time is more than 600 minutes a week.
Level 3 and/or additional resources would be required	Sustained instructional support: The student requires a 1:1 aide for the majority of the school day.
Level 3	Intensive instructional support: The student requires intensive, explicit specially designed instruction with direct sustained oversight for all academic-behavioral domains provided within a separate classroom setting.

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Note: Provision of services is based on the individual instructional needs and intensity of direct/indirect functional and academic support and not on disability category only. The levels and minutes are used only as a guide as each student is screened based on individualized needs.

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Note: Due to status of forces agreements, vocational rehabilitation services are not available overseas.

***Communication Impaired***

**Code CI**

- L1 Itinerant speech/language services are available for children with a mild articulation or language delay on an as-needed basis; includes children ages 3-5.
  - L2 Services are available to provide comprehensive speech and language interventions in individual or small group settings.
  - L3 Services are available to provide support for severe language impairments or training in the use of augmentative communication devices and/or alternate communication systems and/or frequency modulation systems in individual, small group and classroom settings. School services are delivered in a variety of settings ranging from general education through a separate classroom setting.
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***Developmental Delay (Preschool)***

**Code PS**

Note: When identifying pinpoint locations for children requiring preschool services, also consider the services likely to be required when the child transitions to elementary school.

- L1 Services are limited to speech and language support. These services may be provided through itinerant support. Locations may not have established preschool services in a classroom setting.
  - L2 Services are provided for children with mild-to-moderate developmental delays who require daily or less frequent support in a preschool classroom setting.
  - L3 Services are provided for children with global developmental delays in preschool classroom settings. Weekly services are provided with additional supports as needed. School services are delivered in a variety of settings ranging from general education through a separate classroom setting.
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***Developmental Delay (School-Aged)***

**Code DD**

- L1 Services are limited to itinerant or consultation services that provide instructional accommodations and academic support in the general education classroom setting.
  - L2 Services are available to provide individualized support for specific instruction in targeted skills areas in the general education classroom with resource room support.
  - L3 Services are available to provide the majority of individualized instruction in a resource room setting. School services are delivered in a variety of settings ranging from general education through a separate classroom setting.
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## ***Emotionally Impaired***

**Code EI**

Any child identified with an emotional impairment prior to relocation will receive specialized assignment consideration to E2 or E3 locations.

- L1 This is a designated location for children with mild emotional impairments who with support for accommodations, assignment coordination purposes, and behavior support, receive the majority of their instruction in the general education setting. Services could include but are not limited to learning strategies instruction, social skills, and organizational skills training, and minimal curriculum assistance.
- L2 This is a designated location for children with emotional impairments who receive the majority of their instruction in the general education environment. Supplemental academic support is provided in the resource room. An individualized behavioral intervention plan is implemented, and accommodations/modifications are designed to meet the child's behavioral and emotional needs. Local school resources, such as the school psychologist and counselor, address specific behavioral and emotional needs through consultation and direct student interventions.
- L3 This is a pinpoint location for children with emotional impairments which offers a full continuum of systematically planned educational instruction designed to address specific behavioral and emotional needs which may require individual and small group instruction and constant supervision. The educational environment supports the development of appropriate behavior using an individualized behavior intervention plan, specialized staff, and periodic immediate support and counseling/supervision throughout the day. School services are delivered in a variety of settings ranging from general education through a separate classroom setting.

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## ***Hearing Impaired***

**Code HI**

- L1 Itinerant consultant services are provided on an as-needed basis to support students with hearing impairments who can be served in the general education classroom. Minor instructional accommodations, environmental modifications and some specialized materials are provided. Support is provided for children whose hearing disability is typically corrected with hearing aids.
- L2 Services for students with mild hearing impairments are available to provide limited resource room instruction, under the guidance of a specially trained teacher of the hearing impaired, to supplement instruction in the general education classroom.
- L3 Services are provided for children who have existing signing or total communication skills. Students require guided and sustained instructional adaptations to acquire, maintain skills, and

may need periodic immediate support and supervision throughout the day primarily in the general education setting with resource room support as needed. Services are provided in a variety of settings ranging from the general education classroom to resource room support and interpreter services as needed.

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***Visually Impaired***

**Code VI**

- L1 Itinerant consultation services are provided on an as-needed basis to support children with low vision who require equipment for providing magnification to access specific instruction with the use of high contrast, large print, environmental modifications for light control, and/or preferential seating who can be served in a general education classroom.
  - L2 Services are available to provide limited resource room instruction, under the guidance of a vision consultant, to supplement instruction in the general education classroom for children who have low vision or progressive visual disorders.
  - L3 A specially trained teacher provides pre-Braille and/or Braille instruction. Teacher of the visually impaired provides orientation and mobility training. Students require guided and sustained instructional adaptations to acquire, maintain skills, and may need periodic immediate support and supervision throughout the day primarily in the general education setting with resource room support as needed.
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***Specific Learning Disability***

**Code LD**

- L1 Services are limited to specially designed instruction for academics, communication, and/or behavioral itinerant or consultation support services provided in the general education classroom setting.
  - L2 Services are available which require specially designed instruction and accommodations in targeted academic/behavioral areas to provide direct/indirect individualized instruction in the general and education classroom with resource room support.
  - L3 Services are available which require guided and sustained instructional adaptations to acquire and maintain multiple skills with the majority of the individualized instruction provided in a resource room setting. Teacher-guided direct, explicit instructional supports are provided to address individual academic and behavioral support throughout the majority of the school day. School services are delivered mainly in separate classroom settings with some variety of services delivered in a lesser restrictive environment.
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## ***Autism Spectrum Disorder***

***Code AU***

Any child identified with an autism spectrum disorder prior to relocation will receive specialized consideration to A2 and A3 locations.

- L1 This is a designated location for children with autism spectrum disorders who for the purpose of accommodations and assignment coordination, receive the majority of their instruction in the general education setting. Direct instructional support is provided to address individual academic, social, behavioral and communication needs. Educational and developmental intervention services provide early intervention, direct/indirect instructional and comprehensive related services as required.
- L2 This is a designated location for children with autism spectrum disorders who, with adult support for modifications, receive the majority of their instruction in the general and special education environment. Teacher-guided direct, explicit instructional supports are provided to address individual academic, social-emotional, behavioral, communication needs and will need periodic/immediate support and supervision throughout the majority of the school day for access and safety.
- L3 This is a pinpoint location for children with autism spectrum disorders who with constant adult support require a full continuum of intensive interventions with active engagement in systematically planned and developmentally appropriate educational activities designed to address specific needs. School services are delivered in a variety of settings ranging from general education to self-contained classrooms. Educational services emphasize a structured learning environment with specialized social-emotional, communicative interventions and the students require substantial behavioral/independent living/and physical supports.

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## ***Intellectual Disability (Cognitive Delay)***

***Code ID***

Any child identified with an intellectual disability prior to relocation will receive specialized assignment consideration to ID2 or ID3 locations.

- L1 This is a designated location for children with mild intellectual disabilities who with adult support for accommodations and assignment coordination purposes, receive the majority of their instruction in the general education setting with modified instruction. Guided and sustained instructional accommodations/adaptions and a modified curriculum are provided to address individual academic, social, adaptive behavioral and communication needs to acquire, maintain and generalize multiple skills.
- L2 This is a designated location for children with mild/moderate intellectual disabilities who, with an adult for intensive modifications, receive the majority of their instruction in the special education environment. Teacher-guided direct, explicit instruction, modified curricula and instructional support are provided to address individual academic, social, behavioral,

communication needs and may need periodic immediate support and supervision throughout the majority of the day for access and safety.

- L3 This is a pinpoint location for children with moderate-to-severe intellectual disabilities, who with adult support, receive all services in a specialized environment and self-contained setting for the majority of the school day. Students receive intensive instruction using a modified curriculum (which includes training in functional academics, activities of daily living and prevocational support) and participate in the alternate assessment. Explicit and sometimes scripted instructional support is provided to address the unique individualized academic, social, emotional, behavioral and communication needs.

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***Other Health Impaired***

**Code OHI**

- L1 Services are available for specially designed instruction to support health-related (chronic/acute) problems and provide adaptations/accommodations to the educational environment with itinerant or consultative support services provided in the general education setting.
- L2 Services are available which require specially designed instruction to support health-related (chronic/acute) problems and provide accommodations in targeted academic/behavioral areas to provide direct/indirect individualized instruction in the general education classroom with resource room support.
- L3 Services are available which require guided and sustained instruction to support health-related (chronic/acute) problems to acquire and maintain multiple skills with the majority of the individualized instruction provided in a resource/separate classroom setting. Teacher-guided direct, explicit instructional supports are provided to address individual academic and behavioral support throughout the majority of the school day. School services are delivered mainly in separate classroom settings with some variety of services delivered in a less restrictive environment.

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***Traumatic Brain Injury***

**Code TBI**

- L1 Services are available to provide specially designed instruction for adaptations and academic support in the general education classroom through itinerant or consultation services. Services could include but are not limited to physical/mental health and cognitive/behavioral issues which require minimal assistance.
- L2 Services are available to provide individualized support for specially designed instruction in targeted skills areas in the general education classroom with resource room support. Services could include but are not limited to physical/mental health and cognitive/behavioral issues which require direct/indirect interventions and/or ongoing consultation.

- L3 Services are available to provide the majority of individualized instruction in a resource classroom setting. School services are delivered in a continuum of settings ranging from general education through resource/separate classroom settings. Services could include but are not limited to physical/mental health and cognitive/behavioral issues which require direct/indirect interventions by specialized staff with periodic immediate support and supervision throughout the day.
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***Orthopedic Impairment***

**Code OI**

- L1 Services are available to provide specially designed instruction to support students, who have an orthopedic impairment (neuromotor impairment, degenerative disease or musculoskeletal disorder) in the general education classroom. School services provide adaptations/accommodations to the educational environment with itinerant or consultation services in the general education classroom and throughout the school environment for academic/communication/ physical/mobility support.
- L2 Services are available for students with orthopedic impairments who require specially designed instruction and targeted accommodations for core academics/communication/ physical/mobility needs. School services provide direct/indirect individualized instruction in the general and special education classrooms with resources and supports throughout the school environment.
- L3 Services are available to provide specially designed instruction focused on guided and sustained instruction to support students with orthopedic impairments to acquire and maintain multiple skills with the majority of the individualized instruction provided in the special education setting. Teacher-guided direct, explicit instructional supports are required to address individualized academic/communication/ physical/mobility supports throughout the majority of the school day for supervision, access and safety.
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***Deaf and Deaf Hard of Hearing***

**Code D/DHH**

- L1 Services are available to include itinerant consultant services that are provided, to support the academic/instructional/ communication needs for students who are deaf/deaf hard of hearing, in the general education classroom. Minor instructional accommodations, environmental adaptations, and some specialized materials may be needed. Support is provided for children who have severe hearing loss with limited to no functional hearing.
- L2 Services are available to support the academic/instructional/ communication needs for students who are deaf/deaf hard of hearing such as the general education classroom and/or special education resource room. Explicit instructional accommodations and environmental modifications are provided under the guidance of a specially trained teacher of the deaf/ deaf hard of hearing to supplement instruction, interpreters and the use of assistive technology in the general/resource/special education classroom.

- L3 Services are available to support students who are deaf/deaf hard of hearing that require explicit direct instructional and environmental modifications provided by a specially trained teacher of the deaf/deaf and hard of hearing and/or special education teacher for the majority of the school day. The students also require guided and sustained instructional modifications/assistive technology/sign language and interpreter services to acquire, maintain skills and may need periodic immediate support and supervision throughout the day primarily in the resource/special education setting.
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### ***Deaf-Blindness***

**Code DB**

- L1 Services are available for students with deaf-blindness who require itinerant consultant services provided by consultative specially trained staff (vision and deaf /deaf hard of hearing teachers) who are available to provide limited resource room instruction/accommodations to supplement instruction in the general education classroom and other aspects of the learning environment.
- L2 Services are available to support the academic/communication/ mobility needs for students who have deaf-blindness concomitant hearing and visual impairment in the general education/special education classroom and school learning environment. Students with visual/hearing needs may require minor instructional accommodations, equipment for providing magnification/amplification, symbolic communication and environmental modifications to access specially designed instruction in a general/special education classroom and the school learning environment.
- L3 Services are provided by specially trained teachers for pre-Braille/Braille/sign language instruction and/or hearing interpretive services. Vision and deaf/ deaf hard of hearing teachers provide orientation and mobility training/symbolic communication /language systems, adaptive devices and major instructional modifications for access to all areas of instruction. Students with deaf-blindness require guided and sustained instructional modifications to acquire/maintain skills and may need periodic immediate support and supervision throughout the day in the special education setting with specialized visual and hearing supports as needed throughout the entire learning environment.
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### ***Multiple Disabilities***

**Code MD**

- L1 Services are available to provide students with multiple disabilities who require accommodations and assignment coordination, receive the majority of their instruction in the general and special education setting with modified instruction. Direct/indirect instructional modifications are provided to support individualized academic and related service needs. Guided and sustained instruction provides developmental support across several skill areas to address academic, social, physical, adaptive, behavioral and communication needs.

L2 Services are available to provide students with multiple disabilities, who, with adult support for modifications, receive the majority of their instruction in the special education environment. Teacher-guided direct, explicit instructional supports are provided to address individualized severe, physical, academic, intellectual/sensory functioning, adaptive/motor skills, social-emotional and communication needs. Periodic support and supervision may be required for the majority of the school day for access and safety throughout the school environment.

L3 Services are available to provide students with multiple disabilities, who, with constant adult support, require a full continuum of intensive interventions with extensive instruction across all skill areas to actively engage in systematically planned and developmentally appropriate educational activities. Students receive intensive instruction using a modified curriculum (which includes training in functional academics, activities of daily living and prevocational support) and participate in the alternate assessment. Explicit and sometimes scripted instructional supports are provided to address the unique individualized academic, social-emotional, behavioral and/or communication needs. Periodic/immediate support and supervision are required for the majority of the school day for access and safety throughout the school environment.

## APPENDIX 1:

### GLOSSARY OF TERMS

**EDIS.** Programs operated by the military departments to provide EIS to eligible infants and toddlers with disabilities, and related services to eligible children with disabilities in accordance with this DOD Instructions.

**EIS.** Developmental services for infants and toddlers with disabilities, as defined in this instruction, that are provided under the supervision of a military department, including evaluation, IFSP development and revision, and service coordination, provided at no cost to the child's parents (except for incidental fees also charged to children without disabilities).

**FAPE.** Special education and related services that are provided under the general supervision and direction of DoDEA at no cost to parents of a child with a disability, in conformity with an IEP, in accordance with the requirements of the IDEA and DOD guidance.

**IEP.** A written document that is developed, reviewed and revised at a meeting of the case study committee, or CSC, identifying the required components of the individualized education program for a child with a disability.

**IFSP.** A written document identifying the specially designed services for an infant or toddler with a disability and the family of such infant or toddler.

**Infants and toddlers with disabilities.** Children from birth up to 3 years of age, inclusive, who need EIS services due to developmental delays as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: cognitive development, physical development including vision and hearing, communication development, social or emotional development, adaptive development; or have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.

**Related services.** Transportation and such developmental, corrective and other supportive services, as required, to assist a child with a disability to benefit from special education under the child's IEP. The term includes services or consults in the areas of speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; and school nurse services designed to enable a child with a disability to receive a FAPE as described in the child's IEP; early identification and assessment of disabilities in children; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. The term does not include a medical device that is surgically implanted or the replacement of such.

**Students with disabilities.** Children, ages 3 through 21, inclusive, who are entitled to enroll, or are enrolled, in a DOD school in accordance with sections 921-932 of Reference (b) and Reference (c), have not graduated from high school or completed the general education degree, have one or more disabilities in accordance with section 1401(3) of the IDEA, and need and qualify for special education and related services.



## APPENDIX 2:

The appendix is organized so the user can search by school and/or community to determine the level of services available at the schools in that community. The enclosed charts are:

**Chart 1:** Identification of special education resources by country and the communities in each country. Includes a list of schools in the community, level of special education resources, and, as appropriate, notes about the availability of services at a specific school.

**Chart 2:** Listing of schools by community. Identifies the type of military installation, the military component responsible for the provision of EDIS and the location of an EDIS clinic.

**Chart 3:** Communities with specialized Level 3 services.

<p>Please note: Bahrain will be unaccompanied, dependent restricted tour per military – through attrition, current families will depart and will not be replaced.</p>
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# CHART 1

## Special Education Resources Europe Area

An “x” in the following charts indicate services are not available at the locations.

### EUROPE:

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#### *Bahrain*

Navy EDIS – Sigonella

**Schools:** Bahrain ES: Grades K-5, Bahrain MS/HS: Grades 6-12

**School Note:** Remote location\*. Travel to Bahrain is not recommended for infants or toddlers with an existing individualized family service plan.

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	H1	H1
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	X	X
Vision Impaired	V1	V1

#### Belgium

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#### *Brussels*

Army EDIS – SHAPE

**Schools:** Brussels E/HS: Grades K-12

**Note:** Small, Unit School

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	H1	H1
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	V1	V1

***Kleine Brogel\****

Army EDIS – SHAPE

**School:** Kleine Brogel ES: Grades K-6 I

**School Note:** Small school-remote location 7-12 attend AFNORTH HS

**NOTE:** Travel to Kleine Brogel is not recommended for infants or toddlers with an existing IFSP”

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	X	X
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	X	X
Intellectual Disability	X	X
Development Delay	X	X
Vision Impaired	X	X

***SHAPE***

Army EDIS – SHAPE

**Schools:** SHAPE ES: Grades K-5, SHAPE MS: Grades 6-8, SHAPE HS: Grades 9-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A2	A2
Communication Impaired	C2	C2
Emotional Impairment	E2	E2
Hearing Impaired	H1	H1
Learning Disability	L2	L3
Intellectual Disability	ID2	ID2
Development Delay	P2	P2
Vision Impaired	V1	V1

## Germany

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### ***Ansbach***

Army EDIS – Stuttgart

**Schools:** Ansbach ES: Grades K-6, Ansbach HS: Grades 7-12

**School Note:** Preschool at Ansbach ES

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A2	A2
Communication Impaired	C2	C2
Emotional Impairment	E2	E2
Hearing Impaired	H1	H1
Learning Disability	L2	L2
Intellectual Disability	ID2	ID2
Development Delay	P2	P2
Vision Impaired	V1	V1

### ***Baumholder***

Army EDIS – Landstuhl

**Schools:** Smith ES: Grades K-6, Baumholder HS: Grades 7-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	H1	H1
Learning Disability	L2	L2
Intellectual Disability	ID2	ID2
Development Delay	P2	P2
Vision Impaired	V1	V1

### ***Spangdahlem ES***

Air Force EDIS – Spangdahlem

**Schools:** Spangdahlem ES\*: Grades PK-5

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A2	A2
Communication Impaired	C2	C2

Emotional Impairment	E2	E2
Hearing Impaired	H1	H1
Learning Disability	L3	L3
Intellectual Disability	ID2	ID2
Development Delay	P2	P2
Vision Impaired	V1	V1

### **Spangdahlem MS**

**Schools:** Spangdahlem MS: Grades 6-8; Spangdahlem HS\*: Grades 9-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A2	A2
Communication Impaired	C2	C2
Emotional Impairment	E2	E2
Hearing Impaired	H1	H1
Learning Disability	L3	L3
Intellectual Disability	ID2	ID2
Development Delay	P2	X
Vision Impaired	V1	V1

### **Garmisch**

Army EDIS – Vilseck

**Schools:** Garmisch ES/MS: Grades K-8

**\*School Note:** \*Small school. Grades 9-12 attend Munich International School

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C1C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P1	P1
Vision Impaired	X	X

**Geilenkirchen (see AFNORTH) NOTE:** Students living in this community attend AFNORTH schools in the Netherlands.

**Grafenwoehr/Vilseck:**

**Vilseck**

Army EDIS – Vilseck

**Schools:** Netzaberg ES: Grades K-5, Netzaberg MS: Grades 6-8, Vilseck ES: Grades K-5, Vilseck HS: 9-12

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	A3	A3
Communication Impaired	C3	C3
Emotional Impairment	E3	E3
Hearing Impaired	H2	H2
Learning Disability	L3	L3
Intellectual Disability	ID3	ID3
Development Delay	P3	P3

**Grafenwoehr**

Grafenwoehr ES: Grades K-5

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	H2	H2
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	V3	V1

**Hohenfels**

Army EDIS – Vilseck

**Schools:** Hohenfels ES: Grades K-6, Hohenfels HS: Grades 7-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L2	L2
Intellectual Disability	X	X

Development Delay	P2	P2
Vision Impaired	X	X

**Kaiserslautern/Ramstein**

Army EDIS – Landstuhz

**Kaiserslautern MS/HS/ Vogelweh ES**

**Schools:** Vogelweh ES (K-5), Kaiserslautern MS (6-8), Kaiserslautern HS (9-12), Ramstein ES/IS/MS/HS: (PK-12)

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	A3	A3
Communication Impaired	C3	C3
Emotional Impairment	E3	E3
Hearing Impaired	H3	H3
Learning Disability	L3	L3
Intellectual Disability	ID3	ID3
Development Delay	P3	P3
Vision Impaired	V3	V3

**Kaiserslautern ES**

*Grades K-5*

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	H2	H2
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	V1	V1

**Ramstein ES/IS/MS/HS**

**Schools:** Ramstein ES: Grades K-2, Ramstein IS: Grades 3-5, Ramstein MS: Grades 6-8, Ramstein HS: Grades 9-12

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	A3	A3
Communication Impaired	C3	C3
Emotional Impairment	E3	E3
Hearing Impaired	H3	H3

Learning Disability	L3	L3
Intellectual Disability	ID3	ID3
Development Delay	P3	P3
Vision Impaired	V3	V3

### **Landstuhl**

Army EDIS– Landstuhl

**Schools:** Landstuhl ES: Grades K-5; Kaiserslautern grades 6-8; **School Notes:** 9-12 attend Ramstein HS

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A2	X
Communication Impaired	C2	C2
Emotional Impairment	E2	X
Hearing Impaired/D/DHH	X	H1
Learning Disability	L3	L3
Intellectual Disability/	ID2	X
Development Delay	P2	P2
Vision Impaired/B/DB	X	X

### **Sembach**

Army EDIS Landstuhl

**Schools:** Sembach ES: Grades k-5, Kaiserslautern: Grades 6-8 - **NOTE:** Grades 9-12 attend Kaiserslautern HS

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Disturbance	X	X
Hearing Impaired	X	X
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	X	X



## Stuttgart

Army EDIS-Stuttgart

**Schools:** Stuttgart ES: Grades K-5, Patch MS: Grades 6-8, Stuttgart HS, Grades 9-12

**NOTE:** No longer provides any PS services.

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	A3	A3
Communication Impaired	C3	C3
Emotional Impairment	E2	E2
Hearing Impaired	H2	H2
Learning Disability	L2	L2
Intellectual Disability	ID3	ID3
Development Delay	X	X
Vision Impaired	V2	V2

## Patch ES

**Schools:** Grades PK-5

**NOTE:** PS services are all located in one school at Patch ES.

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	A2	A2
Communication Impaired	C2	C2
Emotional Impairment	E2	E2
Hearing Impaired	H2	H2
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P3	P3
Vision Impaired	X	X

## Robinson Barracks

Grades K-5

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	X	X
Vision Impaired	X	X

**Wiesbaden**

Army EDIS – Wiesbaden

**Schools:** Wiesbaden ES: Grades K-5, Wiesbaden MS :Grades 6-8, HS:Grades 9-12, Aukamm ES:Grades K-5.

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A3	A3
Communication Impaired	C3	C3
Emotional Impairment	E2	E2
Hearing Impaired	H1	H1
Learning Disability	L3	L3
Intellectual Disability	ID3	ID3
Development Delay	P3	P3
Vision Impaired	V1	V1

**Aukamm ES**

**Please Note:** (small school with limited services). Grades K-5

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	X	X
Vision Impaired	X	X

## Italy

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### Aviano

Air Force EDIS – Aviano

**Schools:** Aviano ES/MS/HS: Grades K-12

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	A2	A2
Communication Impaired	C3	C3
Emotional Impairment	E2	E2
Hearing Impaired	H1	H1
Learning Disability	L3	L3
Intellectual Disability	ID2	ID2
Development Delay	P3	P3
Vision Impaired	V1	V1

### Livorno

Army EDIS – Vicenza

**Schools:** Livorno ES/MS: Grades K-8

**School Notes:** Small school. Travel to Livorno is not recommended for children with an incomplete specialized educational assessment, or an existing IEP/IFSP.

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	X	X
Emotional Impairment	X	X
Hearing Impaired	H1	H1
Learning Disability	X	X
Intellectual Disability	X	X
Development Delay	X	X
Vision Impaired	V1	V1

## **Naples**

Navy EDIS – Naples

Schools: Naples ES/HS: Grades K-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A3	A3
Communication Impaired	C3	C3
Emotional Impairment	E2	E2
Hearing Impaired	H2	H2
Learning Disability	L3	L3
Intellectual Disability	ID3	ID3
Development Delay	P3	P3
Vision Impaired	X	X

## **Sigonella**

Navy EDIS – Sigonella

Schools: Sigonella ES/MS: Grades K-8

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	H1	H1
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	V1	V1

## **Vicenza**

Army EDIS – Vicenza

Schools: Vicenza ES/MS/HS: Grades K-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A2	A2
Communication Impaired	C2	C2
Emotional Impairment	E2	E2
Hearing Impaired	H1	H1
Learning Disability	L3	L3
Intellectual Disability	ID2	ID2
Development Delay	P2	P2
Vision Impaired	V1	V1

## Netherlands

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### ***Brunssum***

Army EDIS – SHAPE

**Schools:** AFNORTH ES/HS: Grades K-12

**School Notes:** Students living in the Geilenkirchen community attend AFNORTH schools.

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	H1
Learning Disability	L3	L3
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	V1	V1

## Spain

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### ***Rota***

Navy EDIS – Rota    **Schools:** Rota ES: Grades K-6, HS: Rota HS: Grades 7-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	X	X

## Sevilla

Navy EDIS – Rota

**Schools:** Sevilla ES: Grades K-8

**School Notes:** Small school, remote location. Grades 9-12 may attend Rota HS.

**NOTE:** Travel to Sevilla is not recommended for children with incomplete specialized educational assessment, or an existing IFSP or IEP.

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	X	X
Emotional Impairment	X	X
Hearing Impaired	H1	H1
Learning Disability	X	X
Intellectual Disability	X	X
Development Delay	X	X
Vision Impaired	V1	V1

## Turkey

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### Ankara

Air Force EDIS – Incirlik

**Schools:** Ankara ES/HS: Grades K-12

**School Notes:** Small school. **NOTE:** Travel to this location is not recommended for children with incomplete specialized educational assessment, or an existing IFSP or IEP.

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	X	X
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	X	X
Intellectual Disability	X	X
Development Delay	X	X
Vision Impaired	X	X

## United Kingdom

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### **RAF Alconbury**

Air Force EDIS –RAF Alconbury

**Schools:** RAF Alconbury ES (K-5), MS/HS (6-12)

**School Notes:** No longer in the closure list.

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	H1
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	V1	V1

### **RAF Croughton**

Air Force EDIS – RAF Alconbury – SCHOOL CLOSED AT THE END OF SY 19-20

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	X	X

### **RAF Lakenheath**

Air Force EDIS – RAF Lakenheath

**Schools:** Lakenheath ES: Grades K-3, Liberty IS: Grades 4-5, Lakenheath MS: Grades 6-8, Lakenheath HS: Grades 9-12

**NOTE:** ALL preschool services are provided at Lakenheath ES.

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A3	X
Communication Impaired	C3	C2
Emotional Impairment	E3	X
Hearing Impaired	H3	H1
Learning Disability	L3	L2
Intellectual Disability	ID3	X
Development Delay	P3	X
Vision Impaired	V3	V1

**Feltwell**

Air Force EDIS– Lakenheath

**Schools:** Feltwell ES: Grades K-5 **NOTE:** ALL preschool services are provided at Lakenheath ES.

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	H1	H1
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	X	X
Vision Impaired	V1	V1



## Pacific Area

### Japan

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#### ***Atsugi/ Camp Zama (MS-HS)***

Navy EDIS – Camp Zama

Schools: Arnn ES: Grades K-6, Zama MS: Grades 7-8, Zama HS: Grades 9-12

<b>Special Education Services (continued)</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A2	A2
Communication Impaired	C3	C3
Emotional Impairment	E2	E2
Hearing Impaired	X	H1
Learning Disability	L3	L3
Intellectual Disability	ID3	ID3
Development Delay	P3	P3
Vision Impaired	X	V1

#### ***Lanham ES***

Navy EDIS – Camp Zama

Schools: Lanham ES: Grades K-6

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A2	A1
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	H1
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	X	V1

**Iwakuni**

Navy EDIS – Iwakuni

Schools: Perry ES: Grades K-2: Iwakuni ES 3-5: Iwakuni MS 6-8, Perry HS: Grades 9-12

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	X	X

**Misawa**

Navy EDIS – Misawa

Schools: Sollars ES: Grades K-6, Edgren HS: Grades 7-12

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	X	X

**Sasebo**

Navy EDIS – Sasebo

Schools: Darby ES: Grades K-6, Sasebo ES: Grades K-6, King HS: Grades 7-12

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	X	X

**Yokosuka**

Navy EDIS – Yokosuka

**Schools:** Sullivans ES: Grades K-5, Yokosuka MS: Grades 6-8, Kinnick HS: Grades 9-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A3	A3
Communication Impaired	C3	C3
Emotional Impairment	E3	E3
Hearing Impaired	H1	H1
Learning Disability	L3	L3
Intellectual Disability	ID3	ID3
Development Delay	P3	P3
Vision Impaired	V1	V1

**Ikego**

Navy EDIS – Yokosuka

**Schools:** Ikego ES: Grades K-3

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	A1
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	H1
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P1	P2
Vision Impaired	X	V1

**Yokota**

Navy EDIS – Yokota **Schools:** Joan K. Mendel ES: Grades K-5, Yokota MS Grades: 6-8, Yokota HS: Grades 9-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A3	A2
Communication Impaired	C3	C3
Emotional Impairment	E3	E2
Hearing Impaired	H3	H2
Learning Disability	L3	L3
Intellectual Disability	ID3	ID3
Development Delay	P3	P2
Vision Impaired	V3	V2

## ***Yokota ES-West***

Navy EDIS – Yokota

**Schools:** Yokota ES-West: Grades K-5

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	H2
Learning Disability	L3	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	X	V2

## **Korea**

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### ***Camp Humphreys***

Army EDIS – Main office at Camp Humphreys

**Schools:** Humphreys Central/West ES: Grades K-5; Humphreys MS/HS

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A3	A3
Communication Impaired	C3	C3
Emotional Impairment	E3	E3
Hearing Impaired	H2	H2
Learning Disability	L3	L3
Intellectual Disability	ID3	ID3
Development Delay	P3	P3
Vision Impaired	V1	V1

### ***Osan***

Army EDIS – Camp Humphreys

**Schools:** Osan ES: Grades S.S.-5; Osan MS/HS: Grades 6-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X

Hearing Impaired	X	X
Learning Disability	L3	L3
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	X	X

### **Chinhae**

Army EDIS – Camp Humphreys

**Schools:** Joy ES: Grades K-8 School Notes: Small school, remote location

**NOTE:** Travel to Chinhae is not recommended for children with incomplete specialized educational assessment, or an existing IFSP or IEP.

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	X	X
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	X	X
Intellectual Disability	X	X
Development Delay	X	X
Vision Impaired	X	X

### **Daegu**

Army EDIS – Main office at Camp Humphreys, satellite office at Daegu

**Schools:** Daegu ES/MS: Grades K-8, Daegu HS: Grades 9-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	X	X

## Okinawa

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### ***Camp Foster***

Navy EDIS – Okinawa

**Schools:** Zukeran ES: Grades PK-5 (PSCD), Kubasaki HS: Grades 9-12

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A3	A3
Communication Impaired	C2	C2
Emotional Impairment	E3	E2
Hearing Impaired	H3	H2
Learning Disability	L3	L3
Intellectual Disability	ID3	ID3
Development Delay	P3	P3
Vision Impaired	V3	V1

### ***Camp Foster***

Navy EDIS – Okinawa

**Schools:** Killin ES; Grades PK-5

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	A2
Communication Impaired	C2	C2
Emotional Impairment	E2	E3
Hearing Impaired	X	X
Learning Disability	L3	L2
Intellectual Disability	ID2	ID2
Development Delay	P2	P2
Vision Impaired	X	V1

### ***Camp Kinser***

Navy EDIS – Okinawa

**Schools:** Kinser ES: Grades PK-5: Grades 6-8 attend Lester MS; Grades 9-12 attend Kubasaki HS

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A2	A2
Communication Impaired	C2	C2
Emotional Impairment	E2	E1
Hearing Impaired	H1	H1
Learning Disability	L3	L2

Intellectual Disability	ID1	ID1
Development Delay	P2	P2
Vision Impaired	V1	V1

***Camp Lester***

Navy EDIS – Okinawa

**Schools:** Bechtel ES: Grades K-6, Lester MS: Grades 7-8; Grades 9-12 attend KubasakiHS

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A3	A3
Communication Impaired	C2	C2
Emotional Impairment	E2	E2
Hearing Impaired	H1	H1
Learning Disability	L3	L3
Intellectual Disability	ID3	ID3
Development Delay	X	X
Vision Impaired	V1	V1

***Camp McTuerous***

Navy EDIS – Okinawa

**Schools:** Bechtel ES: Grades PK-5 (PSCD); School Notes: Ryukyu MS: Grades 6-8

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A3	A2
Communication Impaired	C3	C2
Emotional Impairment	E2	E2
Hearing Impaired	H1	H1
Learning Disability	L3	L2
Intellectual Disability	ID3	ID2
Development Delay	P2	P2
Vision Impaired	V1	V1

***Kadena***

Navy EDIS – Okinawa

**Schools:** Bob Hope PS: Grades PK-2, Amelia Earhart IS: Grades 3-5, Kadena HS: Grades 9-12

<b>Special Education Services</b>	<b>19/20 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A3	A2
Communication Impaired	C3	C2
Emotional Impairment	E3	E2

Hearing Impaired	H1	H1
Learning Disability	L3	L2
Intellectual Disability	ID3	ID2
Development Delay	P3	P2
Vision Impaired	V1	V1

***Navy EDIS – Okinawa***

**Schools:** Kadena ES/MS: Grades PK-5/6-8; Stearley Heights ES (PSCD Speech-Language Only-limited to P1), PK-5; Ryukyu MS: (6-8)

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	A2	A3
Communication Impaired	C2	C3
Emotional Impairment	E3	E3
Hearing Impaired	H1	H1
Learning Disability	L3	L3
Intellectual Disability	ID1	ID3
Development Delay	P2	P3
Vision Impaired	V1	V1



## U.S. Territories and Other Overseas Locations

### Cuba

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#### **Guantanamo Bay**

Navy EDIS – Portsmouth

**Schools:** Sampson ES/HS: Grades K-12

**School Notes:** Small school.

**NOTE:** Travel to this location is not recommended for children with incomplete specialized educational assessment, or an existing IFSP or IEP.

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	X	X
Emotional Impairment	C2	C2
Hearing Impaired	X	X
Learning Disability	X	X
Intellectual Disability	X	X
Development Delay	X	X
Vision Impaired	X	X

### Guam

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#### **Guam**

Navy EDIS – Guam

**Schools:** Anderson ES/MS: Grades PK-8, McCool ES/MS: Grades PK-8, Guam HS: Grades 9-12

**School Notes:** Small school. NOTE: EDIS only provides early intervention services.

Special Education Services	SY 20/21 Level	SY 21/22 Level
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L3	L3
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	X	X

## Puerto Rico

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### **Fort Buchanan**

Army EDIS –Fort Buchanan      **Schools:** Antilles ES/IS/MS/HS: Grades PK-12

**School Notes:** EDIS only provides early intervention services.

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L3	L3
Intellectual Disability	X	X
Development Delay	P2	P2
Vision Impaired	X	X

### **Borinquen**

Army EDIS – Fort Buchanan Schools: Ramey ES/HS: Grades PK-12

**School Notes:** Small school. EDIS only provides early intervention services.

<b>Special Education Services</b>	<b>SY 20/21 Level</b>	<b>SY 21/22 Level</b>
Autism Spectrum Disorder	X	X
Communication Impaired	C2	C2
Emotional Impairment	X	X
Hearing Impaired	X	X
Learning Disability	L2	L2
Intellectual Disability	X	X
Development Delay	P1	P1
Vision Impaired	X	X

## CHART 2: Communities by Level of EDIS Support

### Europe Area

(X indicates services are not available at location)

Country	Community	School	Level of Support Services								Military Installation	EDIS	EDIS Location
			AU	CI	EI	HI	LD	ID	PS	VI			
Bahrain	Bahrain	Bahrain E/HS	X	2	X	X	2	X	X	1	Navy	Navy	Sigonella
Belgium	Brussels	Brussels E/HS	1	2	X	1	2	X	2	1	Army	Army	SHAPE
	Kleine Brogel*	Kleine Brogel ES	X	X	X	X	X	X	X	X	Air Force	Army	SHAPE
	Chievres	SHAPE ES	2	2	2	1	3	2	2	1	Army	Army	SHAPE
	Chievres	SHAPE MS	2	2	2	1	3	2	X	1	Army	Army	SHAPE
	Chievres	SHAPE HS	2	2	2	1	3	2	X	1	Army	Army	SHAPE
Germany	Ansbach	Ansbach ES	2	2	2	1	3	2	2	1	Army	Army	Stuttgart
		Ansbach HS	2	2	2	1	3	2	2	1	Army	Army	Stuttgart
	Baumholder	Baumholder HS	X	2	X	1	2	2	X	1	Army	Army	Landstuhl
		Smith ES	X	2	X	1	2	2	2	1	Army	Army	Landstuhl
	Spangdahlem	Spangdahlem ES	2	2	2	1	3	2	2	1	Air Force	Air Force	Spangdahlem
		Spangdahlem HS	2	2	2	1	3	2	X	1	Air Force	Air Force	Spangdahlem
		Spangdahlem MS	2	2	2	1	3	2	X	1	Air Force	Air Force	Spangdahlem
	Garmisch	Garmisch ES	X	2	X	X	2	X	1	X	Army	Army	Vilseck
	Graf/Vilseck	Grafenwoehr ES	1	2	X	X	2	X	2	X	Army	Army	Vilseck
		Netzaberg ES	3	3	3	2	3	3	3	3	Army	Army	Vilseck
		Netzaberg MS	3	3	3	2	3	3	3	3	Army	Army	Vilseck
		Vilseck ES	3	3	3	2	3	3	3	3	Army	Army	Vilseck
		Vilseck HS	3	3	3	2	3	3	3	3	Army	Army	Vilseck

\*\*Always consider the year the family will arrive at the location when making a travel recommendation.

## Communities by Level of Support

### Europe Area

(X indicates services are not available at location)

Country	Community	School	Level of Support Services								Military Installation	EDIS	EDIS Location
			AU	CI	EI	HI	LD	ID	PS	VI			
	Hohenfels	Hohenfels ES	X	2	X	X	2	X	2	X	Army	Army	Ansbach
		Hohenfels HS	X	2	X	X	2	X	X	X	Army	Army	Ansbach
	Kaiserslautern	Kaiserslautern ES	X	2	X	2	2	X	2	1	Army/Air Force	Army	Landstuhl
		Kaiserslautern MS	3	3	3	3	3	3	X	3	Army/Air Force	Army	Landstuhl
		Kaiserslautern HS	3	3	3	3	3	3	X	3	Army/Air Force	Army	Landstuhl
		Vogelweh ES	3	3	3	3	3	3	3	3	Army/Air Force	Army	Landstuhl
		Landstuhl ES/MS	2	2	2	X	3	2	2	X	Army/Air Force	Army	Landstuhl
	Ramstein	Ramstein ES	3	3	3	3	3	3	3	3	Army/Air Force	Army	Landstuhl
		Ramstein IS	3	3	3	3	3	3	X	3	Army/Air Force	Army	Landstuhl
		Ramstein MS	3	3	3	3	3	3	X	3	Army/Air Force	Army	Landstuhl
		Ramstein HS	3	3	3	3	3	3	X	3	Army/Air Force	Army	Landstuhl
	Sembach	Sembach ES	X	2	X	X	2	X	2	X	Army/Air Force	Army	Landstuhl
		Sembach MS	X	2	X	X	2	X	X	X	Army/Air Force	Army	Landstuhl
	Stuttgart	Patch ES	2	2	2	2	2	X	3	2	Army	Army	Stuttgart
		Patch MS	3	3	2	2	3	3	X	2	Army	Army	Stuttgart
		Stuttgart HS	3	3	2	2	3	3	X	2	Army	Army	Stuttgart
		Robinson BarracksES/MS	X	2	X	X	2	X	X	X	Army	Army	Stuttgart
		Stuttgart ES	3	3	2	2	3	3	X	2	Army	Army	Stuttgart

\*\* Always consider the year the family will arrive at the location when making travel recommendations.

## Communities by Level of EDIS Support

### Europe Area

(X indicates services are not available at location)

Country	Community	School	Level of Support Services								Military Installation	EDIS	EDIS Location
			AU	CI	EI	HI	LD	ID	PS	VI			
	Wiesbaden	Aukamm ES	1	2	X	X	2	X	X	X	Army	Army	Wiesbaden
		Wiesbaden ES	3	3	2	1	3	3	3	1	Army	Army	Wiesbaden
		Wiesbaden HS	3	3	2	1	3	3	X	1	Army	Army	Wiesbaden
		Wiesbaden MS	3	3	2	1	3	3	X	1	Army	Army	Wiesbaden
Italy	Aviano	Aviano ES	2	3	2	X	3	2	3	X	Air Force	Air Force	Aviano
		Aviano MS	2	3	2	X	3	2	X	X	Air Force	Air Force	Aviano
		Aviano HS	2	3	2	X	3	2	X	X	Air Force	Air Force	Aviano
	Livorno	Livorno E/MS	X	X	X	X	X	X	X	X	Army	Army	Vicenza
	Naples	Naples ES	3	3	2	2	3	3	3	X	Navy	Navy	Naples
		Naples HS	3	3	2	2	3	3	x	X	Navy	Navy	Naples
	Sigonella	Sigonella ES	1	2	1	X	2	X	2	X	Navy	Navy	Sigonella
		Sigonella M/HS	1	2	1	X	2	X	x	X	Navy	Navy	Sigonella
	Vicenza	Vicenza ES	2	2	2	1	3	2	2	X	Army	Army	Vicenza
		Vicenza MS	2	2	2	1	3	2	X	X	Army	Army	Vicenza
		Vicenza HS	2	2	2	1	3	2	X	X	Army	Army	Vicenza
Netherlands	Brunssum	AFNORTH ES	1	2	1	1	3	X	2	1	Army	Army	SHAPE
		AFNORTH HS	1	2	1	1	3	X	x	1	Army	Army	SHAPE
Spain	Rota	Rota ES	1	2	1	X	2	X	2	X	Navy	Navy	Rota
		Rota HS	1	2	1	X	2	X	x	X	Navy	Navy	Rota

\*\*Always consider the year the family will arrive at the location when making travel recommendations.

## Communities by Level of Support

### Europe Area

(X indicates services are not available at location)

Country	Community	School	Level of Support Services								Military Installation	EDIS	EDIS Location
			AU	CI	EI	HI	LD	ID	PS	VI			
	Sevilla	Sevilla ES	X	X	X	X	X	X	X	X	Air Force	Navy	Rota
Turkey	Ankara	Ankara E/HS	X	X	X	X	X	X	X	X	Air Force	Air Force	Incirlik
United Kingdom	RAF Alconbury	Alconbury ES	1	2	1	1	2	X	2	1	Air Force	Air Force	RAF Alconbury
		Alconbury MS/HS	1	2	1	1	2	X	x	1	Air Force	Air Force	RAF Alconbury
	RAF	Feltwell ES	X	2	X	1	2	X	1	1	Air Force	Air Force	RAF Lakenheath
		Lakenheath ES	3	3	3	3	3	3	3	3	Air Force	Air Force	RAF Lakenheath
		Liberty IS	3	3	3	3	3	3	X	3	Air Force	Air Force	RAF Lakenheath
		Lakenheath MS	3	3	3	3	3	3	X	3	Air Force	Air Force	RAF Lakenheath
		Lakenheath HS	3	3	3	3	3	3	X	3	Air Force	Air Force	RAF Lakenheath
Japan	Atsugi	Lanham ES	2	2	X	X	2	X	2	X	Navy	Navy	Camp Zama
	Camp Zama	Arnn ES	2	2	2	X	3	3	3	X	Army	Navy	Camp Zama
		Zama MS	2	2	2	X	3	3	X	X	Army	Navy	Camp Zama
		Zama HS	2	2	2	X	3	3	X	X	Army	Navy	Camp Zama
	Iwakuni	Perry ES	1	2	1	X	2	X	2	X	Marine Corps	Navy	Iwakuni
		Iwakuni ES	X	2	X	X	2	X	2	X	Marine Corps	Navy	Iwakuni
		Iwakuni MS	X	2	X	X	2	X	X	X	Marine Corps	Navy	Iwakuni
		Perry HS	1	2	1	X	2	X	X	X	Marine Corps	Navy	Iwakuni

\*\*Always consider the year the family will arrive at the location when making travel recommendations.

# Communities by Level of Support

## Pacific Area

(X indicates services are not available at location)

Country	Community	School	Level of Support Services								Military Installation	EDIS	EDIS Location
			AU	CI	EI	HI	LD	ID	PS	VI			
	Misawa	Edgren HS	X	2	X	X	2	X	X	X	Air Force	Navy	Misawa
		Sollars ES	1	2	1	X	2	X	2	X	Air Force	Navy	Misawa
	Sasebo	Darby ES	1	2	X	X	2	X	2	X	Navy	Navy	Sasebo
		Sasebo ES	X	2	X	X	2	X	2	X	Navy	Navy	Sasebo
		King HS	X	2	X	X	2	X	X	X	Navy	Navy	Sasebo
	Yokosuka	Sullivans ES	3	3	3	1	3	3	3	1	Navy	Navy	Yokosuka
		Yokosuka MS	3	3	3	1	3	3	X	1	Navy	Navy	Yokosuka
		Kinnick HS	3	3	3	1	3	3	X	1	Navy	Navy	Yokosuka
		Ikego ES	1	2	1	X	2	X	1	X	Navy	Navy	Yokosuka
	Yokota	Joan K. Mendel ES	3	3	3	3	3	3	3	3	Air Force	Navy	Yokota
		Yokota MS	3	3	3	3	3	3	X	3	Air Force	Navy	Yokota
		Yokota HS	3	3	3	3	3	3	X	3	Air Force	Navy	Yokota
		Yokota ES – West	X	2	X	X	3	X	2	X	Air Force	Navy	Yokota
KOREA	Camp Humphreys	Humphreys Central/West ES	2	3	2	X	3	3	3	X	Army	Army	Camp Humphreys
		Humphreys MS	2	3	2	X	3	3	X	X	Army	Army	Camp Humphreys
		Humphreys HS	2	3	2	X	3	3	X	X	Army	Army	Camp Humphreys
	Chinhae	Joy ES	X	X	X	X	X	X	X	X	Navy	Army	Camp Humphreys
	Osan	Osan ES	1	2	1	X	3	X	2	X	Air Force	Army	Camp Humphreys
		Osan MS	X	2	X	X	3	X	X	X	Air Force	Army	Camp Humphreys
		Osan HS	X	2	X	X	3	X	X	X	Air Force	Army	Camp Humphreys

\*\*Always consider the year the family will arrive at the location when making travel recommendations.

## Communities by Level of Support

### Pacific Area

(X indicates services are not available at location)

Country	Community	School	Level of Support Services								Military Installation	EDIS	EDIS Location
			AU	CI	EI	HI	LD	ID	PS	VI			
	Daegu	Daegu ES	1	2	1	X	2	X	2	X	Army	Army	Camp Hum
		Daegu MS/HS	1	2	1	X	2	X	X	X	Army	Army	Camp Hum
Okinawa	Camp Butler/Foster	Killian ES	2	2	2	1	3	X	1	1	Marine Corps	Navy	Okinawa
		Kubasaki HS	3	2	2	2	3	3	3	1	Marine Corps	Navy	Okinawa
		Zukeran ES	2	2	2	1	3	X	2	1	Marine Corps	Navy	Okinawa
	Camp Kinser	Bechtel/Kinser ES	2	2	2	1	3	X	X	1	Navy	Navy	Okinawa
	Camp Lester	Lester MS	3	3	3	X	3	3	X	1	Navy	Navy	Okinawa
	Camp McTuerous	Bechtel ES	2	2	2	1	3	X	2	1	Marine Corps	Navy	Okinawa
	Kadena	Amelia Earhart IS	3	3	3	1	3	3	X	1	Air Force	Navy	Okinawa
		Bob Hope PS	2	2	2	1	3	X	2	1	Air Force	Navy	Okinawa
		Kadena MS	2	2	2	1	3	1	X	1	Air Force	Navy	Okinawa
		Kadena HS	3	3	3	1	3	3	X	1	Air Force	Navy	Okinawa
		Kadena ES	3	3	1	X	3	3	2	1	Air Force	Navy	Okinawa
		Stearly Heights ES	2	2	X	X	3	X	2	1	Air Force	Navy	Okinawa
		Ryukyu MS	2	2	X	X	3	X	X	1	Air Force	Navy	Okinawa

\*\*Always consider the year the family will arrive at the location when making travel recommendations.



## Communities by Level of Support

### Cuba, Guam and Puerto Rico

(X indicates services are not available at location)

Country	Community	School	Level of Support Services								Military Installation	EDIS	EDIS Location
			AU	CI	EI	HI	LD	ID	PS	VI			
Cuba	GuantanamoBay	Sampson E/HS	1	2	1	X	1	X	X	X	Navy	Navy	Portsmouth
Guam	Guam	Anderson ES	1	2	1	X	3	X	2	X	Air Force	Navy	Guam
		Anderson MS	1	2	1	X	3	X	X	X	Air Force	Navy	Guam
		Guam HS	1	2	1	X	3	X	X	X	Navy	Navy	Guam
		William McCool E/MS	1	2	1	X	3	X	2	X	Navy	Navy	Guam
Puerto Rico	Fort Buchanan	Antilles ES	1	2	1	X	3	X	2	X	Army	Army	Fort Buchanan
		Antilles MS	1	2	1	X	3	X	x	X	Army	Army	Fort Buchanan
		Antilles HS	1	2	1	X	3	X	x	X	Army	Army	Fort Buchanan
	Borinquen	Ramey Unit School	1	2	1	X	2	X	1	X	Coast Guard	Army	Fort Buchanan

\*\*Always consider the year the family will arrive at the location when making travel recommendations.

### CHART 3: Communities by Specialized (Level 3) Services

Europe	Community	School	Autism	Speech/Language	Emotional Impairment	Learning Disabilities	Developmental Delay	Intellectual Disability	Hearing Impaired/Deaf	Vision Impaired/Blind
	Vicenza	Vicenza ES								
		Vicenza MS								
		Vicenza HS								
Spain	Rota	Rota ES/HS								
Netherlands	Brunssum	AFNORTH ES								
		AFNORTH HS								
United Kingdom	RAF Lakenheath	Lakenheath ES								
		Liberty IS								
		Lakenheath MS								
		Lakenheath HS								
		Feltwell ES (K-5)								
United Kingdom	RAF Alconbury	Alconbury ES								
		Alconbury MS/HS								

### Communities by Specialized (Level 3) Services

U.S. Territories	Community	School	Autism	Speech/Language	Emotional Impairment	Learning Disabilities	Developmental Delay	Intellectual Disability	Hearing Impaired/Deaf	Vision Impaired/Blind
Cuba	Guantanamo Bay	Sampson E/HS								
Guam	Guam	Anderson ES								
		McCool ES/MS								
		Anderson MS								
		Guam HS								
	Puerto Rico	Antilles ES								
		Antilles MS								
		Antilles HS								
	Borinquen	Ramey ES/HS								

Pacific	Community	School	Autism	Speech/Language	Emotional Impairment	Learning Disabilities	Developmental Delay	Intellectual Disability	Hearing Impaired/Deaf	Vision Impaired/Blind
Japan	Atsugi	Arnn ES								
		Zama MS								
		Zama HS								
	Misawa	Sollars ES								
		Edgren HS								
	Sasebo	Darby ES								
		Sasebo ES								
		King HS								
	Yokosuka	Sullivans ES								
		Yokosuka MS								
		Kinnick HS								
	Yokota	Joan K. Mendel ES								
		Yokota MS								
		Yokota HS								
		Yokota ES								
	Korea	Osan	Osan ES							
			Osan MS							
			Osan HS							
	Chinhae									
		Camp Humphreys	Humphreys Central/West ES							
Humphreys MS										
Humphreys HS										
Daegu	Daegu ES/MS/HS									
Okinawa	Camp Foster	Killin ES								
		Zukeran ES								
		Kubasaki HS								
	Camp Kinser	Kinser ES								
	Camp Lester	Lester MS								
	Camp McTuerous	Bechtel ES								
	Kadena	Amelia Earhart IS								
		Bob Hope PS								
		Kadena MS								
		Kadena HS								
Kadena ES										
	Stearley Heights ES									
	Ryukya MS									

### Communities by Specialized (Level 3) Services

Europe	Community	School	Autism	Speech/Language	Emotional Impairment	Learning Disabilities	Developmental Delay	Intellectual Disability	Hearing Impaired/Deaf	Vision Impaired/Blind
	Vicenza	Vicenza ES								
		Vicenza MS								
		Vicenza HS								
Spain	Rota	Rota ES/HS								
Netherlands	Brunssum	AFNORTH ES								
		AFNORTH HS								
United Kingdom	RAF Lakenheath	Lakenheath ES								
		Liberty IS								
		Lakenheath MS								
		Lakenheath HS								
		Feltwell ES (K-5)								
United Kingdom	RAF Alconbury	Alconbury ES								
		Alconbury MS/HS								
	RAF Croughton	Croughton E/MS								

### Communities by Specialized (Level 3) Services

U.S. Territories	Community	School	Autism	Speech/Language	Emotional Impairment	Learning Disabilities	Developmental Delay	Intellectual Disability	Hearing Impaired/Deaf	Vision Impaired/Blind
Guam	Guam	Anderson ES								
		McCool ES/MS								
		Anderson MS								
		Guam HS								
	Puerto Rico	Antilles ES								
		Antilles MS								
		Antilles HS								
	Borinquen	Ramey Unit School								

## ENCLOSURE 9

### TYPES OF DISABILITIES IN CHILDREN 3 THROUGH 21

A child may be eligible for services under Enclosure 4 if by reason of one of the following disabilities the child needs special education and related services.

1. **AUTISM SPECTRUM DISORDER.** A developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Essential features are typically but not necessarily manifested before age 3. Autism may include autism spectrum disorders such as but not limited to autistic disorder; pervasive developmental disorder not otherwise specified; and Asperger's syndrome. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.
2. **DEAFNESS.** A hearing loss or deficit so severe that it impairs a child's ability to process linguistic information through hearing, with or without amplification, and affects the child's educational performance adversely.
3. **DEAF-BLINDNESS.** A combination of hearing and visual impairments causing such severe communication, developmental, and educational needs that the child cannot be accommodated in programs specifically for children with deafness or children with blindness.
4. **DEVELOPMENTAL DELAY.** A significant discrepancy, as defined and measured in accordance with Enclosure 3 of this Manual and confirmed by clinical observation and judgment, in the actual functioning of a child, birth through age 7, or any subset of that age range including ages 3 through 5, when compared with the functioning of a non-disabled child of the same chronological age in any of the following developmental areas: physical, cognitive, communication, social or emotional, or adaptive development. A child determined to have a developmental delay before the age of 7 may maintain that eligibility through age 9.
5. **EMOTIONAL DISTURBANCE.** A condition confirmed by clinical evaluation and diagnosis and that, over a long period of time and to a marked degree, adversely affects educational performance and exhibits one or more of the following characteristics:
  - a. Inability to learn that cannot be explained by intellectual, sensory or health factors.
  - b. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
  - c. Inappropriate types of behavior or feelings under normal circumstances.
  - d. A general pervasive mood of unhappiness or depression.
  - e. A tendency to develop physical symptoms or fears associated with personal or school problems.
  - f. Includes children who are schizophrenic but does not include children who are socially maladjusted unless it is determined they are emotionally disturbed.
6. **HEARING IMPAIRMENT.** An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of deafness.

7. **INTELLECTUAL DISABILITY.** Significantly below-average general intellectual functioning, existing concurrently with deficits in adaptive behavior. This disability is manifested during the developmental period and adversely affects a child's educational performance.
8. **ORTHOPEdic IMPAIRMENT.** A severe orthopedic impairment that adversely affects a child's educational performance. That term includes congenital impairments such as club foot or absence of some member; impairments caused by diseases, such as poliomyelitis and bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations, and fractures or burns causing contractures.
9. **OTHER HEALTH IMPAIRMENT.** Limited strength, vitality or alertness including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems and that adversely affects a child's educational performance. Such impairments may include but are not necessarily limited to, attention deficit disorder, attention deficit hyperactivity disorder, heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, seizure disorder, lead poisoning, leukemia or diabetes.
10. **SPECIFIC LEARNING DISABILITY.** A disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language that may manifest itself as an imperfect ability to listen, think, speak, read, write, spell, remember or do mathematical calculations. That term includes such conditions, recognizing that they may have been otherwise labeled with terms such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. This term does not include learning problems that are primarily the result of a visual, hearing or motor disabilities; intellectual disability; emotional disturbance; or environmental, cultural or economic differences.
11. **SPEECH OR LANGUAGE IMPAIRMENTS.** A communication disorder such as stuttering; impaired articulation; limited, impaired or delayed capacity to use expressive and/or receptive language; or a voice impairment that adversely affects a child's educational performance.
12. **TRAUMATIC BRAIN INJURY.** An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment (or both) that adversely affects educational performance. Includes open or closed head injuries resulting in impairments in one or more areas including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical function, information processing and speech. The term does not include brain injuries that are congenital or degenerative or brain injuries that are induced by birth trauma.
13. **VISUAL IMPAIRMENT, INCLUDING BLINDNESS.** An impairment of vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.
14. **MULTIPLE DISABILITIES.** DOD also recognizes that a child may be eligible for services under Enclosure 4 if they demonstrate "Multiple Disabilities" which DOD defines as "Concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness, which is set forth as its own type of disability."