



Twin Cities International Schools **Total Special Education System (TSES)** **Updated August 2022**

This document serves as the Total Special Education System Plan for *Twin Cities International Schools* in accordance with Minnesota Rule 3525.1100. This plan also includes an assurance for compliance with the federal requirements pertaining to districts' special education responsibilities found in United States Code, title 20, chapter 33, and Code of Federal Regulations, title 34, part 300. This document is a companion to the Application for Special Education Funds – Statement of Assurances (ED-01350-29).

Randy Eckart, Twin Cities International School's special education director, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. Mr. Eckart may be reached at randye@iecmil.net.

I. Child Study Procedures

The district's identification system is developed according to the requirement of nondiscrimination as Twin Cities International Schools does not discriminate in education on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

A. Identification

Twin Cities International Schools has developed systems designed to identify pupils with disabilities beginning at kindergarten through grade 8 who are attending this school. Parents/guardians of children who may be eligible for services prior to kindergarten will be referred to their resident district.

The team shall determine that a child from the age of 3 years through the age of 6 years is eligible for special education services when:

- A. The child meets the criteria of one of the categorical disabilities in United States Code, title 20, chapter 33, as defined in Minnesota Rules; or
- B. The child meets one of the criteria for developmental delay in subitem (1) and the criteria in subitem (2).

Twin Cities International Schools has elected the option of implementing these criteria for developmental delay.

(1) The child:

- (a) *Has a diagnosed physical or mental condition or disorder that has a high probability or resulting in developmental delay; or*
- (b) *Has a delay in each of two or more of the areas of cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development, that is verified by an evaluation using*

one or more technically adequate, norm-referenced instruments. The instruments must be individually administered by appropriately trained professionals and the scores must be at least 1.5 standard deviations below the mean in each area.

(2) The child's need for special education is supported by:

(a) *At least one documented, systematic observation in the child's routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified;*

(b) *A developmental history; and*

(c) *At least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which may include criterion references instruments, language samples, or curriculum-based measures.*

Twin Cities International Schools' plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. Twin Cities International Schools implements its interventions consistent with that plan. The plan details the specific scientific, research-based intervention (SRBI) approach, including timelines for progression through the model; any SRBI that is used, by content area; the parent notification and consent policies for participation in SRBI; procedures for ensuring fidelity of implementation; and a district staff training plan. Twin Cities International Schools' plan for identifying a child with a specific learning disability is attached as Appendix A.

B. Evaluation

Evaluation of the child and assessment of the child and family will be conducted in a manner consistent with Code of Federal Regulations, title 34, section 303.321.

The team conducts an evaluation for special education purposes within a reasonable time not to exceed 30 school days from the date the district receives parental permission to conduct the evaluation or the expiration of the 14 calendar-day parental response time in cases other than initial evaluation, unless a conciliation conference or hearing is requested.

Twin Cities International Schools conducts full and individual initial evaluation before the initial provision of special education and related services to a pupil. The initial evaluation consists of procedures to determine whether a child is a pupil with a disability that adversely affects the child's educational performance as defined in Minnesota Statutes, section 125A.02, who by reason thereof needs special education and related services, and to determine the educational needs of the pupil. The district proposing to conduct an initial evaluation to determine if the child qualifies as a pupil with a disability obtains informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation is not construed as consent for placement for receipt of special education and related services. The district will not override the written refusal of a parent to consent to an initial evaluation or re-evaluation.

Evaluation Procedures

Evaluations and reevaluations are conducted according to the following procedures:

A. *Twin Cities International Schools* shall provide notice to the parents of the pupil, according to

Code of Federal Regulations, title 34, sections 300.500 to 300.505, that describes any evaluation procedures the district proposes to conduct.

B. In conducting the evaluation, *Twin Cities International Schools*:

- (1) Uses a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that are designed to assist in determining whether the child is a pupil with a disability and the content of the pupil's individualized education program, including information related to enabling the pupil to be involved in and progress in the general curriculum.
- (2) Does not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate education program for the pupil; and
- (3) Uses technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

C. *Twin Cities International Schools* ensures that:

- (1) Tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so;
- (2) Materials and procedures used to evaluate a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education and related services, rather than measure the child's English language skills;
- (3) Any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;
- (4) The child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- (5) Evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the pupil are provided;
- (6) If an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report;
- (7) Tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
- (8) Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure; and
- (9) In evaluating each pupil with a disability, the evaluation is sufficiently comprehensive to identify

all of the pupil's special education and related service needs, whether or not commonly linked to the disability category in which the pupil has been classified.

- D. Upon completion of administration of tests and other evaluation materials, the determination of whether the child is a pupil with a disability as defined in Minnesota Statutes, section 125A.02, shall be made by a team of qualified professionals and the parent of the pupil in accordance with item E, and a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent.
- E. In making a determination of eligibility under item D, a child shall not be determined to be a pupil with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet eligibility criteria under parts 3525.1325 to 3525.1351.

Additional requirements for evaluations and reevaluations

- A. As part of an initial evaluation, if appropriate, and as part of any reevaluation under this part, or a reinstatement under part 3525.3100, the IEP team and other qualified professionals, as appropriate, shall:
 - (1) Review existing evaluation data on the pupil, including evaluations and information provided by the parents of the pupil, current classroom-based assessments and observations, and teacher and related services providers observation; and
 - (2) On the basis of the review, and input from the pupil's parents, identify what additional data, if any, are needed to determine whether the pupil has a particular category of disability, as described in Minnesota Statutes, section 125A.02, or, in case of a reevaluation of a pupil, whether the pupil continues to have such a disability, the present levels of performance and educational needs of the pupil, whether the pupil needs special education and related services, or in the case of a reevaluation of a pupil, whether the pupil continues to need special education and related services, and whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the individualized education program of the pupil and to participate, as appropriate, in the general curriculum.
- B. The district administers such tests and other evaluation materials as may be needed to produce the data identified by the IEP team under item A, subitem (2).
- C. The district obtains informed parental consent, in accordance with subpart 1, prior to conducting any reevaluation of a pupil, except that such informed parental consent need not be obtained if the district can demonstrate that it had taken reasonable measures to obtain such consent and the pupil's parent has failed to respond.
- D. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the pupil continues to be a pupil with a disability, the district shall notify the pupil's parents of that determination and the reasons for it, and the right of such parents to request an evaluation to determine whether the pupil continues to be a pupil with a disability, and shall not be required to conduct such an evaluation unless requested to by the pupil's parents. A district evaluates a pupil in accordance with federal regulation before determining that the pupil is no longer a pupil with a disability.

Procedures for determining eligibility and placement

- A. In interpreting the evaluation data for the purpose of determining if a child is a pupil with a disability

under parts 3525.1325 to 3525.1351 and the educational needs of the child, the school district:

- (1) Draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
- (2) Ensures that the information obtained from all of the sources is documented and carefully considered.

B. If a determination is made that a child is a pupil with a disability who needs special education and related services, an IEP is developed for the pupil according to Minnesota Rule 3525.2810.

Evaluation report

An evaluation report is completed and delivered to the pupil's parents within the specified evaluation timeline. At a minimum, the evaluation report includes:

- A. A summary of all evaluation results;
- B. Documentation of whether the pupil has a particular category of disability or, in the case of a reevaluation, whether the pupil continues to have such a disability;
- C. The pupil's present levels of performance and educational needs that derive from the disability;
- D. Whether the child needs special education and related services or, in the case of a reevaluation, whether the pupil continues to need special education and related services; and
- E. Whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the pupil's IEP and to participate, as appropriate, in the general curriculum.

C. Plan for Receiving Referrals

Twin Cities International Schools' plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is attached as Appendix B.

II. Method of Providing the Special Education Services for the Identified Pupils

Twin Cities International Schools provides a full range of educational service alternatives. All students with disabilities are provided the special instruction and services which are appropriate to their needs. The following is representative of *Twin Cities International Schools'* method of providing the special education services for the identified pupils, sites available at which service may occur, and instruction and related services are available.

Appropriate program alternatives to meet the special education needs, goals, and objectives of a pupil are determined on an individual basis. Choice of specific program alternatives are based on the pupil's current levels of performance, pupil special education needs, goals, and objectives, and must be written in the IEP. Program alternatives are comprised of the type of services provided, the setting in which services occur, and the amount of time and frequency in which special education services occur. A pupil may receive special education services in more than one alternative based on the IEP or IFSP.

- A. Method of providing the special education services for the identified pupils:

- (1) One on one services
- (2) Small group pull out services
- (3) Direct instruction services
- (4) Indirect services
- (5) Co-teaching
- (6) Related services
- (7) Accommodations and modifications (in conjunction with a method of specialized instruction)

B. Sites available at which services may occur:

- (1) Twin Cities International Schools, 277 12th Ave. N., Minneapolis, MN 55401

C. Available instruction and related services:

- (1) Occupational Therapy Services
- (2) Speech & Language Services
- (3) Developmental Adaptive Physical Education Services
- (4) Physical Therapy Services
- (5) Psychological Services
- (6) Early Childhood Special Education Services
- (7) Autism Consultant Services
- (8) Consultation for Physically Impaired
- (9) Deaf and Hard of Hearing Teacher
- (10) Visual Impairment Consultant Services

III. Administration and Management Plan.

Twin Cities International Schools utilizes the following administration and management plan to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

- A. The following table illustrates the organization of administration and management to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

Staff Name and Title	Contact Information (phone/email/ mailing address/office location)	Brief Description of Staff Responsibilities Relating to Child Study Procedures and Method of Providing Special Education Services
Randy Eckart, Director of Special Education	Twin Cities International Schools 277 12th Ave N. Minneapolis, MN 55401 612-821-6470 ext. 120 randye@iecmail.net	Child Study Team Lead 1. Collects referrals. 2. Sends bi-weekly CST Agendas. 3. Sends out minutes following the meeting. 4. Tracks all progress, referrals to special education, or success outcomes. 5. May provide individual pre-referral intervention or connect families to community resources. 6. Will report to the team if the student has a history of special education services or if a previous special education assessment has been conducted. 7. Provides coordination and oversight related to day-to-day service delivery. 8. Oversees and supports full district special education programs and processes.
Kelli Wilson Smith, K-8 Principal and Director of Academics and Instruction	Twin Cities International Schools 277 12th Ave N. Minneapolis, MN 55401 612-821-6470 ext. 103 Kelliw@iecmail.net	Provides program oversight of the Child Study Team and Special Education service delivery for students in grades Kindergarten through 8.
Abdirashid Warsame, Executive Director	Twin Cities International Schools 277 12th Ave N. Minneapolis, MN 55401 612-821-6470 ext. 102 Abdirashidw@iecmail.net	Provides general administrative oversight of the Child Study Team and Special Education service delivery for students in grades Kindergarten through 8.

B. Due Process assurances available to parents: *Twin Cities International Schools* has appropriate and proper due process procedures in place to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils, including alternative dispute resolution and due process hearings. *A description of these processes are as follows:*

- (1) Prior written notice to a) inform the parent that except for the initial placement of a child in special education, the school district will proceed with its proposal for the child's placement or for providing special education services unless the child's parent notifies the district of an objection

within 14 days of when the district sends the prior written notice to the parent; and b) state that a parent who objects to a proposal or refusal in the prior written notice may request a conciliation conference or another alternative dispute resolution procedure.

- (2) *Twin Cities International Schools* will not proceed with the initial evaluation of a child, the initial placement of a child in a special education program, or the initial provision of special education services for a child without the prior written consent of child's parent. A district may not override the written refusal of a parent to consent to an initial evaluation or reevaluation.
- (3) A parent, after consulting with health care, education, or other professional providers, may agree or disagree to provide the parent's child with sympathomimetic medications unless medical, dental, mental and other health services are necessary, in the professional's judgment, that the risk to the minor's life or health is of such a nature that treatment should be given without delay and the requirement of consent would result in delay or denial of treatment.
- (4) Parties are encouraged to resolve disputes over the identification, evaluation, educational placement, manifestation determination, interim alternative educational placement, or the provision of a free appropriate public education to a child with a disability through conciliation, mediation, facilitated team meetings, or other alternative process. All dispute resolution options are voluntary on the part of the parent and must not be used to deny or delay the right to a due process hearing. All dispute resolution processes are provided at no cost to the parent.
- (5) Conciliation Conference: a parent has the opportunity to meet with appropriate district staff in at least one conciliation conference if the parent objects to any proposal of which the parent receives prior written notice. *Twin Cities International Schools* holds a conciliation conference within ten calendar days from the date the district receives a parent's objection to a proposal or refusal in the prior written notice. All discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five school days after the final conciliation conference, the district must prepare and provide to the parent a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible in evidence in any subsequent proceeding.
- (6) In addition to offering at least one conciliation conference, *Twin Cities International Schools* informs parents of other dispute resolution processes, including at least mediation and facilitated team meetings. The fact that an alternative dispute resolution process was used is admissible in evidence at any subsequent proceeding. State-provided mediators and team meeting facilitators shall not be subpoenaed to testify at a due process hearing or civil action under special education law nor are any records of mediators or state-provided team meeting facilitators accessible to the parties.
- (7) Descriptions of the mediation process, facilitated team meetings, state complaint, and impartial due process hearings may be found in *Twin Cities International Schools' Procedure Safeguard Notice*, attached as Appendix C.

IV. Interagency Agreements the District has Entered

Twin Cities International Schools has not entered into any interagency agreements or joint powers board agreements for eligible children, ages 3 to 21, to establish agency responsibility that assures that interagency services are coordinated, provided, and paid for, and that payment is facilitated from public and private sources.

V. Special Education Advisory Council

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, *Twin Cities International Schools* has a special education advisory council.

- A. *Twin Cities International Schools'* Special Education Advisory Council is individually established.
- B. *Twin Cities International Schools'* Special Education Advisory Council is not a subgroup of an existing board/council/committee.
- C. At least half of *Twin Cities International Schools'* parent advisory councils' members are parents of students with a disability.

The district does not have a nonpublic school located in its boundaries.

- D. *Each local council meets no less than once each year. Twin Cities International Schools'* Special Education Advisory Council meets in the spring of each year.
- E. The operational procedures of *Twin Cities International Schools'* Special Education Advisory Council are attached as Appendix D.

VI. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. *Twin Cities International Schools*, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under sections 300.101 through 300.163, and sections 300.165 through 300.174. (Authority: 20 U.S.C. § 1413(a)(1)).

Yes: Assurance given.

Appendix A: SLD Criteria

In accordance with Minnesota Rule 3525.1341 *Twin Cities International Schools* has elected to use Criteria A, B, and C of the Specific Learning Disabilities criteria and at this time has elected not to use Criteria D.

Specific Learning Disability Criteria for Special Education

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ____ Yes ____ No

____ Evaluation⇒ (Must meet initial criteria)

____ Reevaluation⇒ (Must address criteria components)

Information about each item must be sought from the parent and included as part of the evaluation data. The evaluation data must confirm that the disabling effects of the child's disability occur in a variety of settings. The child must receive two interventions prior to evaluation unless the parent requests an evaluation or the team waives the requirement due to urgency. Based on information in the Evaluation Report and the student file, a pupil has a specific learning disability and is in need of special education and related services when the pupil meets the criteria in A, B, and C OR A, B, and D below.

A. Documentation of Inadequate Achievement

The child does not achieve adequately in one or more of the following areas in response to appropriate classroom instruction:

- ____ Oral Expression
- ____ Listening Comprehension
- ____ Written Expression
- ____ Basic Reading Skills
- ____ Reading Comprehension
- ____ Reading Fluency
- ____ Mathematics Calculation
- ____ Mathematical Problem Solving

AND

____ The child does not make adequate progress to meet age or state-approved grade-level standards in one or more of the areas listed above when using a process based on the child's response to scientific, research-based intervention;

OR

____ The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is

determined by the group to be relevant to the identification of a specific learning disability (SLD).
Specific Learning Disability

AND

____ Documentation to support this finding must be both representative of the pupil's curriculum and useful for developing instructional goals and objectives. Documentation includes evidence of low achievement from the following sources, when available:

- ____ Cumulative record reviews
- ____ Class work samples
- ____ Anecdotal teacher records
- ____ Statewide and district-wide assessments
- ____ Formal, diagnostic, and informal tests
- ____ Results from targeted support programs in general education
- ____ Curriculum based evaluation results

B. Information Processing

The child has a disorder in one or more of the basic psychological processes, which includes an information processing condition that is manifested in a variety of setting by behaviors such as inadequate:

- ____ Acquisition of information
- ____ Organization
- ____ Planning and sequencing
- ____ Working memory, including verbal, visual, or spatial
- ____ Visual and auditory processing
- ____ Speed of processing
- ____ Verbal and nonverbal expression
- ____ Transfer of information
- ____ Motor control for written tasks (pencil and paper assignments, drawing, and copying)
- ____ Other: _____

C. Severe Discrepancy The child demonstrates a severe discrepancy between general intellectual ability and achievement in at least one of the identified areas of achievement. The demonstration of a severe discrepancy shall not be based solely on the use of standardized tests. The instruments used to assess the child's general Specific Learning Disability intellectual ability and achievement must be individually administered and interpreted by an appropriately licensed person using standardized procedures. For initial placement, the severe discrepancy must be equal to or greater than 1.75 standard deviations below the mean on a distribution of regression scores for the general population at the student's chronological age.

General Intellectual Ability Assessment Measure: _____

Overall Composite Score: _____ Regression Score: _____

Achievement Measure: _____

Cluster Area Composite Score

Oral Expression	
Listening Comprehension	_____
Written Expression	_____
Basic Reading Skills	_____
Reading Fluency Skills	_____
Reading Comprehension	_____
Mathematical Calculation	_____
Mathematical Problem Solving	_____

D. Inadequate rate of progress in response to scientific research-based intervention (SRBI)

The child demonstrates an inadequate rate of progress in response to intensive SBRI and the following components are documented:

_____ Rate of progress is measured over at least 7 school weeks on a minimum of 12 data points;

_____ Rate of improvement is minimal and continued intervention will not likely result in reaching age or state-approved grade-level standards;

_____ Progress will likely not be maintained when instructional supports are removed;

_____ Level of performance in repeated assessment of achievement falls below the child's age or state-approved grade-level standards; and

_____ Level of achievement is at or below the 5th percentile on one or more valid and reliable achievement tests using either state or national comparisons. Local comparison data that is valid and reliable may be used in addition to either state or national data, but if it differs from either state or national data, the group must provide a rationale to explain the difference.

Appendix B

Twin Cities International Schools Child Study Team (CST) Process

The Regular Education Child Study Team (CST) process is designed to determine if differentiating instruction helps the student in need to succeed in the classroom.

The following is a brief overview of the Child Study Team Meeting process at TCIS.

1. Teacher has a concern about academics in Reading, Writing or Math based on data or Behavior. Teacher, with consultation of **grade level team**, makes modifications/interventions (intervention 1) in the classroom for at least 6 weeks and then documents the results on the “Pre-referral Intervention Form.”
 - a. **If progress** is being made, continue with modifications/interventions.
 - b. **If no progress**, teacher brings Student Information to Grade Level Meeting.
2. Grade Level Team discusses the student’s data and help to design additional modifications/interventions (Intervention 2) that the teacher will do in the classroom for the next 6 weeks. At this time, the teacher should set a meeting with Randy (Special Ed CST) to present the 1st intervention’s results and the proposed 2nd intervention. Special Education CST may offer guidance in the development of the second intervention, if needed.
3. Teacher implements modifications/interventions (Intervention 2) and then documents the results on the “Pre-referral Intervention Form.”
 - a. **If progress** is being made, continue with modifications/interventions.
 - b. **If no progress**, teacher brings student information back to Special Education CST to report results.
4. The Special Education CST will discuss the new information with the teacher and make recommendations for the next steps in the Special Education referral process.
5. If the Special Education CST determines a Special Education Referral is necessary, the Special Education team will contact the parents to request their attendance to an (optional) evaluation planning meeting. The parents must provide written agreement or objection to the special education evaluation.
 - a. **If the parents agree** to a special education evaluation, the evaluation will be completed within 30 school days to determine if the child meets Minnesota categorical criteria for a disability, which is necessary in order to receive special education services.
 - b. **If the parent declines** permission for a special education evaluation, the child’s case will be closed. At this time Special Education team members can no longer be involved with this child. However, the parents do continue to have the opportunity to request a special education evaluation at any time in the future.

Students in Grades K-5 will be discussed at Child Study meetings on the 1st Monday of each month.

Students in Grades 6-8 will be discussed at Child Study meetings on the 3rd Monday of each month.

Appendix C: Twin Cities International Schools Procedural Safeguards Notice



PART B NOTICE OF PROCEDURAL SAFEGUARDS PARENTAL RIGHTS FOR PUBLIC SCHOOL SPECIAL EDUCATION STUDENTS

Please click on link below to access:

[Part B Notice of Procedural Safeguards, parental rights for public school special education students.](#)

Appendix D: Special Education Parent Advisory Council

TWIN CITIES INTERNATIONAL SCHOOL

(SEAC)

Special Education Advisory Council

1. All parents of students identified with a disability are invited to participate in the Special Education Advisory Council (SEAC).
2. Meetings are held at least one time per year.
3. Meetings will be announced through written invitation/notification at least one month prior to the scheduled meeting.
4. At least 50% of the SEAC members will be parents of students identified with a disability. Randy Eckart, Special Education Director, and Ahmed Gedi, Parent Liaison/Social Worker/Interpreter, will represent Twin Cities International Schools at the meeting.
5. The mission of Twin Cities International Schools' SEAC is to provide a forum for parents and staff to share ideas, identify concerns, and advise the district, in order to improve services for children with disabilities.