Educational Partnership Agreement
of St. Louis County
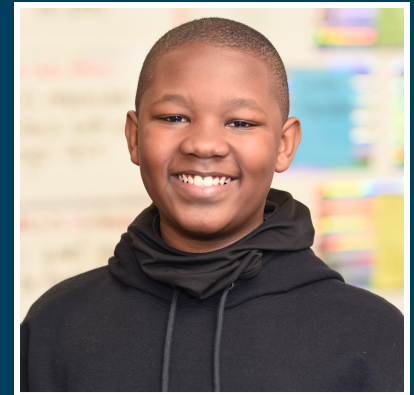
SSD SPECIAL SCHOOL DISTRICT
OF ST. LOUIS COUNTY

Table of Contents

Executive Summary

Partnership – a relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal.
- *The American Heritage Dictionary*

Background
Special School District (SSD) of St. Louis County, the largest specialized education provider in the state, equips and empowers students of all learning abilities to excel to their greatest potential. This is realized through an inclusive, collaborative approach, supported by our comprehensive resources and deep expertise - all of which is centered on each student's unique needs.

SSD provides special education services for all St. Louis County students with disabilities and career technical education for area high school students. SSD's status as a public school district with its own tax levy provides St. Louis County and Partner Districts with a unique educational delivery system for special education and career technical education. Another unique aspect of SSD is its governing structure. The SSD Governing Council, which is made up of one member of the Board of Education from each of the 22 Partner Districts, approves SSD's budget and its Comprehensive School Improvement Plan (CSIP), and elects the members of the SSD Board of Education.

This governance structure coupled with a distinctive educational delivery system provides many opportunities for partnership among SSD and Partner Districts.

Mission, Vision, Core Values

Mission
To support and empower students of all learning abilities to excel to their greatest potential.

Vision
All students realize their full potential in life and learning.

Values
Equity • Commitment • Collaboration

SSD Equity Statement
Educational Equity exists when EACH STUDENT has opportunity and access to resources that focus on positive learning outcomes. This is achieved through an

1

intentional focus on purposeful engagement, rigorous and individualized instruction, and relevant experiences. SSD's Equity Framework can be via this link.

Executive Summary

Outcome

SSD and Partner Districts are committed to a collaborative model to include expectations in the following categories:

1. Staffing
2. Teaching, Learning and Accountability
3. Collaboration of Responsibilities and Resources
4. Student Services
5. Data and Technology
6. Transportation
7. Career and Technical Education (CTE)

Ultimately, the heart of the Educational Partnership Agreement is to do what is best for kids in an integrated and seamless manner. This partnership agreement is a living document as we will evaluate progress on goals and adjust accordingly.

Category 1: Staffing

SSD and Partner Districts will:

1. Collaborate and provide feedback in the selection, supervision, and goals of staff including, teachers, paraprofessionals, and others as appropriate (e.g., directors, principals, assistant principals, area coordinators, etc.).
2. Share partnerships and collaborate around potential alternative staffing models.
3. Collaborate around scheduling and staffing allocations to ensure equity, transparency and understanding of decision-making at the District and school level.
4. Collaborate at the District and school level to identify strategies (e.g., engagement, climate, culture, etc.) to increase the recruitment, hiring and retention of a diverse workforce.
5. Review collective bargaining agreements at all levels (e.g., Board, District, building) annually.
6. SSD and partner district administrators will collaborate on the identification of performance-based evaluation components to determine a plan of action should performance issues arise with staff.

As evidenced by:

- Teacher fill percentage
- Para fill percentage
- SSD and partner district internal transfer rate
- SSD and partner district new teacher retention
- School District of Clayton Parent Engagement Survey

Category 2: Teaching, Learning, and Accountability

SSD and Partner Districts will:

1. SSD and partner district will collaborate to annually update the integrated tiered model of instruction gap analysis and professional learning plan for the district. Professional Learning should be differentiated and customized within the partner district's instructional context. Content will include best practices in collaborative teaching and differentiated instruction as well as areas identified through the gap analysis (including systematic support designed around cultural proficiency and trauma-informed practice, Explicit Instruction, equity).

2. Partner district staff will have access to professional learning resources through SSD. Offerings will be listed in our SSD Professional Guide available on our website.

3. SSD and partner district administration will provide annual professional learning for all staff (general and special education) on how to be an effective member of an IEP team, including roles and responsibilities regarding implementation of the IEP, evaluation process, and Care Team Process. (including things to consider: effective accommodations, modifications, assistive technology and augmentative communication in accessing the general education environment, progress monitoring, and reporting progress on IEP goals).

4. SSD and partner district will coordinate professional learning opportunities including DEIA, scheduling, opportunities for specialized and district led initiatives.

5. SSD and partner districts will coordinate/support mentoring and induction processes that include Framing the Framework in school settings for new educators. [SSD's Equity Framework can be found using this link](#).

6. Partner district will supply all materials, instructional resources and technology for the general education curriculum implemented in both the general education and special education setting. SSD will supply specialized materials and assistive technology to address unique needs of students.

7. SSD and partner districts will share responsibility and accountability of assessments, data and monitoring of student achievement. Data points groups include but are not limited to historically underrepresented, underserved, and marginalized groups.

8. SSD Directors and Special Education Coordinators will collaboratively meet annually and at the end of each academic school year with the Partner District Superintendent to review their individualized Administrator Performance Review

Standards and Indicators. The Partner District Superintendent can provide feedback that will be used when developing annual future goals.

9. SSD Directors and Special Education Coordinators will present at the start of each academic year to the SSD Leadership, Partner District Leadership, and at the annual State of the Partnership Forum, goals in the areas of numeracy, literacy, and social emotional. Additionally, the presentation will include an overview of engagement survey focus areas and goals.

As evidenced by:

- Number and type of training provided (SSD and General Education)
- Evaluation ratings on professional learning activities
- Gap Analysis and Integrated Tiered Models
- Jointly developed professional learning plan for each partner district that addresses special education and career and technical education
- Annual Performance Review Artifacts
- Partner District Goals

Category 3: Collaboration of Responsibilities and Resources

SSD and Partner Districts will:
1. SSD and general education teachers will partner to ensure the following for students who may be eligible or are receiving special education services:
   a. referral and identification;
   b. IEP process (planning and participation);
   c. provision of supports and services as documented in the IEP;
   d. students in crisis;
   e. and communication.
2. SSD and general education teachers, school psychologist, coordinator of special education, and principal will follow process protocols for situations in which the IEP/evaluation team is unable to reach consensus on what is appropriate for the student.
3. Ensure alignment with Assurance Document, SSD coordinator and building principal will partner to ensure that equitable space is allocated for special education programming and personnel.
4. Director of special education and liaison will partner to ensure equitable distribution of materials resources and technology for general education curriculum implemented in both the general and special education setting. SSD will supply specialized materials, assistive technology to address unique needs of students and needs that address disproportionality.
5. Executive director, SSD directors, and partner district superintendents will partner to ensure that Partnership domains/categories will be considered in the strategic planning process in each partner district.
6. Executive director, SSD directors and partner district superintendents (or designee) will assess the collaborative relationship annually and provide support to enhance collaboration as required.
7. The SSD director of special education and partner district liaison will conduct annual reports to the SSD BOE, Governing Council and partner district BOE on the partnership agreement process and components of – as requested.
8. SSD Director and partner district liaison have collective ownership in communicating across departments and each building, including but not limited to the communications departments, attending Parent Advisory Councils in Partner Districts, and FACE (Family and Community Engagement).

As evidenced by:
- Percentage of general education teacher attendance at IEPs
- Percentage of buildings that completed AC/Principal Relationship Tool and developed action plans
- Partnership agreement sign-off
- Assurance document sign-off
- SSD engagement survey results
- Survey on satisfaction of space for SSD teachers/students
- Information presented to the Board of Education in partner districts

- Special Education Director and Special Education Coordinator attendance at Parent Advisory Councils in Partner Districts
- School District of Clayton Parent Engagement Survey
- Annual State of Partnership Forum

Category 4: Student Services

SSD and Partner Districts will:

1. Work together to ensure the success of all students (with or without IEPs) in living their best lives by creating and continuously improving a seamless, integrated system of education and support.
2. Collaborate to design, implement, evaluate and improve multi-tiered systems of support (e.g., academic, PBIS, RtI, SEL) for each student.
3. Every partner district will have equal access to Career Technical Education, special education and related services, technology, professional learning, alternative education, etc. required to meet the specific needs of students.
4. Provide equity of SSD services across the county, resources will be allocated based on the specific needs of students. While each of these are available to be placed in the child's program at any time, it is the nuanced evaluation and planning that creates the successful program of academic and other supports to address the individual child's needs. Support services may include but are not limited to occupational therapy, physical therapy, physical assistance, work with counselors or social workers, school psychologist, speech therapist, language therapist, etc.
5. Collaborate to ensure services are available to meet students' educational needs in the Least Restrictive Environment.
6. Collaborate to develop and implement transition plans from pre-kindergarten through graduation that result in positive post-graduation outcomes.
7. Develop systematic procedures and tools to evaluate successful transitions across grade levels, academic success and positive post transition, and post-secondary outcomes.

As evidenced by:
- State performance plan measures:
  - IEP students at proficient or advanced (ELA, Math, EOC) compared to all students in the district
  - Graduation rate for students with IEPs compared to all students
  - Post-graduation outcomes for students with IEPs compared to all students

○ Least Restrictive Environment percentage by category
○ Suspension rate OSS/ISS for students with IEPs compared to students without IEPs.

● Formative benchmarking data (Fastbridge or other progress monitoring tool used in partner districts) compared to students without IEPs.
● Academic data-by semester and year K-12. Look at trends over time.

Category 5: Data and Technology

SSD and Partner Districts will:
1. Develop processes and procedures for access to student, staff, and other data sources.
2. Develop systematic and equitable processes to provide technology resources to general education staff, special education staff, students and families. This includes instructional technology (assistive technology, augmentative communication, software, instructional applications etc.), professional development, ongoing support, adequate firewall, bandwidth and access.
3. Develop a process for bi-directional data sharing by identifying departments, roles and/or individuals who will be responsible for providing access to data.
4. Processes will be in compliance with both Districts' board policy/regulations, DESE regulations, and vendor specifications.
5. Work collaboratively to:
   a. differentiate access to technology and data based on role and need
   b. identify safeguards and security measures for data access and use
   c. develop a centralized system to provide consistent and easy access to key data measures.
6. Jointly develop data dashboards for all students that address each of the measures identified under the student services category of the Partnership Agreement. Will be reported at the annual State of the Partnership Forum.
7. Develop the following processes; when necessary:
   a. Professional development and/or resources on general technology tools used in the partner district
   b. Professional development and/or resources associated with specialized technology for special education staff, general education staff, students, and families
   c. Share best practices and innovations in technology resources

    d. SSD will provide assistive technology, augmentative communication devices, software, subscriptions, and applications that fulfill the requirements of the students' IEP

    e. SSD chief technology officer, partner district special education director and partner district Leadership will annually develop and sign a technology agreement that plans for current and future technology processes/needs as outlined

    f. Exit survey developed for parents leaving the district

As evidenced by:

- Percentage of student service measures with data dashboards
- SSD survey on satisfaction of technology, hardware, software, service
- Signed Technology Agreement
- Report at annual State of the Partnership Forum

Category 6: Transportation

SSD and Partner Districts will:

1. Develop an agreement, whenever feasible, for partner districts to provide transportation for students whose IEPs include transportation as a related service.

2. Collaboratively develop and implement a process for determining transportation as a related service, including identifying a transportation gatekeeper for both the partner district and SSD.

3. Develop and share a protocol relating to responsibility/process for transportation when transitioning students, tech mid-day, ECSE and ESY.

As evidenced by:
- On-time percentage
- Safety data (accidents, injuries, bus inspections pass percentage)
- Ride time (length of ride)

Category 7: Career and Technical Education (CTE)

SSD and Partner Districts will:
1. Embrace a culture of innovation and agility designed to reflect the rapidly changing world and opportunities available to students now and in the future.
2. Agree to adopt policies and procedures to maximize the ability of students to access CTE opportunities, including, but not limited to, transcribing integrated academic credit, HB 1189 credit provision, bell schedules, and calendars.
3. Collaborate together with diverse businesses, training organizations, and post-secondary institutions/agencies to align programming to maximize resources, avoid duplicate CTE programming, and develop new CTE programs that align with business partner requirements and job forecast data to ensure students are future ready.
4. Work together to create annual engaging and interactive opportunities for counselors, classroom teachers, administration, and other key educators to understand the structure and benefits of the CTE programs offered by SSD in order to better assist students in planning for their future.
5. Collaborate to ensure that students of all learning abilities are able to access CTE programs offered throughout St. Louis County.
6. Jointly market all CTE programs available in the region. This includes listing SSD CTE courses in partner district course guides, linking to CTE High School websites, and inviting SSD staff to participate in curriculum and/or program promotion focused events.
7. Agree to share all relevant student data and information for shared students. Partner districts also agree to share directory information for potential students to ensure all students receive information about opportunities available through SSD.
8. Develop and deploy methods to inform families of the opportunities available in CTE and the broad range of students that can benefit from them.
9. Collaborate to ensure credit earned in SSD's CTE Programs is accurately transcribed by the partner district as outlined in the CTE Course Guide. This includes course name, credits earned and honors status, and any other reportable credential, if applicable.
10. All students will have access to information on the opportunities in career technical education including the opportunity to meet with SSD admissions representatives.

As evidenced by:
● Post-graduate outcomes for students with IEPs
● Number of new programs developed
● Number of students in CBI, VSP, CTE, hybrid CTE
● Percentage of students participating in SSD and partner district career and technical education programs.
● Active identification and placement in post graduate options

Appendix

Acronyms /Key Terms
Agreement Document
Assessment /Evaluation

Acronyms & Key Terms

CSIP Comprehensive School Improvement Plan
SSD's strategic improvement plan, also referred to as the CSIP/5-Year Rolling Plan.

CBI Community-Based Instruction
CBI in functional skills and life skills

CBVI Community Based Vocational Instruction
Programs exist in every high school in St. Louis County. CBVI is intended to provide students with their first experience in the world of work.

CTE Career Technical Education
A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

DEIA Diversity, Equity, Inclusion and Accessibility

ECSE Early Childhood Special Education
Programs designed for children who are diagnosed with an educational disability, and are three years old and within two years of eligibility for kindergarten.

ELA English Language Arts

EMT Express Medical Transporters
A contracted supplemental transportation service used by SSD for some students.

EOC End-of-Course
assessments are taken when a student has received instruction on the Missouri Learning Standards for an assessment.

ESY   Extended School Year
Education provided for students with disabilities beyond the minimum days required; summer school.

FACE Family and Community Engagement
SSD program that utilizes a number of strategies and services to reach and support all families and stakeholders.

IEP   Individualized Education Program
A plan developed annually as required by law for students identified to have educational disabilities. The plan includes present level of performance, long-term goals and short-term objectives, criteria for measuring achievement, amount and type of special education, participation in general education, dates of initiation and duration of service.

ISS   In School Suspension

LRE   Least Restrictive Environment
The learning environment that most closely resembles the environment of non-disabled peers, yet meets the student's needs according to the extent of his or her ability. A provision of Public Law 94-142 (IDEA) states that children with disabilities must be educated with their non-disabled peers to the maximum extent possible.

OSS   Out of School Suspension

PBIS Positive Behavioral Interventions and Supports
A behaviorally based systems approach based on research regarding behavior in the context of the settings in which it occurs. Schools, families and communities design effective environmental interventions to make problem behavior less effective, efficient and relevant and desired behavior morefunctional.The use of culturally appropriate interventions is emphasized.

PD   Professional Development

RtI   Response to Intervention
A data-based decision-making process used to identify struggling students, monitor their progress, and provide research-based interventions to improve student outcomes.

SEL   Social Emotional Learning

SSD   Special School District
      A public school district founded in 1957 through state legislation and local voter approval. SSD provides special education services and career technical education to students in St. LouisCounty.

VSP   Vocational Skills Program

Assessment/Evaluation

Partner District: Clayton_____ Date: September 2023_____

Participants: Melissa Logan, Kate Pavlisin, and Robyn Wiens

Rating:
0 – Not yet implemented
1- An approach is in place, but not fully implemented
2 - This fully implemented
3 - Positive outcomes associated with measures are noted
(*) Has impacted student outcomes
N/A-Not applicable

Category 1: Staffing	Status	
1. Collaborate in the selection, retention, supervision, and evaluation of staff including, teachers, paraprofessionals, and others as appropriate (e.g., directors, principals, assistant principals, area coordinators, etc.).	1	
2. Share partnerships and collaborate around potential alternative staffing models.	1	
3. Collaborate around scheduling and staffing allocations to ensure equity, transparency and understanding of decision-making at the District and school level.	2	
4. Collaborate at the District and school level to identify strategies (e.g., engagement, climate, culture, etc.) to increase staff retention.	2	
5. Review collective bargaining agreements at all levels (e.g., Board, District, building) annually.	1	
6. SSD and partner district administrators will collaborate on the identification of performance-based evaluation components to determine a plan of action should performance issues arise with staff.	1	

As evidenced by:
    ● Teacher fill percentage
    ● Para fill percentage
    ● SSD and partner district internal transfer rate
    ● SSD and partner district new teacher retention
    ● School District of Clayton Parent Engagement Survey	

Category 2: Teaching, Learning, and Accountability	Status	
1. SSD and partner district will collaborate to annually update the integrated tiered model of instruction gap analysis and professional learning plan for the district. Professional Learning should be differentiated and customized within the partner district's instructional context. Content will include best practices in collaborative teaching and differentiated instruction as well as areas identified through the gap analysis (including systematic support designed around cultural proficiency and trauma-informed practice, Explicit Instruction).	2	
2. Partner district staff will have access to professional learning resources through SSD. Offerings will be listed in our SSD Professional Guide available on our website.	2	
3. SSD and partner district administration will provide annual professional learning for all staff (general and special education) on how to be an effective member of an IEP team, including roles and responsibilities regarding implementation of the IEP, evaluation process, and Care Team Process. (things to consider: effective accommodations, modifications, assistive technology and augmentative communication in accessing the general education environment, progress monitoring, and reporting progress on IEP goals).	2	
4. SSD and partner district will coordinate professional learning opportunities including scheduling, opportunities for specialized and district led initiatives.	2	

5. SSD and partner districts will coordinate/support mentoring and induction processes for new educators.	3	
6. Partner district will supply all materials, instructional resources and technology for the general education curriculum implemented in both the general education and special education setting. SSD will supply specialized materials and assistive technology to address unique needs of students.	2	
7. SSD and partner districts will share responsibility and accountability of assessments, data and monitoring of student achievement.	1	
8. SSD Directors and Special Education Coordinators will collaboratively meet annually and at the end of each academic school year with the Partner District Superintendent to review their individualized Administrator Performance Review Standards and Indicators. The Partner District Superintendent can provide feedback that will be used when developing annual future goals.	1	
9. SSD Directors and Special Education Coordinators will present at the start of each academic year to the SSD Leadership, Partner District Leadership, and at the annual State of the Partnership Forum, goals in the areas of numeracy, literacy, and social emotional. Additionally, the presentation will include an overview of engagement survey focus areas and goals.	1	
As evidenced by: • Number and type of training provided (SSD and General Education) • Evaluation ratings on professional learning activities • Gap Analysis and Integrated Tiered Models • Jointly developed professional learning plan for each partner district that addresses special education and career and technical education • Annual Performance Review Artifacts		

● Partner District Goals	

Category 3 Collaboration of Responsibility and Resources	Status	

1. SSD and General Education Teachers will partner to ensure the following for students who may be eligible or are receiving special education services:
    ● referral and identification;
    ● IEP process (planning and participation);
    ● provision of supports and services as documented in the IEP;
    ● students in crisis;
    ● and communication.
	2	

2. SSD and general education teachers, school psychologist, coordinator of special education, and principal will follow process protocols for situations in which the IEP/evaluation team is unable to reach consensus on what is appropriate for the student.	2	
3. To ensure alignment with Assurance Document, SSD coordinator and building principal will partner to ensure that equitable space is allocated for special education programming and personnel.	1	
4. Director of special education and liaison will partner to assess needs for materials, instructional resources and technology for general education curriculum implemented in both the general and special education setting. SSD will supply specialized materials, assistive technology to address unique needs of students and needs that address disproportionality.	3	
5. Executive director, SSD directors and partner district superintendents will partner to ensure that Partnership domains/categories will be considered in the strategic planning process in each partner district.	1	

6. Executive director, SSD directors and partner district superintendents (or designee) will assess the collaborative relationship annually and provide support to enhance collaboration as required.	1	
7. The SSD Director of Special Education and partner district Liaison will conduct annual reports to the SSD BOE, Governing Council and partner district BOE on the partnership agreement process and components of – as requested.	2	
8. SSD Director and partner district Liaison have collective ownership in communicating across departments, and buildings, including but not limited to the Communications departments, Parent Advisory Councils, and FACE	1	
As evidenced by: • Percentage of general education teacher attendance at IEPs • Percentage of buildings that completed AC/Principal Relationship Tool and developed action plans • Partnership agreement sign-off • Assurance document sign-off • Special Education Director and Special Education Coordinator attendance at Parent Advisory Councils in Partner Districts • SSD engagement survey results • Survey on satisfaction of space for SSD teachers/students • Information presented to the Board of Education in partner districts • School District of Clayton Parent Engagement Survey • Annual State of Partnership Forum		

Category 4: Student Services	Status	
1. Work together to ensure the success of all students (with or without IEPs) in living their best lives by creating and continuously improving a seamless, integrated system of education and support.	1	

2. SSD and partner districts will collaborate to design, implement, evaluate and improve multi-tiered systems of support (e.g., academic, PBIS, RtI, SEL) for all students.	1	
3. Every partner district will have equal access to Career Technical Education, special education and related services, technology, professional learning, alternative education, etc. required to meet the specific needs of students.	2	
4. To provide equity of SSD services across the county, resources will be allocated based on the specific needs of students.	2	
5. SSD and partner districts will collaborate to ensure services are available to meet students' educational needs in the Least Restrictive Environment.	2	
6. SSD and partner districts will collaborate to develop and implement transition plans from pre-kindergarten through graduation that result in positive post-graduation outcomes.	1	
7. SSD and partner districts will develop systematic procedures and tools to evaluate successful transitions across grade levels, academic success and positive post transition, and post-secondary outcomes.	1	

As evidenced by:
● State performance plan measures:
   ○ IEP students at proficient or advanced (ELA, Math, EOC) compared to all students in the district
   ○ Graduation rate for students with IEPs compared to all students
   ○ Post-graduation outcomes for students with IEPs compared to all students
   ○ Least Restrictive Environment percentage by category
   ○ Suspension rate OSS/ISS for students with IEPs compared to students without IEPs.
● Formative benchmarking data (Fastbridge or other progress monitoring tool used in partner districts) compared to students without IEPs. Look at trends over time		

● Academic data-by semester and year K-12. Look at trends over time.	

Category 5: Data and Technology	Status	
1. Develop processes and procedures for access to student, staff and other data sources.	2	
2. Develop systematic processes to provide technology resources to general education staff, special education staff, students and families. This includes instructional technology (assistive technology, augmentative communication, software, instructional applications etc.), professional development, ongoing support, adequate firewall, bandwidth and access.	2	
3. Partner district and SSD will develop a process for bi-directional data sharing by identifying departments, roles and/or individuals who will be responsible for providing access to data.	2	
4. Partner district and SSD processes will be in compliance with both Districts' board policy/regulations, DESE regulations, and vendor specifications.	2	
5. SSD and partner district will work collaboratively to: differentiate access to technology and data based on role and need identify safeguards and security measures for data access and use develop a centralized system to provide consistent and easy access to key data measures.	2	
6. SSD and partner districts will jointly develop data dashboards for all students that address each of the measures identified under the student services	1	

category of the Partnership Agreement. Reported at the annual State of the Partnership Forum		
7. Partner district and SSD will develop the following processes; when necessary		
8. Professional development and/or resources on general technology tools used in the partner district	2	
9. Professional development and/or resources associated with specialized technology for special education staff, general education staff, students, and families	2	
10. Share best practices and innovations in technology resources	1	
11. SSD will provide assistive technology, augmentative communication devices, software, subscriptions, and applications that fulfill the requirements of the students' IEP.	2	
12. SSD chief technology officer, partner district special education director and partner district Leadership will annually develop and sign a technology agreement that plans for current and future technology processes/needs as outlined in Category 5 of the Partnership Agreement. 13. Exit survey developed for parents leaving the district	2	
As evidenced by: • Percentage of student service measures with data dashboards • SSD survey on satisfaction of technology, hardware, software, service • Signed Technology Agreement • Report at the annual State of the Partnership Forum		

Category 6: Transportation	Status	
1. Whenever feasible, SSD and partner districts will develop an agreement for partner districts to provide	2	

transportation for students whose IEPs include transportation as a related service.		
2. SSD and partner district will collaboratively develop and implement a process for determining transportation as a related service, including identifying a transportation gatekeeper for both the partner district and SSD.	2	
3. SSD and partner districts will develop and share a protocol relating to responsibility/process for transportation when transitioning students, tech mid-day, ECSE and ESY.	2	
As evidenced by: ● On-time percentage ● Safety data (accidents, injuries, bus inspections pass percentage) ● Ride time (length of ride)		

Category 7: Career and Technical Education	Status	
1. SSD and partner districts embrace a culture of innovation and agility designed to reflect the rapidly changing world and opportunities available to students now and in the future.	1	
2. SSD and partner districts agree to adopt policies and procedures to maximize the ability of students to access career and technical education opportunities, including, but not limited to, transcribing integrated academic credit, HB 1189 credit provision, bell schedules and calendars.	1	
3. SSD and all partner districts will collaborate together with businesses, training organizations and post-secondary institutions and agencies to align programming to maximize resources, avoid duplicate CTE programming and develop new and existing CTE programs that align with business partner requirements and job forecast data to ensure students are future ready.	2	

4. SSD and partner districts will work together to create annual engaging and interactive opportunities for counselors, classroom teachers, administration and other key educators to understand the structure and benefits of the CTE programs offered by SSD in order to better assist students in planning for their future.	1	
5. SSD and partner districts will collaborate to ensure that students of all learning abilities are able to access CTE programs offered throughout St. Louis County.	2	
6. SSD and partner districts will jointly market all CTE programs available in the region. This includes listing SSD CTE courses in partner district course guides, linking to CTE High School websites, and inviting SSD staff to participate in curriculum and/or program promotion focused events.	1	
7. SSD and partner districts agree to share all relevant student data and information for shared students. partner districts also agree to share directory information for potential students to ensure all students receive information about the opportunities available through SSD.	2	
8. SSD and partner districts will develop and deploy methods to inform families of the opportunities available in career technical education and the broad range of students that can benefit from them.	1	
9. All students will have access to information on the opportunities in career technical education including the opportunity to meet with SSD admissions representatives.	2	
10. SSD and partner districts will collaborate to ensure credit earned in SSD's CTE Programs is accurately transcribed by the partner district as outlined in the CTE Course Guide. This includes course name, credits	2	

Last updated 11/2023

earned and honors status, and any other reportable credential, if applicable.		
As evidenced by: • Post-graduate outcomes for students with IEPs • Number of new programs developed • Number of students in CBVI, VSP, CTE, hybrid CTE • Percentage of students participating in SSD and partner district career and technical education programs. • Active identification and placement in post graduate options		

Assessment/Evaluation Continued

Strengths	Areas of Focus
Transportation Professional Learning Panorama Survey Technology Collaboration in teaching and learning Professional Learning collaboration in PD offerings Overview of the IEP/Eval Process	Action steps developed from parent input Structural and cultural changes Co-Teaching collaboration with upcoming new partnerships Communication with parents regarding training about special education issues and information about organizations that offer support to families with students with disabilities. (DESE survey results) Communication Across District teams

School District of Clayton
2023-2024 Partnership Agreement Action Steps
V 2.1

Category 1: Staffing

Parent Feedback	Action Step	Timeline	Connection to Partnership Agreement
Increase transparency of staffing	Develop & share staffing data across both districts Update community on staffing each September through a variety of communication channels, including PAC	September 2023	1.3

Category 2: Teaching, Learning & Accountability

Parent Feedback	Action Step	Timeline	Connection to Partnership Agreement
Increase transparency of student achievement data	Develop & share data, including trends, for results currently available Share data on post secondary outcomes when data collection is complete Present to families at beginning of year meeting-Annual State of the Partnership Forum	Annual assessment report Spring 2024 September 2024	2.7

Category 3: Collaboration of Responsibility and Resources

Parent Feedback	Action Step	Timeline	Connection to Partnership Agreement
Improve Communication	Case managers regularly augment event	Ongoing	3.8

	communication provided by building principals. Important and specific information will be provided to families about events and who will be supporting their student.		
Improve communication	Director of special education will meet monthly with each principal to plan and discuss communication with staff and families, IEPs and professional development for staff.	Monthly	3.8
Improve communication	SSD representatives will be present for all building leadership meetings (whether it be a SSD building rep or director of special education). SSD representatives will be present when schools are planning field trips, meeting as data teams, and planning programs and events.	Monthly	3.8
Improve communication	Representatives of special education staff will be in attendance at school orientations and curricular events. Case managers will provide specific information as it is related to the topic.	When activity nights are designated	3.8
Improve Monthly Communication	Monthly special education newsletter will include overview of work occurring, resources, academic data, event reminders, and important dates.	Monthly	3.8

Solicit parent input regularly and through a variety of pathways	Create School District of Clayton parent-facing surveys to be distributed each semester. Share survey results through a variety of communication channels.	Create by November for deployment in December and May. (In addition to annual surveys from SSD and DESE.)	3.8
Solicit parent input regularly and through a variety of pathways	Develop and distribute satisfaction surveys after any IEP meeting. Share survey results with the community through multiple communication channels. Both districts will review results to identify areas to improve or further support.	Create/update IEP satisfaction surveys After each IEP meeting September, January, June	3.8
Solicit parent input regularly and through a variety of pathways	Develop and distribute exit surveys for families leaving the partnership	Create exit surveys and deploy throughout the year	3.8
Provide clarity on who to contact for what	Create a contacts list that includes information for communication. Include information on the Clayton School District website.	September 2023	3.8
Expand representation of perspectives within PAC.ED	Build timeline for succession plan; have new leadership in place to do side-by-side transition during 2nd semester. Have the special education leadership team work with the PAC. ED.	Sept, Dec	3.8

Category 4: Student Services

Parent Feedback	Action Step	Timeline	Connection to Partnership Agreement
Prioritize transitions for seniors and 9th graders	Co-plan transition meeting experience between grade level counselors and 504/special education case managers with particular attention to impacts of CTE enrollment, additional post-secondary pathways, and potential coursework.	Nov-Mar	4.7
Offer Charting the Lifecourse for all families to participate in for transition planning	Provide charting the lifecourse starting in September for families to participate in for transition planning.	September -May 2024	4.7
Provide training for Clayton counselors, staff, and SSD teachers on additional tools	Collaborate to identify and provide relevant professional development experiences such as but not limited to Charting the Life Course, executive functioning, social emotional/behavioral support, and post-secondary opportunities.	October - May 2024	4.7
Clayton Section 504 case managers (Counselors/Nurse coordinator) will connect with all families on 504 plans	Clayton Section 504 case managers (Counselors/Nurse coordinator) will meet with all families and students with 504 plans to update annual plan.	August-September 2023, annual review dates	4.7
Increase guidance and personalization for new families	Plan orientations for new families at the beginning of the year and visits during spring semester.	September, Spring date 2024	4.6
Provide personalized transition programming and beginning of the year	Provide planning for elementary to middle school 5-6 grades, middle school to high school 8-9	Spring of each year and each August before school starts	4.6

into new school	grades.		
Provide earlier access to school schedules	Establish timeline for when Fall 2024 schedules and/or potential course load will be available.	December 2023	4.5
Create a fear-free environment to communicate concerns and questions	Work with SSD to ensure Clayton Superintendent is notified when a notification is received through SSD's "Let's Talk" system of communication. Clayton will track the number of notifications received and follow-up communication. Offer families the opportunity for a representative from the Office of Equity and Inclusion to attend IEP meetings. Track any other meetings requested and issues to improve communication for families.	November 2023 September 2023	4.5
Provide additional instruction to address COVID-related disruptions	Conduct feasibility study of staffing/funding for personalized instruction over the summer beyond ESY hours.	Mid-December 2023	4.1
Provide summer instructional programming options	Expand summer programming from ESY and current summer school options to include specific literacy and numeracy instructional supports.	January 2024	4.1
Differentiate social emotional learning data collection based on student need	Investigate SEL tools that could be an alternative way to capture social emotional learning data.	March 2024	4.1

Agreement

- We **endorse** the vision, mission and belief statements outlined in the Educational Partnership Agreement of St. Louis County.

- We **support** collaboration and shared responsibility in providing equitable and seamless implementation of services for every student.

- We **understand** that the Educational Partnership Agreement of St. Louis County will guide collaborative efforts to enable every child to achieve his or her full potential.

- We **commit** to working cooperatively to implement the principles of the Educational Partnership Agreement of St. Louis County in the _____School District.

_____   _____
Dr. Elizabeth A. Keenan   NAME
Superintendent   Superintendent
Special School District of St. Louis County   School District

_____   _____
Date   Date

_____   _____
SSD Board President   Partner District Board
                                                                           President/Superintendent

_____   _____
Date   Date

A20
Last updated 11/2023

Addendum: 2023-2024 Partnership Agreement Evidence/Current State

The educational partnership agreement is a living document with action steps that will evolve throughout the year. The data tables below illustrate the current state of the categories outlined in the agreement and will serve as a baseline for measuring continuous improvement and informing any mid-course corrections needed to support progress in our focus areas.

Category 1: Staffing

Evidence	2022-2023	August 2023
Teacher Fill Percentage	100%	100%
Paraprofessional Fill Percentage	100%	100%
SSD Employees - Transfers Into Clayton	1 out of 22	3 out of 23
SSD Employee - Transfers Out of Clayton	0%	0%
School District of Clayton Parent-Facing Engagement Survey	N/A	(baseline collection)

Category 2: Teaching, Learning, and Accountability

Evidence	2022-2023	2023-2024
Number and type of training provided (SSD and General Ed)	[SSD Professional Learning](#)	[SSD Professional Learning](#)
Evaluation Ratings on Professional Learning Activities	[SSD Prof Learning Evaluations](#)	[SSD Prof Learning Evaluations](#)
GAP Analysis and Integrated Tiered Models	[22-23 Clayton Current State](#)	[23-24 Clayton Current State](#)
Jointly Developed Professional Learning Plan	Annual Spec Ed Process Training (completed at each school)	Annual Spec Ed Process Training (scheduled at each school) [Career Review](#) [PL Calendar](#)

Partner District Goals	Strategic Plan	Strategic Plan

Category 3: Collaboration of Responsibilities and Resources

Evidence	2022-2023	2023-2024
Percentage of Gen. Education Teacher Attendance at IEP meetings	95%	100%
Percentage of buildings that completed AC/Principal Relationship Tool and developed action plan-by December	N/A	TBD
Partnership agreement sign-off	Yes	
Assurance document sign-off	Yes	Yes
SSD engagement survey results	N/A	*
Survey on Satisfaction of Space of SSD teachers/students	Yes	*
Information presented to the Board of Education in partner districts	9/28/2022	9/27/2023 10/11/2023
Special Education Director and Special Education Coordinator attendance at Parent Advisory Councils in Partner District	04/12/23-Inclusion Awards 12/14/22-BOE Inclusive Schools Week 12/6/22-SWEP Meeting 9/29/22-Charting the Life Course 9/14/22-SSD PAC.ED BBQ	11/6/23-SWEP Meeting 9/19/23-Charting the Life Course 9/13/23-SSD PAC.ED Family 9/9/23-Morning Meet Up
Annual State of the Partnership Forum	N/A	TBD
Attendance of student's team at following district wide events: ● Curriculum Night ● Meet the Teacher ● 9th Grade Orientation ● 6th Grade Walkthrough	21/22 (95%) 22/22 (100%) 1/1 (100%) 1/1 (100%)	22/23 (96%) 22/23 (96%) 4/4 (100%) 1/1 (100%)
School District of Clayton Parent Engagement Survey	N/A	Developing this Year

A22

Last updated 11/2023

Category 4: Student Services

Evidence	2022-2023	2023-2024
IEP Students at proficient or advanced on State Assessments • ELA • Math	EMBARGOED *2021-2022: 31.7% Prof/Adv (74.6% non-IEP)* *2021-2022: 28.9% Prof/Adv (70.9% non-IEP)*	*
Graduation Rate	100% (30/30)	*
Post Graduation Outcomes	Class of 2023 Graduating Seniors - 30 4yr college - 13 2yr college - 7 Apprenticeship - 1 Military - 1 Employment - 4 Gap year - 4	Class of 2024 data to be collected February 2025
Least Restrictive Environment (LRE)	Percentage of Students At least 80% in gen ed - 83.5% 40-79% in gen ed - 14.7% Less than 40% in gen ed - 1.9%	Percentage of Students At least 80% in gen ed - 86.2% 40-79% in gen ed - 11.4% Less than 40% in gen ed - 2.2%
Suspension Rate OSS/ISS	33% (ISS and OSS) were assigned to students with an IEP	*
Formative Data Fastbridge aReading aMath	Median National %ile Reading - 22% Math - 11%	*
Academic Growth Fastbridge aReading aMath	Percentage of Students with Growth Reading - 82% (n=45) Math - 65%	*

	(n=25)	

Category 5: Data and Technology

Evidence	2022-2023	2023-2024
Percentage of student service measures with data dashboards	N/A	100% Educlimber
SSD survey on satisfaction of technology, hardware, software service	N/A	*
Signed Technology Agreement	Yes	*

Category 6: Transportation

Evidence	2022-2023	2023-2024
On-Time Percentage	99.4%	*
Safety data (accidents, injuries, bus inspections pass percentage)	No accidents or injuries 2023 Missouri Highway Patrol Inspection Pass Percentage 98.8% first run through 100% at the end of the day	*
Ride time (length of ride)	Ride time (length of ride) avg AM ride time 15.8 min avg PM ride time 12.4 min	*

Category 7: Career and Technical Education (CTE)

Evidence	2022-2023	2023-2024
Post-graduate outcomes for students with IEPs	February 2024	February 2025
Number of new programs developed	Multimedia- videography and emerging media and	Registered Youth Apprenticeship to our

	leads to Adobe certifications in Premiere Pro and After Effects	Cisco Networking Program
Current Program Enrollment: CBI VSP CTE Clayton CTE Programs	CBI - 8 students VSP - 2 students CTE - 5 (Cisco, Vet, EMT, Early Childhood, Robo) Clayton CTE- 7 (Construction, Intro to Design Engineer) 22 (Culinary, Child Development, Fashion Design)	CBI - 6 students VSP - 2 students CTE - 5 (EMT, Early Childhood, Auto, Vet, Design) Clayton CTE- 9 (Construction,Intro to Design Engineer) 18 (Culinary, Child Development, Fashion Design)
Percentage of students participating in SSD and partner district career and technical education programs	CTE South Tech-1%	CTE South Tech-1%
Active identification and placement in post graduate options-data	4 of 5 students have a positive MSIP Placement 3 of 5 students are pursuing 2 year or 4 year degree related to their Tech program (Missouri S & T, STLCC, Fontbonne) 1 is pursuing a 4 year degree unrelated to their tech program. Student is pursuing Aviation and South Tech does not offer aviation. 1 student we were unable to reach to determine placement	*

*data is forthcoming