

Educational Partnership Agreement of St. Louis County 2026-27 School Year



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Executive Summary

Special School District (SSD) of St. Louis County and its partner districts are committed to an educational partnership that prioritizes equity, collaboration, and excellence for all students. This agreement outlines the SSD and the partner district's shared commitments to a collaborative model and expectations in the following areas:

- Staffing
- Teaching, Learning, and Accountability
- Collaboration of Responsibilities and Resources
- Student Services
- Data and Technology
- Transportation
- Career and Technical Education (CTE)

Through this partnership, SSD and partner districts will:

- Provide a collaborative framework to deliver services effectively while respecting each district's local context.
- Enhance student outcomes through aligned goals, shared accountability, and a commitment to equitable practices.
- Establish clear processes for data sharing, professional learning, program monitoring, and supporting continuous improvement.

The heart of this partnership is to do what is best for students in an integrated and seamless manner, ensuring that all students, regardless of learning ability, reach their full potential.

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 intentional focus on purposeful engagement, rigorous and individualized instruction, and relevant experiences.

Local Compliance Plan

Through its Local Compliance Plan, SSD has outlined its policies and procedures for the provision of special education, consistent with the Missouri State Plan for special education and the Individuals with Disabilities Education Act (IDEA). As a special school district established under Section 162.825 RSMo, SSD is required to maintain assurances that define the scope and nature of the requirements under state and federal statutes as they relate to SSD and its partner districts. These assurances are outlined in the General Assurance Document and are agreed upon by each partner district, with signatures from their designated representatives.

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., SSD Director, principals, assistant principals, special education coordinator, 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. This also includes a review of the district calendars of each staffing group and students. (prior to Board approval)
6. SSD and partner district administrators will collaborate to identify performance-based evaluation components, determining a plan of action should performance issues arise with staff.

As evidenced by:

- Climate Survey Results
- Teacher fill percentage
- Para fill percentage
- SSD and partner district internal transfer rate
- SSD and partner district's new teacher retention

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.
2. Annually, SSD and partner district should collaborate and plan for professional development. Partner district staff will have access to professional learning resources through SSD. SSD staff will have access to professional learning offered by the partner district. Offerings provided by SSD will be listed in our SSD professional guide available on SSD's 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, and opportunities for specialized and district-led initiatives.
5. SSD and partner district will coordinate/support mentoring and induction processes that include Framing the Framework in school settings for new educators.
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 settings. SSD will supply specialized materials and assistive technology to address the unique needs of students.

7. SSD and partner district 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 in the development of future annual goals.
9. SSD directors and special education coordinators will present at the start of each academic year to the SSD leadership and the partner district leadership, 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, special education coordinator, 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. To ensure alignment with the Local Compliance Plan, General Assurance Document, Principal and Coordinator Collaboration Tool, SSD leadership, and partner district leadership will partner to ensure that equitable practices and spaces are allocated for special education programming and personnel. (*revised 23/24 SY)
4. The SSD director of special education and liaison will partner to ensure equitable distribution of materials, resources, and technology for the general education curriculum implemented in both the general and special education settings. SSD will supply specialized materials and assistive technology to address the unique needs of students, including those that address disproportionality, if applicable. This does not include capital improvements to partner district facilities. SSD is not responsible for capital improvements to partner district sites, schools, or facilities.
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, 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 Principal/Coordinator Collaboration 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

Category 4: Student Services

SSD and partner districts will:

1. Work together to ensure the success of all students (with or without IEPs) in achieving their best possible lives by creating and continually 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, MTSS, RtI, SEL) for each student.
3. Every partner district will have equal access to Career Technical Education, special education, related services, technology, professional learning, etc., required to meet the specific needs of students.
4. To provide equitable SSD services across the county, resources will be allocated based on the specific needs of students.
5. Collaborate to ensure services are available to meet students' educational needs in the Least Restrictive Environment, guided by the IEP and Charting the Life Course tools.
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.
 - Charting the Life Course tool completion rates.
- Formative benchmarking data (Fastbridge or other progress monitoring tool used in partner districts) compared to students without IEPs.

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; and
 - 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.
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, SSD director, and partner district leadership will annually develop and sign a technology agreement that outlines current and future technology processes and needs.
8. Work collaboratively to develop processes and procedures for emerging technology, including generative artificial intelligence. In the event both SSD and partner district have a policy or procedure guiding the use of an emerging tool by staff and/or students, the more restrictive policy will be followed.

As evidenced by:

- Percentage of student service measures with data dashboards.
- SSD survey on satisfaction with technology, hardware, software, and service.
- Signed Technology Agreement.

Category 6: Transportation

SSD and partner districts will:

1. Work collaboratively when deemed by the IEP to ensure students are being transported in the least restrictive environment. In many cases, the least restrictive environment is for the students to be transported by the partner district with non-disabled peers and the appropriate supports when necessary.
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. In the event personnel change, including short-term or temporary, the other party will be notified as soon as possible.
3. Develop and share a protocol relating to responsibility/process for transportation when transitioning students, tech mid-day, ECSE, and ESY. Annually, communicate to all students, families, and stakeholders the most current transportation contact information. SSD and the partner district will also provide updates to all stakeholders in the event that this information changes.

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 that reflects the rapidly changing world and the 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 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, administrators, 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, honors status, and any other reportable credentials, 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 CTE
- Percentage of students participating in SSD and partner district career and technical education programs.

Appendix: Acronyms and Key Terms

CSIP Comprehensive School Improvement Plan

SSD's strategic 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 of summer school.

FACE Family and Community Engagement

SSD program that utilizes a number of strategies and services to support all families and stakeholders.

IEP Individualized Education Program

An annual plan developed, 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 their 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.

MTSS Multi-Tiered System of Supports

A proactive and preventative framework that integrates data and instruction to maximize student success from a strengths-based perspective.

OSS Out of School Suspension

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 of St. Louis County

The public school district founded in 1957 through state legislation and local voter approval, which provides special education services and career technical education to students in St. Louis County.

VSP Vocational Skills Program

A program designed for students who have completed four years of high school but need additional support to develop the skills necessary for successful post-secondary employment. Placement in VSP is determined by the student's IEP team based on individual needs and career readiness goals.

Appendix: Assessment/Evaluation

Partner District: _____ Date: _____

Participants: _____

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	Rating
1. Collaborate in the selection, retention, supervision, and evaluation of staff, including teachers, paraprofessionals, and others as appropriate (e.g., directors, principals, assistant principals, special education coordinator, 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 levels.		
4. Collaborate at the District and school level to identify strategies (e.g., engagement, climate, culture, etc.) to increase staff retention.		
5. Review collective bargaining agreements at all levels (e.g., Board, District, building) annually. This also includes a review of district calendars for each staffing group and students, prior to Board approval.		
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: • Climate Survey Results • Teacher fill percentage • Para fill percentage • SSD and partner district internal transfer rate • SSD and partner district new teacher retention	
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Category 2: Teaching, Learning, and Accountability	Status	Rating
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.		
2. Annually, SSD and partner districts should collaborate and plan for professional development. Partner district staff will have access to professional learning resources through SSD. SSD staff will have access to professional learning offered by the partner district. Offerings provided by SSD will be listed in our SSD Professional Guide available on SSD's 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. (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 scheduling, opportunities for specialized and district-led initiatives.		
5. SSD and partner districts will coordinate and support mentoring and induction processes for new educators.		

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 settings. SSD will supply specialized materials and assistive technology to address the unique needs of students.		
7. SSD and partner districts will share responsibility and accountability of assessments, data sharing, and monitoring of student achievement.		
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 and the partner district leadership, goals in the areas of numeracy, literacy, and social-emotional. The presentation will also 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 • 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	Rating
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. SSD and general education teachers, school psychologist, special education coordinator, 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. To ensure alignment with the Local Compliance Plan, General Assurance Document, and Principal and Coordinator Collaboration Tool, SSD leadership and partner district leadership will partner to ensure that equitable practices and spaces are allocated for special education programming and personnel. <i>(*revised 23/24 SY)</i>		
4. The SSD 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 settings. SSD will supply specialized materials, assistive technology to address the unique needs of students, and needs that address disproportionality, if applicable. This does not include capital improvements to partner district facilities. SSD is not responsible for capital improvements to partner district sites, schools, or facilities.		
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, including but not limited to the Communications departments, Parent Advisory Councils, and FACE.		

As evidenced by: • Percentage of general education teacher attendance at IEPs • Percentage of buildings that completed Principal/Coordinator Collaboration Tool and developed action plans • Partnership agreement sign-off • Assurance document sign-off • SSD engagement survey results • Survey on satisfaction with space for SSD teachers/students • Information presented to the Board of Education in partner districts	
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Category 4: Student Services	Status	Rating
1. Work together to ensure the success of all students (with or without IEPs) in achieving their best possible lives by creating and continually improving a seamless, integrated system of education and support.		
2. SSD and partner districts will collaborate to design, implement, evaluate, and improve multi-tiered systems of support (e.g., academic, MTSS, Rtl, SEL) for all students.		
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. To provide equity of SSD services across the county, resources will be allocated based on the specific needs of students.		
5. Collaborate to ensure services are available to meet students' educational needs in the Least Restrictive Environment, guided by the IEP and Charting the Life Course tools.		
6. SSD and partner districts will develop systematic procedures and tools to evaluate successful transitions across grade levels, academic success, 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. ○ Charting the Life Course tool completion rates.	
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Category 5: Data and Technology	Status	Rating
1. Develop processes and procedures for access to student, staff and other data sources.		
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.		
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.		
4. Partner district and SSD processes will be in compliance with both Districts' board policy/regulations, DESE regulations, and vendor specifications.		
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.		

6. SSD and partner districts will jointly develop data dashboards for all students that address each of the measures identified under the student services category of the Partnership Agreement.		
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, SSD director, and partner district leadership will annually develop and sign a technology agreement that plans for current and future technology processes/needs as outlined.		
8. Work collaboratively to develop processes and procedures for emerging technology including generative artificial intelligence. In the event both SSD and partner district have a policy or procedure guiding the use of an emerging tool by staff and/or students, the more restrictive policy will be followed.		
9. Professional development and/or resources associated with specialized technology for special education staff, general education staff, students, and families.		
10. Share best practices and innovations in technology resources.		
11. SSD will provide assistive technology, augmentative communication devices, software, subscriptions, and applications that fulfill the requirements of the students' IEP.		
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.		
As evidenced by: - Percentage of student service measures with data dashboards - SSD survey on satisfaction with technology, hardware, software, and service - Signed Technology Agreement		

Category 6: Transportation	Status	Rating
1. Work collaboratively when deemed by the IEP to ensure students are being transported in the least restrictive environment. In many cases, the least restrictive environment is for the students to be transported by the partner district with non-disabled peers and the appropriate supports when necessary.		
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. In the event personnel change, including short-term or temporary, the other party will be notified as soon as possible.		
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. Annually, communicate to all students, families, and stakeholders the most current transportation contact information. SSD and the partner district will also provide updates to all stakeholders in the event that this information changes.		
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	Rating
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.		
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.		
3. SSD and all partner districts will collaborate 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.		
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.		
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.		
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.		
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.		
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.		

9. All students will have access to information on the opportunities in career technical education, including the opportunity to meet with SSD admissions representatives.		
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 the course name, credits earned, 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 CTE • Percentage of students participating in SSD and partner district career and technical education programs.		

Appendix: Assessment/Evaluation Continued

Strengths	Areas of Focus
Practice(s)/Actions	

Appendix: Agreement Document

- **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.

Superintendent
Special School District of St. Louis County

Superintendent
Partner School District

Date

Date

SSD Board President

Partner District Board President

Date

Date

Partner District Governing Council Member

Date