

MEMO

TO: Board of Education
CC: Central Office Administrators
FROM: Sarah Riss
DATE: October 9, 2015
RE: Partnership Agreement with Special School District Item of Consideration

Following are an item of consideration and the Partnership Agreement with Special School District for your consideration. Approval of this agreement will be on the consent agenda for the October 12th Board meeting. Please feel free to contact me for additional information.

**WEBSTER GROVES SCHOOL DISTRICT
BOARD OF EDUCATION ITEM OF CONSIDERATION**

DATE: October 9, 2015

TOPIC/PROPOSAL:

Approval of Educational Partnership Agreement of St. Louis County with Special School District

BACKGROUND INFORMATION:

Please see the Executive Summary on pages 1-3 of the document.

INSTRUCTIONAL IMPACT/RATIONALE:

This formal partnership helps us better collaborate with Special School District to achieve our mission of academic and personal success for every student.

CSIP/DISTRICT GOAL ADDRESSED: All

FISCAL NOTE: NA

ADMINISTRATIVE RECOMMENDATION:

- **Action Requested:** X
- **Information:**
- **Proposed Motion for Approval (if applicable):**

I move that the Board of Education approve the Educational Partnership Agreement of St. Louis County with Special School District.

PREPARED BY: Sarah Booth Riss

Motion: _____ **Second:** _____

Board Vote: ___ (yes) ___ (no) ___ (abstain) ___ (Consent Agenda)

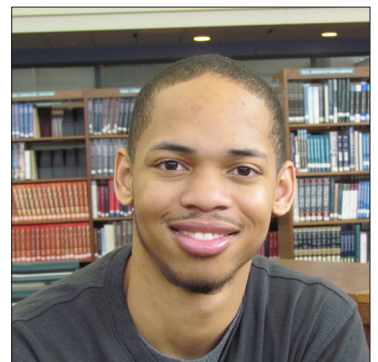
Educational Partnership Agreement *of St. Louis County*

We envision a partnership which provides educational services and supplemental supports to enable every child to achieve his or her full potential.

The partnership will collaborate and share responsibility to provide the equitable and seamless implementation of services for every student.



September 2015



Educational Partnership Agreement

of

St. Louis County

Dedicated to the memory of

Special School District

Superintendent

John C. Cary

who strongly believed

that all students can learn and succeed,

and recognized the power of partnerships

in achieving this goal

Educational Partnership Agreement

of

St. Louis County

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Executive Summary

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Educational Partnership Agreement

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Educational Partnership Agreement

of

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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 of St. Louis County (SSD) has two distinct functions – it provides special education services for all St. Louis County students with disabilities, and it provides 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 its Partner Districts.

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Executive Summary



Opportunity

In August 2013, SSD contracted with Gibson Consulting Group to conduct an operational audit to measure the efficiency and effectiveness of SSD's operations, and to make recommendations for improvement.

One of the key findings of that study was that SSD should work with Partner District leadership to supplement the Assurance Plan, or to develop separate agreement(s), to increase accountability and SSD program effectiveness.

This finding was among those presented to the Partner District superintendents in early 2014, and was met with enthusiasm and a positive reaction. Subsequently, 10 superintendents/assistant superintendents from a variety of Partner Districts volunteered to be part of a subcommittee with SSD representatives to develop the agreement structure and contents.



Solution

From the outset, the goal was to develop a transparent process that outlines how SSD and Partner Districts will work together, and sets standards for a level of consistency by which SSD and Partner Districts will collaborate.

The subcommittee, with input and feedback from other SSD and Partner District leaders, identified 10 key areas and developed belief statements for each area to guide collaborative efforts.

Educational Partnership Agreement

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Executive Summary



Outcome

The Educational Partnership Agreement of St. Louis County

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

1. Staffing
2. Professional Development
3. Clarification of Responsibilities
4. Student Services
5. Collaboration to Enhance Continuous Improvement
6. Access to Student Data
7. Transportation
8. Technology
9. Space Allocation
10. Career Technical Education

Ultimately, the heart of the Educational Partnership Agreement is to do what's best for kids in an integrated and seamless manner.

Educational Partnership Agreement

of St. Louis County

By Category

Staffing
Professional Development
Clarification of Responsibilities
Student Services
Collaboration to Enhance Continuous Improvement
Access to Student Data
Transportation
Technology
Space Allocation
Career Technical Education

Educational Partnership Agreement

of

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Vision

We envision a partnership which provides educational services and supplemental supports to enable every child to achieve his or her full potential.

The partnership will collaborate and share responsibility to provide the equitable and seamless implementation of services for every student.

Mission

The Partnership Agreement will outline how Special School District (SSD) and Partner Districts will work in cooperation to implement special education services and Career Technical Education for St. Louis County.

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



Category 1

Staffing

1. SSD and Partner District will be involved in the selection of staff and administrators, including Directors, Principals, Assistant Principals, Area Coordinators, Teachers, Paraprofessionals, and others, as appropriate.
2. SSD and Partner District will be involved in the supervision and evaluation of staff and administrators, including Directors, Principals, Assistant Principals, Area Coordinators, Teachers, Paraprofessionals, and others, as appropriate.
3. Should performance issues arise, SSD and Partner District will work together to determine a plan of action.
4. Flexible use of special education staff for interventions may be provided within a systematic structure of multi-tiered interventions (RtI).
5. SSD and Partner District will share partnerships that have been successful for potential adoption by other Partner Districts and explore alternative staffing models.
6. SSD will include Partner District administration in staffing allocation discussions to ensure equity, transparency and understanding of decision-making.
7. SSD and Partner District will collaborate on the identification of performance-based evaluation components, such as growth criteria, if possible.

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Category 2 Professional Development

1. A Professional Development Advisory Group including SSD, Partner District and Education Plus will be established to share resources, best practices and expertise.
2. Partner District staff will have access to professional learning resources through SSD.
3. SSD and Partner District will work together to differentiate and customize professional learning within the Partner District's instructional context. Content will include best practices in collaborative teaching and differentiated instruction.
4. 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.
5. SSD and Partner District will provide professional development for school/building leadership and area coordinators regarding their participation and responsibilities in IEP.
6. SSD and Partner District will provide mentoring and induction process for first-year principals and educators.

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Category 3

Clarification of Responsibilities

1. We are united in our shared responsibility for all students.
2. For students who may be eligible or are receiving special education services, SSD and Partner District staff are committed to sharing responsibility for:
 - a. referral and identification;
 - b. IEP process;
 - c. provision of supports and services as documented in the IEP;
 - d. students in crisis; and
 - e. communication. For example, special education staff will share seclusion, restraint and child abuse neglect form with building principal.
3. There is shared leadership of general education and special education for collaborative planning and participation in IEP meetings.
4. SSD and Partner District staff will follow process protocols for situations in which the IEP/evaluation team is unable to reach consensus on what is appropriate for the student.
5. Partner District will supply all materials, instructional resources and technology for general education curriculum implemented in both the general and special education setting. SSD will supply specialized materials and assistive technology to address unique needs of students.

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Category 4

Student Services

SSD and Partner Districts will work together to ensure the success of all students by creating and continuously improving a seamless, integrated system of education and supports.

1. SSD and Partner District will collaborate to design and implement multi-tiered systems of support (e.g., PBIS, RtI) for all students with or without IEPs.
2. 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 students' needs.
3. To provide equity of SSD services across the county, resources will be allocated based on student need.
4. SSD and Partner District will collaborate to ensure services are available to meet students' educational needs in the Least Restrictive Environment.
5. SSD and Partner District will collaborate to develop and implement transition plans from pre-kindergarten through graduation that result in positive post-graduation outcomes.

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Category 5

Collaboration to Enhance Continuous Improvement

1. SSD and Partner District will assess the collaborative relationship at least annually.
2. Structures will be in place to foster collaboration and dialogue between SSD and Partner District.
3. SSD and Partner District will provide resources and supports to continually improve collaboration.

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Category 6

Student Data

The Partner District and SSD will identify data to be shared and determine who will have access to data to plan and assess effective instructional/learning plans for all students.

1. Partner District will identify an individual who will be responsible for providing data to SSD.
2. Processes will be clarified for providing access to shared data and determine who will be the gatekeeper and guardian of data.
3. SSD and Partner District will work collaboratively to:
 - a. differentiate access based on role and need;
 - b. identify safeguards for the appropriate use of data to improve student performance, which includes student attendance, behavior and classroom measures; and
 - c. develop a centralized system to provide consistent and easy access to key data measures.

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Category 7 Transportation

1. Whenever feasible, SSD and Partner District will develop an agreement for Partner District to provide 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.
3. SSD and Partner District will develop and share a protocol relating to responsibility/process for transportation when transitioning students, tech mid-day, ECSE and ESY.
4. SSD will determine and share guidelines for transporting siblings of students who use SSD transportation.
5. SSD and Partner District will develop parent contracts to include guidelines relating to transportation for the cost of transporting siblings.
6. SSD and Partner District will develop and share a protocol for other transportation methods, such as cabs, EMT.
7. SSD and Partner District will develop and share a protocol for inter-district transportation for low-incidence programs.
8. SSD will develop and share guidelines relating to adult support on SSD transportation.

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Category 8

Technology

SSD and Partner District will develop systematic processes to provide technology resources to general and special education staff/administrators, including adequate firewall, bandwidth and access.

1. Partner District will provide professional development on general technology tools used in the Partner District. SSD will provide professional learning associated with specialized technology for special education and general education staff.
2. SSD and Partner District will work together to share best practices and innovations in technology resources.
3. SSD will provide assistive technology required by a student's IEP.
4. SSD and Partner District will collaborate to plan for future needs related to technology.

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Category 9

Space Allocation

1. To ensure alignment with Assurance Document, SSD and Partner District will collaborate when allocating space for special education programming and personnel.
2. SSD and Partner District staff will follow process protocols to address concerns related to space allocation for students and staff.

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Category 10

Career Technical Education (CTE)

All students in the region have access to high quality career technical education opportunities.

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 all Partner Districts will collaborate together with businesses, trades and post-secondary agencies to develop a regional view of CTE.
3. SSD, Partner Districts and post-secondary agencies will collaborate to continually research and develop CTE programs to ensure students are future ready.
4. SSD and Partner Districts will jointly market all CTE programs available in the region.
5. SSD and Partner Districts will develop methods to inform families of the opportunities available in career technical education and the broad spectrum of students that can benefit from them.
6. Counselors and other key educators will become familiar with CTE programs and the broad spectrum of students that can benefit from these programs.
7. Students will have access to information on the opportunities in career technical education and the broad spectrum of students that can benefit from them.

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Category 10 Career Technical Education (CTE)
(Continued)

8. SSD and Partner Districts will collaborate to provide professional learning for administrators and counselors to assist students in planning for their future.

Appendix

Acknowledgments
Acronyms / Key Terms
St. Louis County Map
Agreement Document
Assessment / Evaluation

Educational Partnership Agreement

of

St. Louis County

Educational Partnership Agreement Subcommittee

We gratefully acknowledge the work of the subcommittee for devoting considerable time, effort and thought to developing a student-centered partnership agreement that will benefit all students in St. Louis County for years to come.



Ms. Julia Burke, Hazelwood School District

Assistant Superintendent



Dr. David Faulkner, Brentwood School District

Superintendent



Dr. Donette Green, Pattonville School District

Assistant Superintendent



Dr. Donna Jahnke, Ladue School District

Superintendent



Dr. Chris Kilbride, Ritenour School District

Superintendent



Dr. Eric Knost, Rockwood School District

Superintendent



Dr. Keith Marty, Parkway School District

Superintendent



Dr. Sara Riss, Webster Groves School District

Superintendent



Dr. Ron Tucker, Bayless School District

Superintendent



Dr. Sharmon Wilkinson, Clayton School District

Superintendent

Educational Partnership Agreement

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Acronyms / Key Terms

CSIP Comprehensive School Improvement Plan

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

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.

ECSE Early Childhood Special Education

Programs designed for children who are diagnosed with an educational disability, and are 3 years old and within two years of eligibility for kindergarten.

EMT Express Medical Transporters

A contracted supplemental transportation service used by SSD for some students.

ESY Extended School Year

Education provided for students with disabilities beyond the minimum days required; summer school.

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 services.

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Acronyms / Key Terms

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.

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 more functional. The use of culturally appropriate interventions is emphasized.

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.

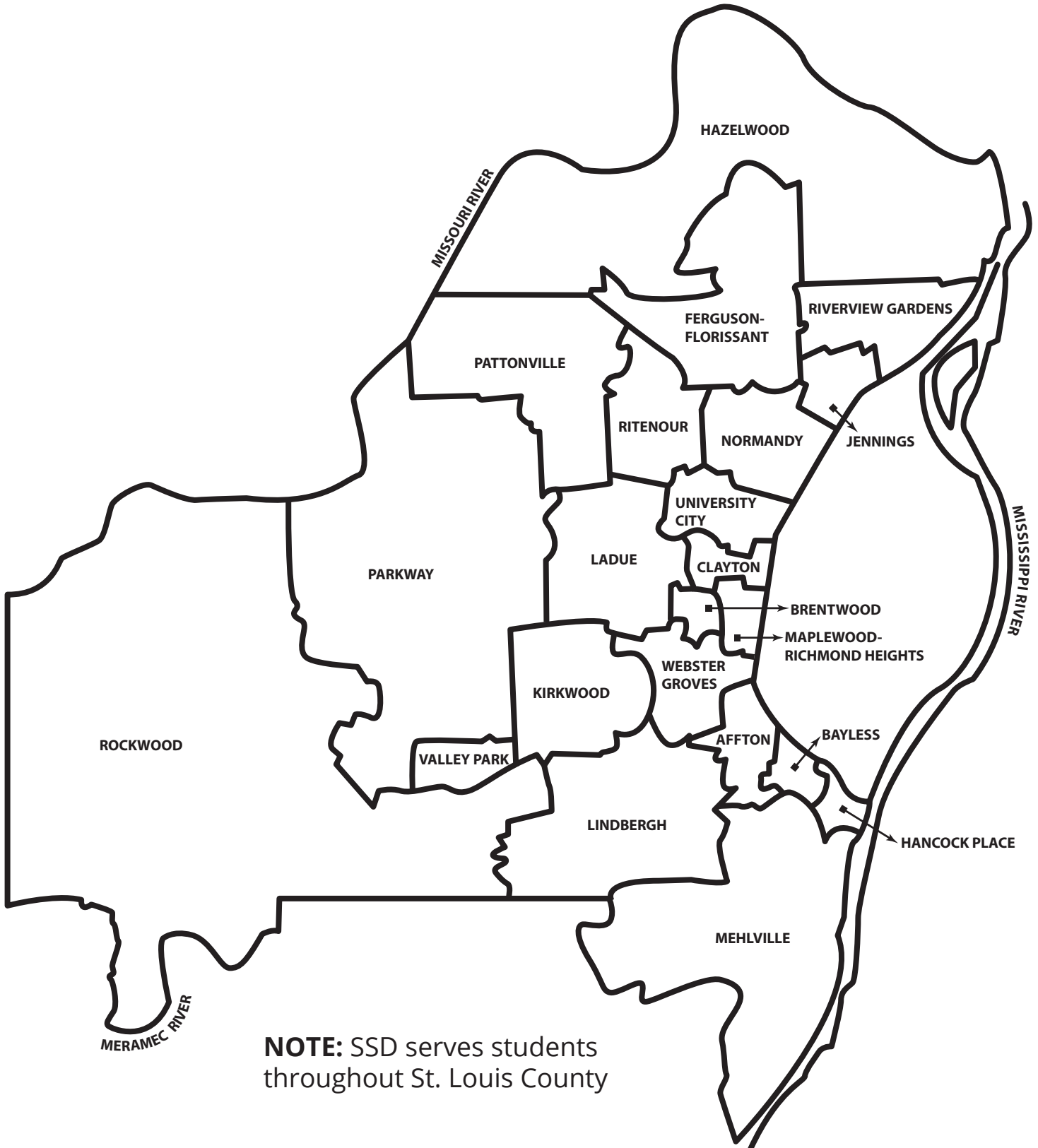
SSD Special School District

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. Louis County.



St. Louis County

Partner School Districts



NOTE: SSD serves students throughout St. Louis County

Educational Partnership Agreement

of

St. Louis County



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.

Donald L. Bohannon
Superintendent
Special School District of St. Louis County

Date

NAME
Superintendent
_____ School District

Date

Educational Partnership Agreement

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Assessment / Evaluation

Partner District:

Date:

Participants:

Rating:
1-Not yet
2-An approach is in place
3-This is fully implemented
4-Positive outcomes are noted
*Has impacted student outcomes
NA-Not applicable

Category 1 Staffing	Status
1. SSD and Partner District are involved in selection of staff and administrators, including Directors, Principals, Assistant Principals, Area Coordinators, Teachers, Paraprofessionals, and others, as appropriate.	
2. SSD and Partner District will be involved in the supervision and evaluation of staff and administrators, including Directors, Principals, Assistant Principals, Area Coordinators, Teachers, Paraprofessionals, and others, as appropriate.	
3. Should performance issues arise, SSD and Partner District will work together to determine a plan of action.	
4. Flexible use of special education staff for interventions may be provided within a systematic structure of multi-tiered interventions (RtI).	
5. SSD and Partner District will share partnerships that have been successful for potential adoption by other Partner Districts and explore alternative staffing models.	
6. SSD will include Partner District administration in staffing allocation discussions to ensure equity, transparency and understanding of decision-making.	
7. SSD and Partner District staff will collaborate on the identification of performance based evaluation components, such as growth criteria, if possible.	
<i>Comments/As evidenced by:</i>	

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Assessment / Evaluation

Category 2 Professional Development	Status
1. A Professional Development Advisory Group including SSD, Partner District and EducationPlus will be established to share resources, best practices and expertise.	
2. Partner District staff will have access to professional learning resources through SSD.	
3. SSD and Partner District will work together to differentiate and customize professional learning within the Partner District’s instructional context. Content will include best practices in collaborative teaching and differentiated instruction.	
4. 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.	
5. SSD and Partner District will provide professional development for school/building leadership and area coordinators regarding their participation and responsibilities in IEP.	
6. SSD and Partner District will provide mentoring and induction process for first-year principals and educators.	
<i>Comments/As evidenced by:</i>	
Category 3 Clarification of Responsibilities	Status
1. We are united in our shared responsibility for all students.	
2. For students who may be eligible or are receiving special education services, SSD and Partner District staff are committed to sharing responsibility for:	
a. referral and identification.	
b. IEP process;	
c. provision of supports and services as documented in the IEP;	
d. students in crisis; and	
e. communication. For example, special education staff will share seclusion, restraint and child abuse neglect form with building principal.	
3. There is shared leadership of general education and special education for collaborative planning and participation in IEP meetings.	
4. SSD and Partner District staff follow process protocols for situations in which the IEP/evaluation team is unable to reach consensus on what is appropriate for the student.	

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5. Partner District will supply all materials, instructional resources and technology for general education curriculum implemented in both the general and special education setting. SSD will supply specialized materials and assistive technology to address unique needs of students.	
<i>Comments/As evidenced by:</i>	
Category 4 Student Services	
1. SSD and Partner District will collaborate to design and implement multi-tiered systems of support (e.g., PBIS, RtI) for all students with or without IEPs.	
2. 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 their students' needs.	
3. To provide equity of SSD services across the county, resources will be allocated based on student need.	
4. SSD and Partner District will collaborate to ensure services are available to meet students' educational needs in the Least Restrictive Environment.	
5. SSD and Partner District will collaborate to develop and implement transition plans from pre-kindergarten through graduation that result in positive post-graduate outcomes.	
<i>Comments/As evidenced by:</i>	
Category 5 Collaboration to Enhance Continuous Improvement	
1. SSD and Partner District will assess the collaborative relationship at least annually.	Status
2. Structures will be in place to foster collaboration and dialogue between SSD and Partner District.	
3. SSD and Partner District will provide resources and supports to continually improve collaboration.	
<i>Comments/As evidenced by:</i>	

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Assessment / Evaluation

Category 6 Student Data	Status
1. Partner District will identify an individual who will be responsible for providing data to SSD.	
2. Processes will be clarified for providing access to shared data and determine who will be the gatekeeper and guardian of data.	
3. SSD and Partner District will work collaboratively to:	
a. differentiate access based on role and need;	
b. identify safeguards for the appropriate use of data to improve student performance, which includes student attendance, behavior and classroom measures; and	
c. develop a centralized system to provide consistent and easy access to key data measures.	
<i>Comments/As evidenced by:</i>	
Category 7 Transportation	Status
1. Whenever feasible, SSD and Partner District will develop agreements for Partner District to provide 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.	
3. SSD and Partner District will develop and share a protocol relating to responsibility/process for transportation when transitioning students, tech mid-day, ECSE and ESY.	
4. SSD will determine and share guidelines for siblings transporting siblings of students who use SSD transportation.	
5. SSD and Partner District will develop parent contracts to include guidelines relating to transportation for the cost of transporting siblings.	
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7. SSD and Partner District will develop and share a protocol for inter-district transportation for low-incidence programs.	
8. SSD will develop and share guidelines relating to adult support on SSD transportation.	
<i>Comments/As evidenced by:</i>	

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Assessment / Evaluation

Category 8 Technology	Status
1. Partner District will provide professional development on general technology tools used in the Partner District. SSD will provide professional learning associated with specialized technology for special education and general education staff.	
2. SSD and Partner District will work together to share best practices and innovations in technology resources.	
3. SSD will provide assistive technology required by a student's IEP.	
4. SSD and Partner District will collaborate to plan for future needs related to technology.	
<i>Comments/As evidenced by:</i>	
Category 9 Space Allocation	Status
1. To ensure alignment with Assurance Document, SSD and Partner District will collaborate when allocating space for special education programming and personnel.	
2. SSD and Partner District staff will follow process protocols to address concerns related to space allocation for students and staff.	
<i>Comments/As evidenced by:</i>	
Category 10 Career 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.	
2. SSD and all Partner Districts will collaborate together with businesses, trades and post-secondary agencies to develop a regional view of CTE.	
3. SSD, Partner Districts and post-secondary agencies will collaborate to continually research and develop CTE programs to ensure students are future ready.	
4. SSD and Partner Districts will jointly market all CTE programs available in the region.	
5. SSD and Partner Districts will develop methods to inform families of the opportunities available in career technical education and the broad spectrum of students that can benefit from them.	
6. Counselors and other key educators will become familiar with CTE programs and the broad spectrum of students that can benefit from these programs.	

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7. Students will have access to information on the opportunities in career technical education and the broad spectrum of students that can benefit from them.	
8. SSD and Partner Districts will collaborate to provide professional learning for administrators and counselors to assist students in planning for their future.	
<i>Comments/As evidenced by:</i>	

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Assessment / Evaluation

STRENGTHS	OPPORTUNITIES FOR IMPROVEMENT
PRACTICE(S) / ACTIONS	