



TRIUMPH
ACADEMY

2018-2019

Handbook

City of St Charles School District

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SCHOOL DISTRICT OF THE CITY OF SAINT CHARLES INFORMATION

District Administrative Personnel

Dr. Jason Sefrit Superintendent of Schools
Dr. Danielle Tormala Assistant Superintendent – Curriculum & Instruction
Dr. Rodney Lewis Assistant Superintendent – Human Resources
Mrs. Julie McClard Director of Special Education and Student Services
Dr. Charles Brazeale Assistant Superintendent – Business & Technology

Board of Education

Mr. Joshua Kean C.B.M. President
Dr. Donna Towers C.B.M. Vice President
Mrs. Leslie Knight, Secretary
Dr. Marita Malone, Treasurer
Ms. Lori Gibson C.B.M. Member
Mr. Mike Thorne, Member
Mr. Virgil Beer, Member

SC West Administration

Dr. Scott Voelkl Principal
Ms. Angela Syron, Assistant Principal
Mr. Terry Oetting Activities Director
Mrs. Jessie Roberts Counselor

Triumph Academy

Mrs. Nicole Besselman, Teacher
Mrs. Shannan Pohlman, Teacher

Rationale

Triumph Academy is a school-within-a-school set on the St. Charles West High School Campus. Triumph Academy was created to provide a therapeutic and supportive educational program for special education students who have been diagnosed with significant emotional disturbances. Historically, these students have been served by private agencies. The students attending the Triumph Academy range from grades 7-12. Each student has an Individual Education Plan in place to develop the student's emotional, social and academic skills.

Triumph Academy practices the Boy's Town Model to teach students critical social skills, develop healthy relationships and make good decisions.

Program Goals

1. To provide a positive, supportive environment where students are taught prosocial behaviors relating to their deficit areas.
2. To motivate and encourage students to develop and maintain responsible behaviors critical to their success.
3. To provide tools necessary for students to generalize appropriate behaviors across multiple environments, preparing them to return to their regular school campus.
4. To provide a structured behavior management system using the Boys Town Model.

Mission

Triumph Academy is committed to creating a nurturing, therapeutic environment where students will grow socially, emotionally and in the area of academics. Students will be provided direct academic and social skills instruction in a supportive environment tailored to each student so they can meet or exceed their Individual Education Plan goals. In addition, we are committed to providing a strong transition program which provides opportunities for therapeutic and vocational experiences in our community.

Vision

The vision of Triumph Academy is to prepare our students for success by providing them with a comprehensive academic program combined with intensive social skill instruction. We are dedicated to teaching the critical social skills that will help students become connect with and relate to their peers, authority figures and adults in our community, becoming valued members of our community.

Values

We believe that all students can be successful. Our program works to help students build appropriate adult and peer relationships and to respect school rules by demonstrating appropriate classroom behaviors. We believe that teaching these sixteen critical social skills will give students the skills to be successful in the school environment and to transition successfully into the adult world.

Foundation Skills

Learning and using appropriate social skills is critical for secondary students. The following sixteen skills serve as the foundation of our program. The skills were developed at Boy's Town. Triumph Academy practices the Boy's Town model to teach students to identify and use positive social skills in a wide variety of situations. We realize student success is contingent upon practicing the following skills:

1. Following Instructions.
2. Accepting criticism or a consequence.
3. Accepting 'no' for an answer.
4. Greeting others.
5. Getting the teacher's attention.
6. Making a request.
7. Disagreeing appropriately.
8. Accepting criticism.
9. Resisting peer pressure.
10. Making an apology.
11. Engaging in conversation.
12. Giving compliments.
13. Accepting compliments.
14. Volunteering.
15. Reporting other youth's behavior.
16. Introducing yourself.

Program Services

Triumph Academy is a special education program for students with emotional disabilities. Students receive some or all of the following services:

- IEP-based special education instruction in a small group classroom environment
 - Speech therapy
 - Occupational therapy
 - Social Work services
 - Transition services
- High staff-to-student ratio to ensure proper supervision
- Research-based reading remediation programs
- Access to classroom technology including smart board, Chromebooks, and Bookshare.
- Therapeutic services through partnerships with Crider Mental Health, Preferred Family and Lutheran Family Services
- Individual and group psychotherapy
- Social skill development
- Emotional skill development
- Behavior analysis and behavioral planning
- Crisis intervention

Extra Curricular Eligibility Standards

Students enrolled in Triumph Academy in grades 9-12 are enrolled through St. Charles West High School. Any student who represents St. Charles West by participating on an athletic team or a group that performs in public (band, choir, drama, cheerleaders, dance and drill and others) shall meet the standards of eligibility specified by the Constitution of Missouri State High School Activities Association and those additional standards of the St. Charles School District.

Discipline

The Code of Conduct for St. Charles School District is enforced at Triumph Academy. All students in the St. Charles School District are expected to:

- Comply with district policies and procedures in each school building.
- Respect and obey all persons in authority (adults).
- Be prompt and regular with attendance.
- Be prepared with necessary books, paper, and other school supplies.
- Meet classroom standards of behavior and performance.
- Cooperate with all transportation guidelines and drivers.
- Maintain appropriate habits of communication, dress and personal hygiene.
- Respect the dignity, rights and property of others and avoid any activity that may endanger the health and safety of others.
- Assume responsibility for the care of school property.
- Accept the consequences of his/her behavior.

Transportation

Transportation is arranged for students attending Triumph Academy as part of the IEP process.

Eligibility

Triumph Academy is a self-contained special education setting. Students in grades 7-12 are enrolled in the Triumph Academy based on IEP team decisions. A data collection period must be undertaken by the IEP team to determine the need for this highly restrictive setting.

Moving from an ED Self-Contained Program to Triumph Academy

When concerns are raised by a staff member or parent regarding a student's current self-contained placement, the Case Manager must notify the Special Education Coordinator and schedule a meeting to discuss the documented concerns and review relevant information about the student. Sources of information may include, but are not limited to, the student's confidential and counseling/discipline folders, parent input and staff observations (e.g., classroom progress reports), student work samples, and any current assessment data. Direct participation in the meeting by a representative from Central Office (e.g., Director, Special Education Coordinator, Behavior Coach), as identified by the Special Education Director, is recommended. Participation in the meeting by a representative from Triumph Academy may be appropriate, as determined by the Special Education Coordinator.

The meeting will systematically focus on:

1. Reviewing, analyzing, summarizing (e.g., graphing), and documenting ongoing intervention data.
2. Evaluating the student's classroom performance and behavior in relation to the current IEP supports.
3. Evaluating the student's ability to participate in the general education curriculum to the maximum extent appropriate.
4. Evaluating the student's progress on individual IEP goals and benchmarks.
5. Reviewing IEP appropriateness and implementation. Any recognized failure to implement the student's current IEP or placement as written must be corrected immediately.

If results of the meeting indicate that revisions to the IEP and/or placement might be needed, then an IEP Team Meeting must be scheduled and conducted. Involvement by the Special Education Coordinator and a representative from the Triumph Academy is required, and active participation is strongly recommended, whenever an IEP Team is considering placing a student in Triumph Academy.

The Special Education Coordinator may consider and authorize access to additional technical assistance and supports from the District Level and/or other District resources, as needed and appropriate. The IEP team will need to consider all programming, services, and placement options available at the current school.

The IEP Team must identify those accommodations/modifications, supplementary aids and services, and supports that are needed by the student. A written Behavioral Intervention Plan must be developed and implemented for the student, with a focus on maintaining the student successfully in the least-restrictive environment.

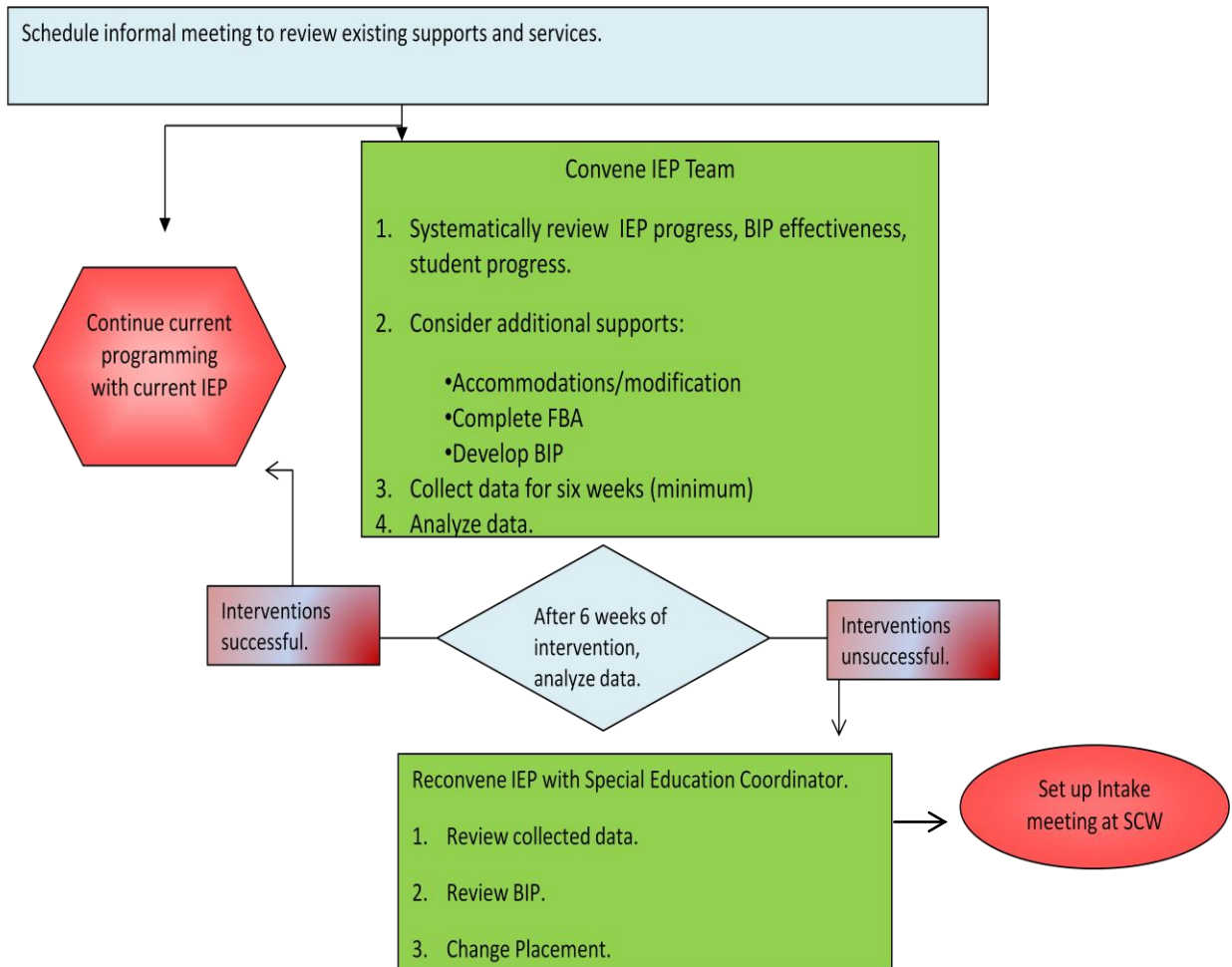
Following this meeting, designated staff members must continue to collect intervention data for a reasonable period of time (e.g., not less than 6 weeks). The data must be collected, analyzed, and summarized to document the student's current levels of performance and the success of implemented interventions.

Following the intervention/data collection phase, the student's classroom performance, behavior, and overall progress would again be reviewed and evaluated. If data suggests that the student is not receiving meaningful educational benefits under the current IEP and placement, then an IEP Team meeting must be convened to determine additional revisions to programming and services, if warranted, and to determine the appropriate level of placement.

When a special class placement is deemed both necessary and appropriate, the IEP Team must identify an implementation date and transition supports, as needed, to allow for a smooth transition.

The current school remains responsible for the student's continuing education until the new placement is fully implemented.

Change of Placement from ED Classroom to Triumph Academy



Transitioning Students to Triumph Academy

When placing a student in Triumph Academy is deemed both necessary and appropriate, the IEP Team must identify an implementation date and transition supports, as needed, to allow for a smooth transition. The following steps should be taken after an IEP team decides placement at Triumph Academy is appropriate for a student.

1. An intake meeting is schedule with the Triumph Academy teacher. At this meeting, the parent and teacher and student discuss the student's needs. The following documents are filled out.
 - a. Triumph Academy Enrollment Form
 - b. Counseling Release
 - c. Release of Information (if needed)
2. Transportation is arranged for the student.
3. Students in grades 7 and 8 are registered as attending Hardin Middle School.
4. Students in grades 9 – 12 are registered as attending St Charles West High School.
5. Students will participate in the Triumph Academy program and transition to special and regular education classes as deemed appropriate by the student's IEP team.
6. Students in grades 9 – 12 enrolled in Triumph Academy and St Charles West High School may belong to and take part in all extracurricular activities or groups for which they are qualified per board policy IGD, District-Sponsored Extracurricular Activities and Groups, including sports.

Transitioning Students Back to Their Home School

When students have made sufficient progress toward IEP goals, a student's IEP team may meet to consider returning the student to his or her home school. During the meeting, the team should discuss the following transition issues and develop a transition plan.

1. What will the timeframe for transition to the home school be? Should the day be divided between the two settings to smooth transition? Would it be more appropriate to divide the week between the two settings for a period of time?
2. What is the transportation need during this setting? Will transportation needs change as the transition plan is implemented?
3. How will other services be transitioned, e.g. counseling, social work or other related services?

The following steps should be taken after the IEP team has met.

1. The Special Education Coordinator or Triumph Academy Teacher will set up transportation for the student.
2. The student's special education teacher at the home school will communicate the plan to school staff implementing the plan. Regular communication should be maintained throughout the transition phase of the plan.
3. When the transition phase is complete, the student should be enrolled at the home school. Any student participating in any District-Sponsored Extracurricular Activities and Groups, including sports, will participate through the home school.

Transitioning Students Back to Home School

Collected Data indicates student has achieved goals in IEP.
Student displays motivation to return to home school setting.
Schedule an informal meeting to review data.

Convene IEP Team

1. Systematically review IEP progress, BIP effectiveness, student progress.
2. Consider transitional supports:
 - Accommodations/modification
 - Transportation
 - Modify BIP for less restrictive setting
 - Other information or supports for staff.
3. Collect data for six weeks (minimum)
4. Analyze data.

After 6 weeks
of intervention,
analyze data.

Data supports
longer transition
period.

Data supports
full transition.

Continue
transition phase;
make minor
adjustments as
needed.

Reconvene IEP with Special
Education Coordinator and
home school staff.

1. Review collected data.
2. Review BIP.
3. Change Placement.



Program Enrollment

Name: _____ Start Date: _____

Address: _____

Parent(s)/Guardian(s): _____

Email: _____ @ _____

Phone: _____ Other Numbers: _____

DOB: _____ Age: _____ Gender: _____ Grade: _____

Sending School: _____ Counselor: _____ Principal: _____

Members of Household

Name	Age	Relationship to Student
_____	_____	_____
_____	_____	_____
_____	_____	_____

Areas to Improve

Significant Life Events in Recent Years

Health Concerns (Include Medications)

Counseling/Therapy: _____

Name: _____ **Release:** _____

Substance Abuse Treatment: _____

Name: _____ **Release:** _____

Court Involvement: _____

Name: _____ **Release:** _____

DFS Involvement: _____

Name: _____ **Release:** _____

Student Goals and Interests: _____

Parent(s) Goals for Student: _____



Counseling Release

Dear Parent,

Triumph Academy will be offering individual and group counseling sessions, facilitated by Lutheran Family, Preferred Family Healthcare, or Crider free of charge. These sessions are designed to help students experiencing difficulties with friendships, anger, social skills, academics, etc.

Your child has been selected for one or more of these free services to help strengthen the skills needed to be more successful in school and in the future. These programs will occur about fifty minutes a week, either during school hours. Scheduling details can be arranged directly through these providers.

Parent involvement may be needed in some cases. You will be contacted by the agency working with your child soon after this form has been returned.

Yes, you have my permission for my child to receive counseling services from Lutheran, Preferred Family, or Crider. I also give my permission for Triumph Academy staff and the agencies listed above to share, information about my child.

(Parent or Legal Guardian) please PRINT

(Parent or Legal Guardian) please SIGN

Student's Name:

Date of Birth

Address:

Home phone number

Cell phone number: