

Trinity School



Parent Handbook

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Trinity School Mission

Trinity School Mission is to provide the highest quality person directed services and supports to people with disabilities so that they may flourish and live full and abundant lives.

Program History

Trinity School was founded in 1950 in Joliet, Illinois by a dedicated group of parents of children with developmental disabilities. Trinity Services eventually created a "developmental training" program (now known as Community Day Services) for those former schoolchildren who had reached adulthood.

Today, the school is located in New Lenox, IL and remains a vital support for children with developmental disabilities ages 3-21. When a local district is unable to provide appropriate services, Trinity School offers an alternative for children with autism or severe developmental delays.

Purpose and Scope

The purpose of Trinity School program is to provide educational and vocational opportunities while implementing Applied Behavior Analysis along with other educational methods in a nurturing environment conducive to learning for school-aged children with disabilities. It is our goal to design a unique program suited for each student's specific need so that they may become more independent and self-sufficient. Class sizes are small with high staff to student ratio that provides more support for the student to accomplish their goals. The school program also focuses on social and motor development, self-help, community-based learning, the reduction of maladaptive behaviors and the development of age-appropriate and functional behaviors. Community integration also plays a central role in the education of the students and they are able to learn social skills, safety skills and life skills. This is accomplished by our focus on functional communication and program goals that emphasize functional life skills. Classroom methodologies include the use of discrete trial training, task analysis, visual schedules, and structured teaching. There is constant communication with the home school district to communicate progress and plan for re-integration if possible.

Program Overview

Trinity School program is designed to provide education services to children with disabilities, from 3 to 21 years old, who have been identified with moderate to severe intellectual disability, communication delay, autism, epilepsy, attention deficit disorder, and other health impairments. The students served in this program may also be behaviorally challenging and/or socially inexperienced. Many students have a great difficulty attending to an assigned traditional classroom task for a sustained period of time.

The school year is made up of 176 days and each instructional day is 5.2 hours. We have an extended school year for 28 days and also 5.2 instructional hours. We can serve a maximum of 35 students and currently have a class size of 4 to 7 students in each classroom with 1 lead teacher and 1 or 2 paraprofessionals depending on the needs of the students.

Admission Procedures

To be admitted to Trinity School, a child must be between the ages of 3 and 21, must qualify for special education services within the categories Trinity is approved to serve, and match an appropriate opening in the school program. The admission process begins with an initial inquiry by parents/guardians or by the school district. To inquire about the admission to Trinity School please call 815-463-0719 or email trinityschool@trinityservices.org

Termination Procedures

If, during the IEP process, the parent/guardians, district school representative and the Trinity educational team agree that Trinity is no longer an appropriate placement for the students because of outcomes, medical condition, or leaving the geographical area, the school district may change the placement. In such cases, the provisions of the placement contract with the responsible public school shall apply.

Graduation

Trinity School hold one ceremony each spring for students graduating from eighth grade and one for students leaving Trinity after completing their education at the age of 22. Students are given a certificate of completion. Trinity School does not issue official high school diplomas.

Student Records

During the time a student is enrolled at Trinity School, his/her school records are kept at Trinity. When a student leaves Trinity these records are sent to the school district that funded the student's placement here. If copies of records are needed after a student leaves Trinity School, please contact the home district. All transcript request must be made to the student's home district.

Progress Reports and Parent Conferences

Contact between parents and teachers is essential to each student's progress. It is the teacher's responsibility to collect daily progress on each student's IEP goals and objectives and share this information with the parents at least four times per school year. Progress reports are sent home in a sealed envelope or mailed to the parents quarterly with updated IEP goals. In addition, individual parent conferences are scheduled in the fall with each family in order to explain the student's current program and their academic progress. Daily notes, telephone calls, and emails are also utilized to maintain contact between school and home. The IEP team will be convened yearly to write a new IEP.

Disability and Instructional Style

Structured teaching is done in all classrooms with the use of visual schedules and different classroom stations. Discrete Trial Training is utilized to introduce skills under the approach of Applied Behavior Analysis (ABA). Data is taken on each trial so that consistency can be monitored across each staff and environment. Classroom learning is supplemented with weekly community trips so that the students can actively practice skills in real-life settings. These may include grocery shopping, eating out, safety in the community, day program, and horseback riding. Trinity School uses the principles of Applied Behavior Analysis in teaching the students that we serve. The underlying philosophy of ABA is that behavior can be modified by manipulating the environment in order to ensure success for the students. ABA principals also help in improving communication, social skills, and reducing maladaptive behavior by teaching coping skills and functional communication. Data is collected on a daily basis since coping skills are reinforced throughout the day. The students are taught using Discrete Trial Training, which is helpful for students to understand concepts by errorless teaching approach. Data is taken each time a trial is run for each goal. Task analysis is also utilized in teaching such skills as handwashing, cooking, tying shoelaces, and other functional skills.

Curriculum of Trinity School

Styer-Fitzgerald

The Styer-Fitzgerald Program for Functional Academics is a school-based program where teachers use strategic behavioral principles to support academic and functional skill achievement among students with significant cognitive disabilities. This program covers academic areas including functional reading, technology, writing, time telling, time management, calendar skills, and money management. The elementary level program also includes colors, shapes, and location concepts and the secondary level program also includes budgeting and banking, prevocational skills, and vocational skills. In addition, both program levels include community-based training (generalization), and independent skills sections. The Program requires per session data collection to capture the incremental progress that is most often associated with this student population. The Program is highly structured and with proper training, can be facilitated by teacher assistants (para-educators), parents, related service providers, and even general education peer tutors. The versatility and functionality of a program like this is unparalleled in the field and stands alone as the one product that challenges students and aligns with alternate state standards.

Zones of Regulation

The Zones of Regulation™ curriculum are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help students gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. The lessons and learning activities are designed to help the students recognize when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem-solving skills. A critical aspect of this curriculum is that all team members know and understand The Zones language. This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills. It also helps the student learn the skills more quickly and be more likely to apply them in many situations.

Circles Curriculum

The Circles program helps the students understand different boundaries in relationships. It utilizes visuals with the use of six color coded concentric circles. Each circle represents the appropriate behavior, feelings and actions. This is further enhanced in the daily interactions with teachers and classmates. We also utilize the Circles App to provide augment learning and reiterate social boundaries.

BrainPop

BrainPop is an educational website that contains over 1,000 short animated movies on a variety of subjects such as Science, Social Studies, English, Math, Engineering and Technology, Health, Arts and Music. Students are encouraged to explore a topic that is of interest to them. It contains differentiated enrichment activities that help boost learning. It also has integrated Social Emotional Learning that teaches strategies in managing feelings and behavior. The format makes it accessible for students to learn individually or in a group.

Reading A to Z

Reading A-Z is an online platform that contains more than 2,000 books at 29 reading levels to ensure that teachers are able to choose developmentally appropriate content for each student. There is a variety of genres that include fiction and non-fiction. The differentiated texts and materials make it accessible for students to learn either in a one-on-one or group setting.

n2y Online Platform

n2y is an online curriculum that provides helpful tools for educators to deliver differentiated learning for students with special needs. We utilize News-2-You and Symbolstix as part of our curriculum.

News-2-You is a current events newspaper that comes out weekly. The topics are timely and include a variety of interesting subjects. There are five different reading levels to choose from so every child's skill level is taken into consideration. There are also enrichment activities in connection with the weekly topics such as the comprehension activity, cooking, writing, math and even a funny page. Breaking news articles are also included in order to make sure that the students are fully engaged with what's going on in the community. The Breaking news is comprised of world, sports and entertainment news.

SymbolStix is a tool used by the educators to create a symbol-based language and learning materials. It helps create representations of people, events and activities that is suitable for all age levels. It also reflects multicultural classroom with its changeable skin

tone feature. There are over 30,000 symbols in our disposable which makes it easier to provide students with visual aids.

Medical Policies

Temporary Illness

A child may be sent home from school at the discretion of the school director due to illness. A temperature of 100 degrees Fahrenheit or greater is considered a fever. A fever can be indicative of an infectious illness, therefore a student with a fever shall be sent home from school. If a student exhibits diarrhea, vomiting, cough, or significant nasal drainage, the student may be sent home from school and should remain home in an effort to reduce the spread of infection. If symptoms of illness affect a student's behavior and/or ability to learn in a negative way, the student will be sent home from school. Any student who has been ill and/or sent home from school should not return to school unless he or she has been vomit-free, diarrhea-free, and fever-free, without the use of medication, for 24 hours prior to the student's return to school. Please see the [Trinity School Health Guidelines](#) for when deciding to keep your child home from school in appendix A.

Medications

A written physician's order is required in order for medication to be administered during the school day. The order must state the medication name, dosage, route of administration, and time to be given. We must also be provided with a list of side effects for each medication administered during the school day. Medications are administered by the school teacher, school director, or other authorized staff designated by the school director. Medications administered at school cannot exceed a 30-day supply. Medication orders must be renewed annually by a physician. Any changes made to a medication order, including but not limited to dose, route of administration, or time of administration, will require a new order that indicates those changes. The order must be signed by a physician and by the parent or guardian. This signature gives the designated staff permission to administer the medication. Prescription medications must be sent in an accurate pharmacy labeled bottle. Any medication not sent in an accurate pharmacy- labeled bottle will be returned to you.

Over the Counter Medications

Non-prescription or over-the-counter medication must be authorized by the parent/guardian and/or the student's physician and be documented in the student's clinical record in the Medication Administration section. The authorization must include the student's name, date, name of the non-prescription medication, the dosage to be

administered, the interval between doses, and the maximum amount of the medication to be given in a 24-hour period.

Physical Examinations

Physical exams will be required for students entering the school system for the first time, preschool, kindergarten (turning six years old), second grade (turning eight years old), sixth grade (turning 12 years old), ninth grade (turning 15 years old) and twelfth grade (turning 18 years old). Vaccinations against a number of diseases at specified intervals is also required. State law requires students without those exams and/or vaccinations are excluded from school attendance unless certain exceptions are met. Students, parents, or legal guardians who object to state mandated health examination and/or immunizations on religious grounds must submit the "Illinois Certificate of Religious Exemption to Required Immunizations and/or Examinations" form. If a student cannot receive mandated immunizations for medical reasons, the student's health care provider must submit written documentation explaining the need for the medical exemption.

Dental Examinations

Dental examination will be required for students entering kindergarten, second grade, sixth grade, ninth grade, and twelfth grade.

Vision and Audiology Examinations

Vision examinations will be required for students entering kindergarten (turning six years old). In addition, student's prescribed glasses/contacts must have a vision examination every two years. Students prescribed hearing aid(s) must have an audiology examination every two years.

Emergency Medical Care

Emergency first aid procedures will be provided by a trained staff member.

- At the discretion of the School Director or BCBA, emergency medical services (EMS) will be phoned and the student will be transported by ambulance to the nearest hospital's emergency department.
- Immediate and continual attempts will be made to contact the parent/guardian in an effort to inform him or her of the situation.
- A Trinity staff member will accompany the student to the hospital
- Pertinent medical information will be forwarded to EMS, including but not limited to, allergies, medications, and diagnoses.

- In the even the parent/guardian cannot be reached by telephone, emergency interventions will be provided per the policies and procedures of the EMS and/or hospital staff.

Health Related Absences

Documentation is required for a student to return to school after a health-related absence, including but not limited to hospitalization, surgery, casting, splinting, extended absence, or any procedure requiring sedation. Additionally, documentation may also be requested if a student was treated for an illness or injury.

Communicable Diseases

Trinity School follows the recommendations of the Illinois State Board of Education, Illinois Department of Public Health, and Center for Disease Control and Prevention in controlling communicable diseases. Communicable diseases are those that are spread from one person to another through a variety of ways that include contact with blood and bodily fluids, breathing in an airborne virus, or by being bitten by an insect. The following procedures will be utilized concerning a child whose physical condition has deteriorated significantly or who exhibits symptoms of a chronic infectious disease:

- The parent/guardian will be contacted by the program director or BCBA for an immediate discussion of the child's status and asking that the child be picked up.
- The parent/guardian will not send their child to school with known communicable diseases that could be spread.
- Children whose presence at school poses a significant danger to themselves, the other students, or the staff may be asked to not return to school until the threat or danger has passed with a written doctor's note stating they are safe to return to school.

Nutritional Intake

Safe Oral Feeding

Trinity School is not a therapeutic feeding center. Trinity staff will cut foods into small bite-sized pieces prior to serving it to a student upon request or order. A parent's diet request or a physician's diet order will be reviewed by the Speech Pathologist, School Director and Lunch Assistant to see if Trinity's staff can safely implement the request or order. Our priority is safety of every student. If staff members have concerns regarding the oral feeding for a student, the parent/guardian will be notified and additional medical evaluation may be requested.

Special Diet – Needs a Physician Order

Any student that is not on a regular diet is considered to be on a “special diet.” This may be because of restrictions due to an allergy, sensitivity, or medical treatment. These special diets will require a physician’s order. Additionally, variations to texture, size, and consistency of food are considered a special diet and also requires a physician’s order. Trinity School is not able to meet the requirements for every type of diet. Upon receiving the physicians order the School Director, Speech Pathologist, and Lunch Assistant will look at the order to see if Trinity School can safely implement the request or order. Since Trinity School cannot accommodate every diet type, the parent/guardian may be asked to supply the student’s lunch each day.

G-Tube Feeding – Needs a Physician Order

G-tube feeding is another form of special diet. G-tube feeding requires a physician’s order and must be renewed yearly. Any changes to the G-tube feeding order during the school year will require a new written physician’s order. The student’s home school nurse will train classroom staff on how to properly and safely carry out the physician’s directives. A detailed G-tube feeding care plan will also be composed for staff as a reference for the classroom and a copy will be contained in the student’s clinical binder.

Food for School Parties

Should parents/guardians wish to share food items with their child’s classroom for parties or special events, the food must be pre-packaged and nut-free. To ensure that we are able to remain compliant with student food allergy needs we are unable to accept foods that are home-made.

General School Information

Arrival and Departure

Trinity School’s Day is 9:00 am to 2:30pm. On early dismissal day’s school hours will be from 9:00am to 11:30am.

- If your child does not ride the bus, please be prompt in arrival and departure to and from school. Please drive carefully through the parking lot and follow the directions of the bus transportation line in back of the school.
- If your child is usually transported by bus, it is the parent/guardian’s responsibility to notify the bus company that your child will not be riding the bus that day.
- Parents/guardian are required to sign their children in and out of school in the front office if they drop off or pick up their child during the school day.
- When students are being picked up by someone other than the parent or guardian, we will need a phone call or written note before we release the student. The person picking up the student will be required to present a photo ID. We will not release a student unless we are given consent by the parent or guardian.

Hot Lunches

Each student will receive a **single** hot lunch daily at no cost. Lunches are ordered and picked up from the Mokena School District. On days when the Mokena School District cannot provide hot lunches, Trinity staff certified in food preparation and safety will prepare lunches for school. Menus will be sent home monthly with the student. If your student will not be eating the school-provided hot lunch that day, it is the parent/guardian's responsibility to notify teachers by writing a note that their child will be bringing a lunch from home in their backpack. Also, parent/guardian are responsible for ensuring that any hot lunch brought from home is kept warm until the designated lunchtime of their student. Special diets are available upon physician's note. Please review the Special Diets section of this handbook.

Snacks

Community Snacks are provided each day to your child from the approved snack list. Parents/guardians may be requested to send in a store-bought snack from the snack list throughout the school year that is offered to all students participating in community snack. This request will be provided in writing from your child's classroom teacher when these items are needed. If your child has a special diet, it is the parent/guardian's responsibility to provide a snack and juice box each day the student is in attendance. Please see the approved [Snack List](#) in appendix B.

Communicating with School Staff

Your child's teacher and related services staff should be your primary contacts for questions, concerns, and information about your child. It is important to share information directly with these staff members, and refrain from asking paraprofessionals to relay messages. When contacting teachers and related service staff by phone, please call between 8:15 and 8:45 am or between 2:45 and 3:15 pm. Between 9:00 am and 2:30 pm staff members are working with students and therefore not usually available to speak on the phone. Email is also an effective method of communication with staff. If you leave a message, please allow reasonable amount of time for a response. Your child's wellbeing is important to us; your understanding of the many demands of staff and respect for their time is appreciated. If there is an emergency and you need to talk with a teacher during school hours, please call Trinity School at 815-463-0719.

Private Therapists and Consultants

Trinity's staff appreciate the opportunity to collaborate with students' home private therapist and consultants when applicable. The most comprehensive educational

programming occurs when all entities who support a student partner together and develop appropriate goals and programming for a student. Before any partnership with an outside therapist or consultant can begin, parents/guardians must fill out and sign the “Consent for Release of Information” and the “Consent to Receive Information” forms. Please note that some goals addressed in clinic and/or at a home-based service may not be appropriate or relevant within the school setting.

Parent/Guardian/Visitor Code of Conduct

At Trinity School, we are proud to have very dedicated and supportive school community. At our school the staff administrators, parents, and district partners all recognize that the education of students is a partnership. As a partnership, we recognize that healthy working relationships among all entities are vital to equip our students with the necessary skills to pursue their given potential. The purpose of this code of conduct is to provide the expectations for the conduct of all parents and visitors connect to our school.

1. Refrain from intimidating, harassing or discriminating against any person based on race, color, creed, nationality, religion, age, gender, sexual orientation, appearance or disability.
2. Refrain from disruptive behavior that interferes or threatens to interfere with any of the school’s normal operation or activities anywhere on the school premises.
3. Recognize that confidentiality may limit information that can be shared.
4. Refrain from using loud or offensive language or displaying temper.
5. Refrain from threatening, in any way, a staff member, visitor, fellow parent, or child.
6. Arrange to pick up your child when the School Director or BCBA has determined that their health and/or the health of others necessitates them leaving school
7. Refrain from sending abusive or threatening emails, text/voicemail/phone messages or other written communications (including social media).
8. Refrain from entering any portion of the school premises without authorization.
9. Recognize that staff will make every effort to respond to parental inquiries as quickly as possible, but at times, they may need time to collect needed information before responding.

Visitors

Visitors may enter the main door at 8:00 am Monday through Friday during the school year for appointments with teachers. Visitors should sign-in and show their State ID to the front desk staff. Visitors will be asked to wear a visitor’s sticker for the duration of their visit. A teacher or staff member will be called to meet the visitor in the office for the

appointment. Upon leaving at the conclusion of the meeting, the visitor should sign-out in the office before departing. Conferences will occur only during unstructured time either during a teacher planning period or outside the school day. Visitors are not permitted to visit sibling's classrooms, scheduling impromptu visits to classrooms or to teachers, eating lunch with children without an appointment, or otherwise spending unstructured time in the school during a typical school day.

Classroom Observation Procedures

Parent/Student – A parent wishing to observe in the classroom shall have a current criminal background check on file at the school or be accompanied by the school director (or designee) for the classroom visit. Observers should submit a Classroom Observation Request form including the date, time, and purpose of the proposed classroom visit at least 48 hours in advance to the school director (or designee) for approval. In addition, parents will be required to sign the Classroom Observation Confidentiality Acknowledgement form. Once a visit has been scheduled, parents will need to make childcare arrangement for their other children.

Outside Agency Observers – Before scheduling any observation, Trinity School must have a current Release of Information form on file for any provider that wishes to observe or consult. In addition, all observers will be required to sign the Classroom Observation Confidentiality Acknowledgement form. Any information shared about other students is in violation of the student confidentiality rights (FERPA). Our students have very specific and unique educational and behavioral plans according to their IEPs. Sharing this information would jeopardize the privacy of our students and their families.

ISBE/District Observers – ISBE and placing district personnel may visit/observe without notice.

Field Trips

A signed permission consent form is required for all students to participate in off-campus excursions, including being transported by means approved by Trinity School. Teachers plan field trips with educational goals in mind, however at times these field trips may incur costs. Depending on cost, parents may be asked to help cover their child's portion of the field trip. Also, parents desiring to serve as chaperones on field trips must provide their own transportation and pay for their portion of the field trip.

Consent

Every year we are required to seek consent from parents for a variety of things. This process is completed through the use of various forms sent home in the registration packets. Parent maintain the legal right to approve or deny consent for their student to:

- Be transported by means approved by Trinity staff to educational and developmental activities (without this consent students are not allowed to go into the community or on field trips)
- Access educational websites under the direction of Trinity staff
- Be administered a variety of over-the-counter medications. Refer to page 9 of the parent handbook
- Be photographed for educational purposes (this includes pictures of students for use anywhere in the school building or within the classroom, including materials & schedules).
- Be photographed for use in students' alternative communication systems
- Be photographed for the yearbook and/or graduation memory books
- Be photographed for external use (e.g., Trinity Services website, Trinity School approved Facebook etc.)
- Interact with animals on campus or with animals off-campus

Parents who wish to alter their consent may contact the School Director at 815-463-0719 for a new form. Please note: verbal changes are not accepted.

Lock-Down, Tornado, and Fire Drills

Lock-Down-Drills - are held once per school year to make sure staff and students are prepared to respond quickly and correctly in the unlikely event of a dangerous intruder. The New Lenox Police department partners with Trinity in planning and implementing lock-down procedures.

Fire Drills - are held four times per school year to train children on how to leave the building in case of fire. Each teacher is responsible for orderly exit procedures. The two doors we use for fire drills is our back door and the fire escape door.

Tornado Watch or Tornado Warning - Weather is monitored each day by the School Director and BCBA for changes in weather patterns.

- Tornado watch means that weather conditions are such that a tornado or severe weather develop. All students will remain in the building under the direct supervision of their teacher. The regular school schedule will be followed and classes will be dismissed at the regular times.

- Tornado warning means that a tornado or severe thunderstorm has actually been sighted and may be near you. No student will be released during a warning and students will be assigned to the safest area within the school building until the tornado warning has been lifted. You are urged to stay tuned to the local radio stations during times of questionable weather.

Snow Policy/School Closing

If all school districts that serve Trinity students are closed due to inclement weather, Trinity School will be open. Please advise district's transportation would not be provided. It's the parent/guardian's responsibility to drop off and pick their student up due to inclement weather. If for any reason school is canceled, you will be notified via email, phone call, and/or Trinity Facebook. Please be sure our office has your updated contact information.

In the event of a school closure due to inclement weather, Trinity School will follow the protocol set forth by the school district on these days. There are two types of remote learning that can take place during these closures; remote learning, or e-learning. Remote learning consists of 2.5 hours of live instruction (i.e., through video conference) and 2.5 hours of independent educational activities. E-learning consists of 2.5 hours of independent activities. The classroom teacher will provide all lessons and activities.

Weather Recess Policy

While it is Trinity's intent to have students outdoors for recess whenever possible, certain weather conditions can make that inadvisable for some or all students. Guidelines provided by the Illinois Department of Public Health will be used to determine if weather conditions warrant special consideration relative to outside recess. Teachers are notified of weather conditions each morning. Please note: If your child has special requirements/restrictions related to outdoor conditions, a doctor's note will be required.

Labeling Clothing & Special Equipment

Clearly mark your child's name on articles of clothing, such as outerwear, swimwear, lunches and school bags. Trinity also requests that parents label all of their student's equipment, such as personal communication devices and attachments, leg braces, walkers, etc.

Student Attendance

We recognize that many Trinity students have complex needs that may require them to be absent from school. Trinity is committed to doing our best to help equip your child to reach his/her potential. Please help us by making every effort to have your student at the school daily.

School Damages

Although Trinity School understands students with disabilities can engage in behaviors, sometimes these behaviors can involve various types of property damage. In circumstances where there is property damage to the school, damage to staff items, or other students' personal items. The cost will be reviewed by maintenance and families will be responsible for damages caused by their child.

Bus Transportation

Bus transportation is provided by each student's home district and must be written into their IEP. If transportation is declined by a parent at the student's IEP meeting the parent is then responsible for dropping off and picking up their student each school day. Students whose transportation is provided by their home school district, should notify their district transportation company in the event of an absence. If a student is driven in the parent must report their absence to Trinity School at 815-463-0719.

Dress Code

Students are expected to be dressed and groomed acceptably for their age and in a manner which is conducive to a good school environment. Clothes that show cleavage, midriffs, or display symbols identifying tobacco, alcohol, or any other suggestive notions are not to be worn to school. If a student comes to school dressed inappropriately, they will be asked to change their clothes and a parent will be contacted. Also, appropriate shoes must be worn to prevent injury.

Additional Policies and Procedures

Abuse/Neglect

All Trinity and contracted employees are considered mandated reporters who are legally and ethically required to immediately report any form of abuse, neglect or financial exploitation. If the child is under 18 it would be reported to the Department of Children and Family Services. If the student is over the age of 18 it would be reported to the Department of Aging. The agency receiving the complaint will determine if further investigation is warranted (see Illinois Abused and Neglected Child Reporting Act, 325 ILCS 5/4 et seq. or Adult Protection Services Section 320 ILCS 20/4).

Anti-Bullying Policy and Procedures

POLICY

According to Illinois School Code (105 ILCS 5/27-23.7), Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or

expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in all school districts, charter schools, and non-public, non-sectarian elementary and secondary schools. No student shall be subjected to bullying:

- (1) during any school-sponsored education program or activity;
- (2) while in school, on school property, on school buses or other school vehicles, at designed school bus stops, or at school-sponsored or school-sanctioned events or activities;
- (3) through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
- (4) through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This time (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require a district or school staff to monitor any non-school-related activity, function, or program.

“Bullying includes “cyber-bullying” and means any severe or pervasive physical or verbal act or conduct, including communication made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more the following:

- (1) placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
- (2) causing a substantially detrimental effect on the student’s or students’ physical or mental health;
- (3) substantially interfering with the student’s or students’ academic performance
- (4) substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.

DEFINTION

Bullying, may take various forms including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio,

electromagnetic system, photo electronic system, or photo optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. "Cyber-bullying" includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. "Cyber-bullying" also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying as defined above.

PROCEDURE FOR REPORTING BULLYING

- A student who experiences bullying as defined above and a staff member who witnesses an incident of bullying are encouraged to promptly report the incident orally or in writing to the School Director, Stacey Thompson within 24 hours using an Unusual Incident Report form. Anonymous reports are also accepted after school hours that includes details of the incident to (815) 463-0719.
- Reports of bullying or harassment can also be sent to the School Director, Stacey Thompson at sthompson@trinityservices.org or called in to (815) 463-0719. Any information sent to this email address or called in will be reviewed by the Trinity School Leadership Team and is based on the engagement of a range of school stakeholders, including students and parents or guardians.

PROCEDURE FOR PROMPT INVESTIGATION

The witnesses and/or student/target of bullying shall report the incident to the building's School Director and complete the Unusual Incident Report form, giving as many specific details as possible. After a formal report has been filed the School Director will investigate and make a determination of next steps regarding communication with the involved stakeholders, additional supports, disciplinary action, and restorative measures.

The School Director or designee shall promptly conduct and complete an investigation within 10 days of receipt of the written report. The Leadership Team should take into consideration additional relevant information received during the course of the investigation about the reported incident of bullying. All related documentation of the incident will be kept in the School Director's office.

As part of the investigation, the primary investigating Leadership Team Member will see that Parents or Legal Guardians of any involved students are informed of the incident and ongoing investigation. The School Director will also ensure that the procedure for informing Parents or Legal Guardians strictly follows Federal and Illinois State Laws regarding student privacy rights. If necessary, the IEP Team shall convene to plan for additional supports or to implement/revise a Behavior Intervention Plan.

PROCEDURE FOR INTERVENTION AND REMEDIAL ACTION

- All School staff shall intervene immediately upon witnessing incidents of bullying to ensure the safety of all involved.
- There should be no reprisal or retaliation against any person who reports an act of bullying. The primary investigating Leadership Team Member in consultation with the student's Case Manager, Network Director and School Director will determine the consequences and appropriate remedial actions for a person who engages in reprisal or retaliation.
- The procedure for Anonymous reporting should be informally phoned in to the School Director at (815) 463-0719 within 24 hours of the incident, and include such details as: student's name, date of incident, time of incident, location, persons involved, specific details surrounding the circumstances of the incident.
- Trinity School's Leadership Team will determine consequences and appropriate remedial action for a person found to have falsely accused another of bullying as a means of retaliation or as a means of bullying.
- If disciplinary action is recommended based on the outcome of the investigation, including falsely accusing another of bullying, the following factors shall be taken into consideration: (1) age and maturity level, including developmental age of the student, (2) severity of the behavior and surrounding circumstances, (3) previous pattern of bullying.
- If it is determined that an act of bullying falls outside of the scope of Trinity School's jurisdiction and capability, proper local Law Enforcement may be contacted.
- In the case of a threatening electronic message that may impact the school environments of those present in the milieu, the Leadership Team will evaluate the level of threat and may collaborate with local Law Enforcement to investigate the incident to keep all parties safe. Regarding any cyber communications that may impact a student in their home environment; Parents or Legal Guardians will be advised to contact their local Law Enforcement Agency.
- Trinity School is committed to following up with all involved parties and will provide resources for students or families who may seek counseling or therapy services outside of school, as a result of the bullying incident.
- Any party who is not satisfied with the outcome may appeal the decision to the Program or Executive Director.

POLICY EFFICACY AND EVALUATION PROCESS

- Trinity School acknowledges that a policy alone is not enough to combat or prevent bullying in a school setting. Trinity School is committed to creating a culture that

fosters positive social relationships amongst our student body and in accordance with the State Law that ensures a safe environment where students are protected from bullying.

- At Trinity School all staff members are encouraged to provide every student with a caring, compassionate, positive and reinforcing environment while giving them the tools they need to maintain cooperative relationships with peers and staff. Opportunities for social skills building will be embedded into each student's daily classroom routine.
- All school related staff will be provided yearly Safety-Care Behavioral Training that provides them with the skills and competencies to effectively prevent, minimize, and manage behavioral challenges with dignity, safety and the possibility of change.
- Furthermore, all staff members will be provided training regarding identifying the signs of bullying as well as their roles and responsibilities in responding to acts of bullying.
- Following incidents of bullying, the Leadership Team will document the event as well as contribute to a record for identifying:
 - 1) the frequency of victimization
 - 2) student, staff and family observations of school safety
 - 3) areas of the school where bullying occurs
 - 4) the types of bullying occurrences
 - 5) actions, interventions or participation of bystanders
 - 6) summary information
- The content of this policy will be available at <https://www.trinityservices.org/services-and-supports/trinity-school> , and updated biannually.
- This policy is consistent with the policies of the relevant school boards, elementary and secondary schools, as well as Trinity Services, Inc.

Behavior Intervention Policy and Procedures

POLICY

It is the policy of Trinity School that behavior management procedures adhere to the principles of Applied Behavior Analysis (ABA), treat students with respect and dignity, and utilize least restrictive methods such as incident minimization and de-escalation strategies before more restrictive procedures such as physical management. These procedures shall be written in the student's behavior plan and would only be utilized as a last resort and only if there is a risk of serious harm to the student, other students or staff. Trinity School further pledges that time-out is not part of any behavior management procedure.

SCOPE

Physical restraint is to be employed only when: (a) the student poses a physical risk to him/herself or others, (b) there is no medical contraindication to its use, and (c) the staff applying the restraint have been trained in its safe application. Furthermore, physical restraint must end immediately when: (a) the threat of imminent serious physical harm ends, (b) the student indicates that he or she cannot breathe, or (c) except if ending the restraint would cause serious physical harm or the student is observed to be in severe distress. Physical restraint does not include physical escorts or transports for the purpose of moving students to a safer space or area.

The school staff will be trained using Safety Care™ procedures to ensure the safety and consistency in behavior management procedures. Physical management holds are limited to (a) 1-person stability hold, (b) 2-person stability hold, (c) floor seated stability hold, (d) chair stability hold, (e) leg wrap. Physical management procedures shall not impair a student's ability to breathe or speak normally and does not include prone or supine physical restraint.

The sensory room must meet all the health/life safety requirements, have the same ceiling height as the surrounding rooms and be large enough to accommodate the student and a trained adult. It must be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others and be designed so that students cannot climb up the walls.

The sensory room or use of physical restraint shall not be used (a) as discipline or punishment, (b) as convenience for staff, (c) as retaliation, (d) as a substitute for appropriate educational or behavior support, (e) as a routine safety matter, or (f) to prevent property damage in the absence of imminent danger of serious physical harm to the students or others.

DEFINITIONS

"Time out" means a behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting.

"Sensory room" means a safe space for the student to utilize as a sensory break or calming break due to anxiety, sensory processing needs or needs for privacy when upset. The students utilize the sensory room by communicating via their preferred communication style (sign, AAC, verbal) to state "break", thus the room can interchangeably be called the "Break room" to facilitate student understanding of the use of the room.

"Physical restraint" means holding a student or otherwise restricting the student's movements including the use of specific planned techniques. Physical restraint does not include momentary periods of physical restriction by direct person-to-person contact accomplished with limited force and designed to prevent a student from completing an act that would result in potential physical harm to himself, herself or another or damage to property, or remove a disruptive student who is unwilling to leave the area voluntarily.

"Sensory break" means a student-initiated or student requested break, a student-initiated or teacher-initiated sensory break that is done in the sensory/break room by utilizing tools to assist a student to calm and de-escalate.

PLAN IMPLEMENTATION

To ensure the responsible and consistent implementation of the use of sensory room, the following procedures have been established:

1. If student is showing signs of distress or agitation and independently requests the use of the sensory/break room, honor the request and walk the student to the room.
2. Remain in the room with the student and utilize de-escalation techniques (help, prompt, wait)
3. If the student requests time alone, honor the request and leave the room. Stay outside the door and monitor for safety. The door is to remain unlocked at all times.
4. If a student is showing signs of distress or agitation and de-escalation procedures are not working or is making the situation worse, prompt the student to request for a break.
5. Escort the student to the break room.
6. Remain in the room with the student and utilize de-escalation techniques (help, prompt, wait).
7. When the student has shown calmer behavior, prompt the student to get back on schedule.

To ensure the responsible and consistent implementation of the use of physical management, the following procedures have been established:

1. Utilize de-escalation techniques when a student is showing signs of distress or agitation.
2. Assess the situation. If the de-escalation techniques are not working or making the situation worse, utilize physical management procedures if the above stated requirements have been met.
3. Ask for more assistance if necessary.
4. Continue using de-escalation techniques to prompt the student to calm down.
5. Monitor for indications of harm or distress and preserve the student's privacy and dignity.
6. Plan for release as soon as the threat of imminent serious physical harm ends or the situation has become safer.
7. Report the incident using the reporting procedure.

REPORTING PROCEDURE

Any incident of physical management is to be reported using the ISBE (Illinois State Board of Education) physical restraint and time-out form. The parent/s or guardian and supporting public school district shall be notified on the same day the physical restraint, time out, or isolated timeout is applied. Within one business day after any use of physical restraint, time or isolated time out, the school district or Trinity School shall send the form to the student's parents or guardians. No later than two school days after the use of physical restraint, time out, or isolated time out, the school district or Trinity School shall submit information about the incident to the State Superintendent via the Student Information System located in the ISBE Web Application Security data reporting system as prescribed by ISBE rules. The written incident report can always be provided upon request.

FOLLOW UP PROCEDURE

A student's parent/guardian must be given the opportunity to have a meeting with school personnel to discuss an incident that occurs. School personnel must notify the parent/guardian as soon as possible, but not later than two days after the event. The meeting must be held within two school days of the parent/guardian request. This meeting timeline may only be extended at the request of the parent/guardian. Meeting members must include at least one school staff member from Trinity School and one public school member from the supporting district who was not involved in the event. At the meeting the parent/guardian must be given an opportunity to discuss the following:

- The incident leading up to the physical restraint, isolated time out, or time out.
- Actions taken by the school personnel prior to putting the student in the physical restraint, isolated time out, or time out.
- What occurred during the physical restraint, isolated time out, or time-out.
- Any actions that were taken after the physical restraint, isolated time out, or time-out.

An entity may not exclude a student from school because the meeting has not taken place or the parent/guardian did not attend the meeting. If the parent/guardian does not meet with school staff, the following guidelines must be followed:

- A summary of the meeting and any agreements or conclusions reached at the meeting must be documented in writing and become a part of the student's record. Copies of such documents must be provided to the parent/guardian even if the parent/guardian does not attend the meeting.
- If a parent/guardian does not request a meeting within 10 days of being notified about the incident or if the parent/guardian fails to attend the meeting, the school must record that information and document it in the student's school record.

EVALUATION PROCEDURE

When a student experiences 3 instances of isolated time out, time out or physical restraint within a 30-day period, the special education teacher shall initiate a review of the BIP (Behavior Intervention Plan) and meet with the school BCBA (Board Certified Behavior Analyst) to discuss the effectiveness of the BIP. The school administrator shall coordinate with the school district to set-up a meeting with a district representative and the parent/s to discuss any changes in the BIP before it is implemented. The parent shall be provided a 10 days-notice of the meeting which may include a student's potential need for a change in program. The result of the review and any changes in the BIP will be included in the students' IEP (Individualized Educational Plan).

TRAINING REQUIREMENT

All staff in Trinity school who works directly with the students are to be trained in Safety Care TM. This involves a 1-day Initial training and a 1-day recertification training every year.

Parental Information

ISBE Educational Rights and Responsibilities: Understand Special Education for Parents

<https://www.isbe.net/Documents/Parent-Guide-Special-Ed-Aug20.pdf>

Appendixes

Trinity School Health Guidelines

School Phone Number: 815-463-0719

Deciding when to keep your child home from school can be difficult. In order to provide as health a school environment as possible for all students and staff, the following guidelines have been prepared to assist you with decisions relating to your child's health and school attendance.

If your child is not feeling well and you are uncertain about sending him/her on any given school day, it is best to keep your child home and observe him/her for further symptoms.

Upon making the decision to keep your child home, please notify the school that the student will be absent and state the nature of the illness. Please call the school number listed above.

Colds	Student should remain at home if he/she: 1) has an excessive cough, 2) has an excessive runny nose or green nasal discharge, or 3) has an elevated temperature (see also: Fever). Students may return to school after symptoms have subsided for 24 hours without the use of decongestants, fever reducers, or other medicines to reduce symptoms. Additionally, any students sent home due to a cold or cold-like symptoms will be requested to take a COVID-19 test before returning to school, or else may elect to follow COVID-19 guidelines in lieu of a COVID test.
COVID-19	Per CDC and Trinity Services guidelines, anyone with COVID-19 is to remain home for 10 days after start of symptoms or date of positive test.
Chicken Pox	Inform the school. If vaccinated, the student must remain home until all spots have faded and no new spots have developed in the last 24 hours. If unvaccinated, student must remain home until all blisters are dried and crusted over, typically 5-7 days.
Coxsackie Virus	Also known as Hand, Foot, and Mouth disease. Student can attend school <i>unless</i> fever or lesions are present, or student is unable to participate in school activities.
Diarrhea	Student should remain at home if diarrhea occurs 2 times in a day, or if accompanied by other symptoms such as fever, vomiting, or fatigue. Students should not return to school until 24 hours have passed without diarrhea, without the use of anti-diarrheal medicines, as long as no other symptoms are present.
Ear Infections	Student should be evaluated by a doctor if he/she complains of ear pain, or if caregivers suspect an ear infection. Early treatment can prevent possible hearing complications.
Eye Infections	Conjunctivitis (pink eye) or other contagious eye infections need to be determined and treated by a medical doctor. Students may return after 24 hours symptom free with a doctor's note.

Fever	Students must remain home if temperature is 100 degrees or above. Students may return to school after 3 days fever free without the use of fever reducing medicines.
Fifth Disease	Students may return to school 24 hours after cheek rash has appeared, as long as any other symptoms have subsided.
Fractures and Surgeries	Students may return to school after being cleared by their doctor to return. Caregivers must also provide the school with information from the doctor regarding any kinds of restrictions or after-care that may be necessary.
Head Lice	Notify the school if you find lice in your child's hair. If found at school, the student will be sent home and caregivers should begin treatment immediately. Information will be sent home to other students in that classroom. Students may return the day following completion of treatment, or when there are no more live lice or nits (eggs.)
Head Injuries	In the event of any head injury causing swelling/bumps, greater than momentary redness, or other similar level of injury, caregivers will be contacted by the school and may be requested to pick their student up for medical follow-up.
Impetigo	Impetigo is a contagious skin infection characterized by red sores which develop a yellowish-brownish crust. Student must remain home and may return 24 hours after treatment and with a note from their doctor.
Nosebleeds	First aid will be provided, and caregivers will be called to pick up their child if the nosebleed lasts for more than 10 minutes.
School Injuries	The teacher and staff will assess the injury and administer first aid as needed. Parent will be notified by a note or a phone call.
Rashes	Student is to remain at home with any undiagnosed skin rashes until the rash is resolved, unless a doctor's note is presented stating that the rash is not contagious.
Strep Throat	Student may return after having taken antibiotics for at least 24 hours or as directed by their doctor, <i>and</i> are fever free and able to participate in school activities.
Vomiting	Student is to remain at home if he/she has vomited within the last 24 hours, and is to remain at home for at least 24 hours after last incident of vomiting, without the use of anti-emetic or nausea reducing medicines. If vomiting is due to another illness, caregivers must additionally follow guidelines for that illness.

Community Resources

Family Resources	Behavioral Resources	Counseling Resources	Additional Support Services
<u>Easter Seals</u> 212 Barney Drive Joliet, IL 815-725-2194	<u>Cornerstone Services</u> 800 Black Road Joliet, IL 815-727-6667	<u>Will County Mental Health Center</u> 501 Ella Ave. Joliet, IL 815-727-8480	<u>DHS Crisis Line</u> 1-800-345-9049
<u>The Autism Program</u> Hope Pavilion 5220 S. 6 th Street Suite 2300B Springfield, IL	<u>Autism Therapy Center</u> 2323 Naperville Rd STE 265 Naperville, IL 847-465-9556	<u>Aunt Martha's Youth Services Center</u> 1200 Eagle St Joliet, IL 877-692-8686	<u>Northern Illinois Food Bank</u> *Info about Snap and locating local food pantry's* https://solvehungertoday.org/
<u>Will County Center for Community Resources</u> 2455 Glenwood Ave. Joliet, IL 815-722-0722	<u>Silver Oaks Behavioral Hospital</u> 1004 Pawlak Pkwy New Lenox, IL 844-580-5000	<u>Family Counseling Center</u> 1361 E. Lincoln Hwy New Lenox, IL 815-722-4384	<u>IL Dep. Human Services</u> 319 E. Madison Suite 2M Springfield, IL 62701 217- 524-2517

Approved Snack List

Cheese-Its Crackers
 Cheese Balls
 Gold Fish Crackers
 BBQ Chips (Great Value)
 Sour Cream & Onion Chips (Great Value)
 Cinnamon or variety pack Pop Tarts
 Fruit Snacks – No Gelatin
 Cheese Crackers

Parent Acknowledgement

I _____ (name) acknowledge that I have received this handbook and read and understand its content in its entirety. If I should have any questions, I know to call the School Director for further clarification.

Parents/caregivers are required to complete this acknowledgement and return to Trinity School, along with all required registration materials, prior to the start of the school year. If this acknowledgement and all registration materials are not returned prior to the start of the school year, it may delay your student's entry to Trinity School for that year.

Signature

Date