

Lincoln-Way Area Special Education

Joint Agreement District 843



MARTIN P. MACKAY EDUCATION CENTER

School Handbook

516 S. Cedar Road

New Lenox, IL 60451

August 1, 2017



Martin P. Mackay Education Center
516 S. Cedar Road
New Lenox, IL 60451

Dear Parents/Guardians,

Martin P. Mackay Education Center's programming is designed to work with special education students at the high school level who require additional supports to achieve their academic and social-emotional potentials in the classroom setting. The Mackay Center is part of District 843, Lincoln-Way Area Special Education. The Mackay Education Center's policies and procedures align with those of Lincoln-Way Community High School District 210.

While District 843 has an extensive general handbook that describes larger district policies and procedures, this handbook has been designed to answer questions regarding program, policies and procedures specific to the Martin P. Mackay Education Center. Should you have additional questions, please feel free to contact me, your student's case manager, or classroom teacher(s).

Through the combined efforts and cooperation of the family, school, and our students, academic and social growth can be realized.

Marie Goulet
Principal

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EDUCATIONAL PHILOSOPHY

The Mackay Center is an alternative high school program which provides therapeutic, academic, and transition services for students through a supportive, yet consistent environment.

The Mackay Center staff includes administration, an administrative assistant, social workers, a school psychologist, certified instructors and paraprofessionals. The staff meets weekly to review situations and treatment strategies, with emphasis on staff communication and teamwork, to maintain a consistent and supportive approach in dealing with each student. Intervention methods include behavior modification with positive reinforcement, caring and natural consequences for negative behaviors, and a modeling of positive attitudes to help instill within our students a positive self-image, a good work ethic, and an internal desire to follow rules and regulations of positive conduct. High emphasis is placed on self-control, making good choices, a positive attitude, and the mastering of academic skills. The Mackay Center utilizes a Restorative Justice Philosophy and approach in our behavior based interventions.

In order for a student to benefit from the program emotionally, socially, and academically, a close relationship, built on trust and mutual respect, must develop between students and staff. In addition, cooperation, based on open communication and reciprocal support must be evidenced between home and school. Lastly, although academic coursework and counseling are individualized, the student must be willing to accept this help. It is when all these components—the student, the school personnel, and the family—are working together, that success is evidenced.

The ultimate goal of the Mackay Center's programming is to assist each student in reaching his or her highest academic and emotional potential for success and to become positively contributing members of society.

MISSION STATEMENT

The therapeutic school will provide Lincoln-Way area students assistance in realizing their highest academic and emotional potential to become productive members of society.

PROGRAMS

Therapeutic Programs

All students have educational programs developed to fulfill their individual needs and to meet school requirements of the referring district. Students receive credit for work completed at the Mackay Education Center.

The method through which change or growth in students is anticipated includes the following components:

- A very structured behavior management/intervention program.
- Adult support and modeling.
- Classroom Community Model/Group.
- Individual counseling.
- Parent support.

Adult Support and Modeling

As adult encouragement and approval are important for all children and adolescents, so much more is this need evidenced in those having social and emotional difficulties. To meet this need, staff members provide support and encouragement to all students. The behavior of staff members provides a model for appropriate and positive social interaction.

Behavior Management/Intervention Program

Under this program, points are given throughout the day for both appropriate behavior and academic achievement. More privileges and self-responsibility are given to the student, based on the points accumulated through appropriate behavior and academic achievement. When students display behaviors that are disruptive to the learning environment, they are issued “re-directs” and given an opportunity to process with trained staff members about the cause and effect of their behavior on the classroom community. The intent of the program is twofold:

1. To make the student become aware of the inappropriate behavior that can negatively impact students and their relationships.
2. To immediately and consistently reinforce more appropriate and desirable behavior.

With this approach, much of the responsibility behaviors (positive and negative) is placed on the student.

Classroom Community Model/Group

A Classroom Community is a social organization that values the development and nurturance of relationships. Because the social workers and counseling staff understand the importance of relationships, activities are planned that allow students to get to know each other, trust each other, and serve as support systems for one another. Interactions are based on mutual respect and solidarity of purpose. Community members acknowledge shared values while celebrating individual and cultural

differences. Community members establish contracts by which the community can function in a manner that facilitates individual and group goal attainment in a cooperative setting.

Individual Counseling

Individual counseling sessions are held with each student for 15-90 minutes weekly, varying with need. This provides an additional opportunity for a student to relate positively to a trusting adult and to seek advice or assistance in dealing with frustration and difficulties. These services may be delivered by one of our support staff including: social workers, a school psychologist, or interns.

Parent Support

The importance of the student's relationship to their parents and family is recognized. The need for unity and cooperation between home and school is essential to the success of the student's participation in this program. It is in this interest that parent communication and participation is invited and encouraged. Opportunities are provided for parents and staff to meet frequently to review progress, as well as to discuss academic and behavioral issues. In addition, progress reports are mailed home to keep parents informed of their child's present level of performance.

Academic Programs

Academic Subjects

Academic credit at the Mackay Center is earned at the end of each semester with the following exceptions:

Grades for courses taken at both the resident home school and at the Mackay Center during the same semester will be averaged, with semester credit given. Although regular homework is not given, students are required to complete those assignments at home that they have not completed during class time.

Academic credit for high school students attending the Mackay Center is earned towards a Lincoln-Way High School diploma or towards a diploma from the student's home district. Required coursework, which varies according to each student's anticipated year of graduation, is described in the Lincoln-Way handbooks. **(*Not all classes may be offered every year.)**

Art Fundamentals (1 semester) (Fine Arts)

Students will explore in the areas of drawing and shading, perspective, design, painting, sculpture, art history, and various other art forms.

Art Studio (1 semester) (Fine Arts)

This "hands-on" approach to art exposes students to both two and three dimensional forms of art. Skills are developed in areas including: drawing, shading, proportion, design, coloring, lettering and sculpting.

Community Service (1 semester)

This course provides students with the opportunity to volunteer their time, energy, and talents to serve a community project or organization. Students will assist in planning and completing school wide community service projects. Students are able to complete the hours required for graduation within this course.

Computer Applications (1 semester)

Students will learn to navigate and use software and applications. Software includes Microsoft Word, Excel, PowerPoint, Publisher, and other applications to support them in post-secondary transition needs.

Consumer Education (1 semester)

This is a semester class with the goal of preparing students to manage their time, money, and talents to meet the demands of everyday life. Topics include: budgeting money, receiving and dispersing a month of earnings, dealing with money problems, and banking. Also, included are management issues such as laundry, meal planning and preparation, car care, and insurance needs. Additional focus is on investigating and using community resources.

Cooperative Work Training

Enrollment in this course is subject to approval by Lincoln-Way High School. The student will attend school part of the day, and work at a training station for the remainder of the day. The purpose of the work phase is to develop a positive work ethic, improve interpersonal relationships related to successful attainment and retention of employment, learn and apply the rights and responsibilities of the employee and employer and gain skills for future job advancement.

Cooperative Work Training, Classroom

The major units of the course will be conducting a job search, preparing job applications, initiating an interview, and development of a work ethic. Enrollment in the CWT Classroom course is subject to approval by Lincoln-Way High School.

Driver Education and Safety

These courses provide an introduction to safety in driver education with strong emphasis in establishing and promoting essential knowledge, correct habits, fundamental skills, understanding psycho-physical skills, and a sound understanding of the rules and laws necessary for the safe operation of the automobile.

Employability Skills (1 semester)

Students will learn how to create business correspondence, resumes, job applications, etc. Students will explore interest inventories and develop a transition portfolio.

English

English classes are designed to remediate and/or enhance basic verbal skills in reading, writing, speaking and listening. In addition, course work includes work in vocabulary expansion, grammar and spelling.

English Literature (1 semester)

Students will be exposed to the study of American and European literature (through both short stories and novels).

Foods - Introduction (1 semester) (Vocational Course)

In this orientation level course, students will develop an understanding of basic principles of food preparation. Emphasis will be placed on developing a healthy life-style as it relates to food choices, nutrition, food preparation, and physical fitness.

Foods/Baking Basics (1 semester) (Vocational Course)

The student will demonstrate interpretation of recipes, formulas, and precise measurements.

Group/Community

Social skills development, transition skills, and issues common to adolescents are among the topics explored in the community model. Students who are enrolled in this 25 minute class, which is part of the therapeutic component at the Mackay Center, receive 1/4th credit per semester.

Health (1 semester)

The focus of this course is to present current, accurate and scientific knowledge relating to current health issues and problems. Topics covered include human growth and development, mental health and illness, substance abuse, nutrition, and prevention and control of diseases.

Intro to Business (1 semester) (Vocational Course)

Students will learn basic economic concepts, preparing a resume, career alternatives, the interview process, earning potential, basic business skills and managerial functions.

Keyboarding (1 semester) (Vocational Course)

Students will learn to operate a keyboard using the correct techniques. Students will increase their speed, accuracy and overall computer knowledge.

Mathematics

A variety of courses are offered in the area of math, and students are placed in a level appropriate to individualized needs. Course selections include, but are not limited to, Algebra, Geometry, and Advanced Algebra and Geometry.

Music Fundamentals/Individualized Music (1 semester each) (Fine Arts)

These classes provide the student with the following: exposure to music theory; familiarization with orchestra instrumentation; a historical perspective of the development of music from Elizabeth I to contemporary America; and exposure to various types of music (i.e. folk, classical, jazz, etc.).

Physical Education

The format for physical education classes taught at the Mackay Center include individualized assistance to advance individual physical skills, and group sports and activities are emphasized to develop skills in teamwork, sportsmanship and group cooperation. Additional PE opportunities may occur within the community such as; bowling, swimming, etc.

Psychology of the Mind (1 semester)

Students will survey the place of psychology in the behavioral sciences, its methods, some of its theoretical approaches; learn about conditioning and cognitive processes, memory and thought, the nervous system, sensation and perception, motivation and emotion, and various states of consciousness.

Psychology of Personality (1 semester)

Students will learn about stages of human development, personality theories, mental illness and forms of therapy.

Reading

The main purpose of this course is to provide skills instruction and practice in various types of reading, including novels, newspapers, magazines, internet sources and a variety of text styles.

Science

The comprehensive format of this class includes topics in earth science as well as life science. These courses include units in geology, astronomy, ecology and conservation, weather, and the study of living organisms and more. The broad format allows students to identify specific areas of scientific interest. Courses include: Biology, Physical Science, and Earth Science.

Social Studies

Course selections in social studies include U.S. History, History of Western Civilizations, and American Civics. In addition, both the Illinois and U.S. Constitutions are taught. This coursework is designed to make students aware of their responsibility as citizens by providing knowledge of the framework of the United States government and political system and by providing the historical perspective which preceded this framework. In addition, twenty hours of community service are required prior to graduation.

Sociology (1 semester)

Students learn about sociologic methodology and theory. Topics discussed include the nature of society and culture, socialization, deviance, family, sex and gender, race and ethnicity, religion and education, among others.

Study Skills (1 semester)

Students will prepare for success in high school and/or for post-secondary education. Course topics may include: reading improvement skills such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. Additional topics may be included based on the needs of the individual students.

Yearbook & Publications Production (1 semester) (Vocational Course)

Students will learn about book production fundamentals, commercial art, and journalism as they produce and design various projects, such as, a school yearbook, a school newspaper, newsletters, and forms.

METHODS

Dragon Tickets:

All students are eligible to receive Dragon Tickets. These tickets are issued to students by teachers for demonstrating positive behavior or randomly when students are “caught going above and beyond”. In addition, they may be used to motivate students to return permission slips, reward make-up work completion, or completion of other tasks as determined by staff. Dragon Tickets may be used to enter “pop up” raffles for gift cards and other incentives as they occur spontaneously throughout the school year.

Token Economy System

The Mackay Center utilizes a Token Economy System. Students earn points based on positive behaviors. Students are able to use points for purchasing items from the breakfast cart, school store, and additional activities planned throughout the year.

In order for students to be eligible to participate in certain school wide PBIS (Positive Behavioral Intervention & Supports) activities, they will need to meet behavioral criteria set for that specific PBIS activity. Daily, weekly, and monthly activities and school wide goals will be set. Eligible students will be able to participate in the activity/incentive.

Eligibility for students to take classes at their respective Lincoln Way High School will be based on factors such as attendance, grades, and behavior. Determinations will be made by the IEP team.

The Mackay Education Center recognizes students who demonstrate superior attendance, behavior, and academic performance. These students are eligible to receive “Honors Level” status.

Honors Level: *Points earned is 90% or better, Attendance is 90% or better, Grades are C or better in all classes. Students must maintain these criteria for 9 weeks to earn Honor’s status. Students who meet these criteria must apply for Honor’s Status and maintain these qualifications. Privileges include but are not limited to:*

- Eligible to attend outside lunch when it is offered
- Eligible for one free food item from the Mackay food store (weekly)
- Eligible to attend any field trips (even if class specific)
- Eligible to attend “Honors Only” activities

Lunch Detentions

When a student has received 3 re-directs during a one week period (typically five school days), they will have earned a lunch detention. If the student is compliant and completing work during the lunch detention, they will have successfully completed the lunch detention. If the student does not serve the lunch detention appropriately (does not meet or exceed expectations), then the lunch detention will not count and will have to be re-served. Parents will be notified when students have earned a lunch detention.

Random Rewards

In an effort to target a specified behavior such as attendance, earning no redirects in a week, earning no redirects for a specific period, etc.; staff will use random rewards to promote active participation in the targeted area. Previous “Random Rewards” activities have included: That’s Nacho (not your) Redirect Nachos, Perfect Attendance Pizza, and Put 5th Hour Redirects on Ice – Ice Cream Sandwiches.

Re-Direction

Reasonable behavior is expected in the classroom environment. A student who demonstrates repeated noncompliant behaviors will lose the opportunity to earn points, be given warning(s) and a re-direct. Students can also be immediately placed on a re-direct for swearing and/or name-calling or other disruptive and disrespectful behaviors. Work refusal, dress code violations, and sleeping in class may also result in a re-direct. During the re-direct, the student will be required to sit quietly for a period of time in a designated area (in order to return to a state of calm). The student will then complete a short written re-direct activity, and then verbally process alternative strategies for the appropriate behavior which will include a brief conference with the person who wrote the re-direct and either a social worker or CIBS staff member. The student will be allowed to return to class after they have successfully completed each part of the re-direct and conferencing process. The re-direct process will follow Restorative Justice Philosophies and practices when possible.

- If students are not able to conference prior to the end of a class period, arrangements will be made for conferencing prior to the end of the school day or the beginning of the next day and will not interfere with calm students being able to return to their next scheduled classes.
- Re-Directs may also be served in the classroom setting dependent upon the behavior violation (such as sleeping) and may or may not involve the processing component at the time of the re-direction.
- Students who receive two re-directs in a day should process any issues with the school social worker.
- If a student receives a third re-direct during a given day for behaviors, a determination may be made for the student to spend the remainder of the day in Mackay's CIBS (Crisis Intervention & Behavior Stabilization) room.
- Failure to comply with staff directives in the CIBS Room may result in a lunch detention and can ultimately lead to more serious consequences. See infractions listed under "Other" for other behaviors that may lead to classroom exclusion and placement in the CIBS Room.

Regarding the number of re-directs received by a student during a given week, the following procedure (the 3-6-9-12 Rule) will be followed: if a student receives 3 re-directs in one week (5 school days), they will need to serve one "lunch detention". If the student receives 6 re-directs in one week, they will need to serve two lunch detentions and a team meeting will be conducted to discuss the behaviors/circumstances leading to the excessive number of re-directs accumulated by the student. If the student receives 9 re-directs in one week, beyond the lunch detentions that will need to be served, a conference will also be held with the student to address this issue. If a student receives 12 re-directs in one week, beyond the lunch detentions that will need to be served, a parent- teacher conference will also be held to address this issue. Case managers will keep track of the number of re-directs that students are receiving and will arrange for these meetings. Team meetings will be held before or after school and case managers will meet with students during the school day. **(*Case managers, social workers, and/or Principal will contact parents to inform them of lunch detentions).**

MAINSTREAMING OR OTHER PLACEMENT PROCEDURES

To Home School Program

The following procedures and guidelines will be used for a student entering their home school from the Mackay Center.

1. Students should achieve Honor Status. Also taken into consideration will be student's pattern of attendance, behavior, and past grades. This will be at the discretion of the IEP team.
2. The IEP team will meet to discuss the most optimal programming for students returning to the home school on a full-time basis. Conferences will be conducted for partial reintegration purposes.
3. Students will initially be considered for part-day programming and, as success is demonstrated in both programs, will be allowed to gradually extend their participation in the regular setting, leading to full-time reintegration.
4. A student's progress will be monitored through phone contacts and/or progress reports with his/her teachers and counselor. Students who do not demonstrate academic and/or behavioral success in their classes will return to the Mackay Center program for those class periods.
5. Students are expected to follow school policies while in their home school building. Discipline referrals will be handled in accordance with the school policy.
6. Transportation of the students will be handled by the Lincoln-Way Special Education District 843 and/or the home district.
7. Students who are staffed and placed on a modified day program at their home school will be considered full-time students of the Mackay Center.
8. Grades will be given by the special education and/or regular class teacher from the home school. Credits/passing grades obtained from class work completed at Martin P. Mackay Education Center will apply towards graduation requirements for a diploma.

To Other Programs

Alternate programming will be designed to meet the needs of the student. Another program may be required due to continued or increasingly severe behavior problems which indicate the student cannot be successful at the Mackay Center. When another program is warranted, an IEP will be held with the student, his/her parent(s), the home school representative, and Mackay Center staff members.

MACKAY PROCEDURES

Absences

Regular attendance is essential for success in school. A student who is frequently absent misses instruction and discussion which is difficult, if not impossible, to make up.

Parents/guardians are required to contact the school when the child will not be in attendance. School personnel will make every effort to contact the parent at home/work when a student is not in attendance, and the school has not been informed of the absence by the parent. There are two types of absences: Documented and Undocumented.

Documented absences require written substantiation. Categories include doctor/dental appointments, court appearances, college/job shadowing (requiring completion of the correct form), and death in the immediate family. These absences are considered excused.

Undocumented absences include all absences not covered by written documentation. A parental call is required on the day of the absence to report the absence. Student absences caused by minor illnesses which do not need immediate medical attention are considered undocumented. An absence of 3 consecutive days requires a doctor's excuse. A pre-excuse would be appreciated for any known absences.

Parents also need to call the attendance office at Lincoln-Way High School if their son/daughter attends Lincoln-Way classes, to ensure this absence is reported. All Lincoln Way High School class absences follow their written guidelines.

When a student misses the bus, stays home without parent permission, is tardy, leaves school without permission; this will be recorded as an "unexcused" and "undocumented" absence. A student is tardy if they come to school during the 1st period of the day. After 1st period, state law requires that it be marked as a half day of absence. Unexcused absences will be discouraged through both conferences with the student, as well as through the following of state mandated truancy procedures.

Because daily attendance is integral to successful academic and behavioral performance, staff will meet with parents of chronically truant students, or students who are excessively absent. In some cases, it may be determined that a doctor's note, court note or attendance at a funeral may be the only excused absences for these particular students, with other absences unexcused, thus negatively impacting the student's level on the behavior system. Written notification will be sent upon the 3rd undocumented absences of the student. This notification will be sent by mail. At the 5th undocumented absence for the quarter an attempt will be made to schedule a conference with the staff, student, and parent(s). In addition, students who are chronically truant will be referred to the local truancy department. Students who are absent ten consecutive days from school, without just cause, may be removed from the

enrollment roster, and parents may need to reenroll them in the Mackay Center program before they can return.

Awards Night

The Annual Mackay Awards Night is held each spring, honoring Mackay Center students receiving awards. Students are honored in the areas of athletics, academic improvement, behavioral performance, and in a variety of miscellaneous categories. Graduating students are also recognized.

Conferences

Scheduled parental conferences are held in the fall, after the first quarter. These conferences provide an opportunity for mutual planning, exchange of information, evaluation of student progress, and setting goals for future action. Because conferences are held with all parent(s) and time is limited, your cooperation is appreciated in keeping to the scheduled appointment time.

Additional conferences can be held at the request of either the parent(s) or teacher. To arrange a conference, please contact your child's teacher or the principal, 815.463.8068.

Crisis Intervention Behavior Stabilization (CIBS)

On occasion, a student may need a more intensive intervention due to frequent or severe rule infractions. In this instance, CIBS is disciplinary in nature. This may be provided within Mackay or at an alternate location depending on the severity of the circumstances. The alternate location that is typically used in these circumstances is Country Club Hills Tech & Trade Center. Transportation is provided to this location, as well as any work that the student will be missing from the Mackay staff. Parents are required to complete and sign paperwork for Country Club Hills Tech & Trade as part of the registration process at Mackay.

In addition to disciplinary CIBS, some students may experience a personal crisis in which they can become overwhelmed in the regular classroom at Mackay. Students may request time within the CIBS room to stabilize. In this instance, CIBS is therapeutic in nature allowing the student to complete his or her work while accessing social work or counseling supports. This type of CIBS is usually kept within Mackay and is staffed with a full-time special education teacher and a paraprofessional. The student's work is sent to this location for completion and social work support is available upon request.

Ditching School

Taking off from school during the school day without permission may result in disciplinary action.

Disciplinary action consists of, and is not limited to, loss of points, and/or CIBS placement.

Parents/guardians will be contacted and based on this contact; the local law enforcement agency may be contacted, with the student reported as a runaway. Ditching is considered to be an unexcused absence.

Dress Code

The dress code at the Mackay Center is commensurate with that of Lincoln-Way High School, which is as follows:

- Student clothing should be neat, clean and appropriate to the school setting. Clothing that might disrupt the educational process will not be allowed. Examples of inappropriate clothing include:
 - Cut off shorts (with frayed edges)
 - Undergarments should not be visible at any time (bra straps, T-Straps, boxers, etc.).
 - Halters or tops that expose cleavage, midribs, or entire shoulders (Note: tops that ride up during physical activity might be acceptable in the class room situation, but would not be acceptable during PE class or other physical activities).
 - Clothing that displays the following: any drug-related messages; Co-Ed Naked; negative messages, especially suicidal; suggestive T-shirts; sex related clothing or clothing with profanity written on it; satanic messages; alcohol or tobacco advertising; offensive pictures, writing or depictions.
 - Spandex clothing
 - Chains should go straight from the front pocket to the back pocket (no loops).
 - Black neoprene footwear capable of marking floors.
 - No holes that render undergarments visible/no holes in clothing above the knee or below the neck.

In addition:

- Students will be required to remove headwear of any kind (**including but not limited to hats, hoodies, bandanas, beanies, etc.**), and sunglasses prior to entering the building.
- Shorts are allowed, but need to completely cover the thigh (finger tip length is a good “rule of thumb”).
- Girls’ dresses and skirt length should be finger tip length.
- Boys will not be allowed to remove shirts during PE class.
- Apparel that is worn in a manner to promote gang activity will not be allowed.
- Students are not allowed to wear blankets in the building. If students are cold, please bring appropriate clothing including sweaters, jackets, etc.

The staff will deal with student dress whenever possible at school. If dress becomes problematic, a conference may need to be arranged. Parents may be called to bring appropriate clothing to school if needed. Students may be requested to turn t-shirts with inappropriate logos/photographs inside-out, and/or may need to “borrow” clothing from Mackay when available. Loss of behavior points per period

will be in effect. In addition, students who continuously need to “borrow” clothing due to inappropriate dress may be subject to paying “points” to “rent” appropriate attire.

Fragrance

Students and staff are to refrain from spraying any fragrance while in the building. This includes using scented lotions and body sprays in the building.

Driving to School

A student may be granted permission to drive to and from school (driver’s license, automobile with demonstrated insurance coverage, demonstrated responsible and mature behavior, and authorization from program supervisor required). A student demonstrating irresponsible behavior may have his/her driving privileges revoked temporarily, or permanently. Students are reminded that driving to school is a privilege which can be revoked due to behaviors and attendance concerns. Students under the age of 18 are not allowed to transport other students under the age of 18.

Energy Drinks/Other Beverages

Any type of energy drink will be confiscated and will not be returned to the student.

Drinks Inside of Mackay Classrooms:

The only beverage permitted for consumption in the Mackay building (classrooms) is water from a factory sealed bottle or water fountain inside the school building. Students may bring in an empty, clear re-usable water bottle to fill from the school water fountain. Any re-usable water bottle brought into the building containing liquid, or any factory water bottle with open lids will be requested to be emptied.

During Lunch:

Students are permitted to have factory sealed bottles/can or water, juice, and/or soda. (Energy drinks such as Monster, Red Bull, Rock Star, Etc. are **NOT** permitted.) In addition, any beverage or additive that looks dangerous or suspicious to staff is subject to being confiscated and a parent/guardian will be contacted.

Field Trips

Activities both on and off campus are planned on a regular basis. In addition field trips are periodically planned by the teacher to provide educational and learning experiences for the students. A Field Trip Permission Release form will be signed at the onset of the school year during registration at the Mackay Center, to cover general off grounds activities, such as the use of the adjacent park district property. Signed permission on separate “Field Trip Permission Release” forms will be required for all major field trips (i.e. museums, Great America, etc.).

Fighting

Fighting may result in, but not limited to, loss of points, parent conference, time in CIBS/ and or a suspension.

In addition, charges with the local law enforcement agency may be filed, as appropriate.

Hours

School academic programs take place Monday through Friday. The hours are from 9:10 a.m. to 3:10 p.m. Students should not arrive at school more than 15 minutes prior to the beginning of the school day.

All programs will follow the Lincoln-Way High School academic calendar. On delayed start days, students will start their school day 1 hour and 40 minutes later than usual. On early release days, the high school students will be dismissed at 2:15 p.m., 55 minutes earlier than the normal dismissal time.

Military Recruiters

The Armed Forces Recruiter Access to Students and Student Recruiting Information Act requires that schools make students names, addresses and telephone numbers available to military recruiters and institutions of higher education. Students and parents must notify the school administration of the home school should they NOT want this information disclosed without prior consent. Mackay Center does not release the information to anyone.

Money

Students may not have more than \$20.00 in their possession at school. If they do, the school may confiscate the money and return it to a parent. Student cash is converted into “Mackay Dollars” by the school secretary or principal’s designee in the morning when students arrive at school. “Mackay Dollars” are accepted by staff members for the purpose of purchasing food products during breakfast and breaks, thus making cash transactions unnecessary.

Physical Restraint

Martin P. Mackay Education Center is not a physical restraint program; therefore, repeated problematic behavior of an aggressive nature may jeopardize the students’ placement at Martin P. Mackay Education Center. Staff members reserve the right, however, to use reasonable force to prevent a student from aggression towards school property, a peer, a staff member, towards him/herself, (which also constitutes policy in most regular education settings). In addition, staff members may physically assist those students who refuse to leave the classroom on their own accord and who, through continuous disruptions, noncompliance or intimidation, are impeding the education of their peers. In addition, the police may be called to assist.

Registration

The Mackay Center serves students of high school age. Student placement is based on social and academic level of functioning.

Students are referred to the program through their individual school district. Eligibility is determined following a case study evaluation and IEP staff conference involving the student, his parents, local school district personnel, and the staff at the Mackay Center. Each student's duration of enrollment in the program is determined by his behavioral, emotional, social, and academic needs.

The target students are those who are experiencing minimal or no success in their regular school program. The type of student considered includes the impulsive and "acting out," as well as the withdrawn and depressive, or students who have "shut down" due to their lack of success in a regular education environment. It is, however, recognized that the Mackay program cannot meet the needs of all students having emotional problems, and that in certain instances, more intensive therapeutic services may be sought elsewhere.

You will hear from your school district about what you need to do to register your child in your home district. The Districts and Joint Agreement require registration at the home districts in order to verify current student information and complete necessary enrollment forms.

In addition to your district registration, there are additional forms required for District #843. These forms include a Health Survey, School Medication Authorization forms, a Cell Phone Policy form, a Dismissal Procedures Consent Form, and a variety of other forms. These forms are due to us prior to your child attending the Mackay Center.

Scholarship - Martin P. Mackay Scholarship

Beginning with the 2007-08 school year, the Mackay Education Center awarded scholarship money(s) to senior(s) who merited assistance. Scholarship funds were made available through donations by the friends and family of the late Martin P. Mackay, the first director and founder of the "Lincoln-Way Area Joint Agreement District #843 Special Education Cooperative". Current and alumni Mackay High School seniors are eligible to apply for scholarship funding. Scholarship applications are available from the Mackay principal, and monetary amounts are dependent on the number of scholarships awards presented during a given school year. Recipients are honored at the annual Mackay Awards Night.

Searches

School officials reserve the right to search students based on reasonable suspicion of school rules violations and to search, with or without notice or suspicion, school premises and places or items on school premises, including desks, parking lots, and students' personal effects left on the premises. These searches may take place at any time, whether or not during regular school hours. These searches may include the use of specially trained dogs. A student who is found to be in possession of a contraband not allowed in schools may be checked on a daily basis until a "trust relationship" is rekindled between staff members and the student.

Student Conduct

The Mackay Center program is designed to meet the needs of each student enrolled. There are certain minimal restrictions and expectations of each student: a respect for the rights of other students and staff;

and a damage policy which places responsibility on the parents and student. There are specific consequences for infraction of these policies.

Student Discipline

Minor distractions will be dealt with by the staff with little outside intervention. Continued disruption, noncompliance of rules or directions, verbal threats, etc., may lead to exclusion from class activities for a given time, and may ultimately end in suspension in those situations in which the prolonged nature of the infraction(s) are hindering classmates from learning. Aggressive behavior will result in immediate teacher intervention, class exclusion and possible suspension, depending on the nature of the aggressive act. Aggressiveness towards a staff member(s) may result in contact with the local police department, and charges may be filed against the student.

To assist students in obtaining their highest academic and emotional potentials, so that they may become productive members of society, both positive and negative interventions have been described and are used at the Mackay Education Center. To this end, students are expected to follow staff directives, including completing class work to the best of their individual ability levels, in preparation for post-secondary lifetime experiences. Most behaviors will be handled within the point system.

Student Violence

Student violence and/or threats of student violence on school property or at any school sponsored activities will not be tolerated. Additionally, violence or threats of violence against any school official or employee will not be allowed at any time. Students are strictly prohibited from engaging in conduct which creates circumstances likely to cause disruption at school, or at school sponsored activities. Types of conduct which are in violation of this policy include, but are not limited to, those described below:

- Any acts of physical violence other than what is reasonable for self-defense, and protection of other persons or property;
- Knowingly, willingly, or recklessly placing others in danger of imminent serious physical harm;
- threatening, planning, or conspiring with others to engage in violent acts;
- joking about engaging in violent acts against others, or otherwise making any statements, threats, or intimidating remarks which might reasonably be interpreted by others as indicating a threat or plan to engage in some type of violent activity.

Further, all students are obliged to report to responsible school officials knowledge of any violations or potential violations of this policy by fellow students. No student may retaliate against another for making such a report. However, any student who deliberately makes a false or misleading report will also be subject to disciplinary action.

Students violating any provision of this policy shall be subject to appropriate discipline, up to and including suspension and/or police involvement.

TECHNOLOGY USAGE

ACCESS TO ELECTRONIC NETWORKS

Electronic networks, including the Internet, are a part of the Cooperative's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Director shall develop an implementation plan for this policy and appoint system administrator(s).

The Cooperative is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the Cooperative will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the Cooperative's electronic networks shall: (1) be consistent with the curriculum adopted by the Cooperative as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyber-bullying awareness and response. Staff members may, consistent with the Director's implementation plan, use the Internet throughout the curriculum.

The Cooperative's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the Cooperative's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the Cooperative's electronic networks or Cooperative computers. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Technology protection measures shall be used on each Cooperative computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Director or designee. The Director or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Director or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,

2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including “hacking” and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the Cooperative’s *Authorization for Electronic Network Access* as a condition for using the Cooperative’s electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

All users of the Cooperative’s computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Telecommunication Devices

Per Mackay Policy:

Mackay students will be allowed to bring cell phones to and from school, but the expectation is that phones (iPods/iPads, electronic notebooks, Kindles, and all other electronic devices) will be powered off and put away out of sight **prior to entering the building**. Phones are to remain kept out of sight and not to be used throughout the school day. If a staff member sees a student using a phone for any unauthorized purpose during the school day, the device will be secured until the end of the day and returned to the student at the end of the day. There will be an additional consequence in the form of a classroom or CIBS based re-direct, lunch detention, and/or parent contact/request for parent conference depending on the number of the infraction and the student response to the infraction.

Textbook Policy

Textbooks at the Mackay Education Center are kept in the classrooms for each class. Students are not allowed to take textbooks home with them unless arrangements have been made with the class teacher. The textbook fees that are paid at the time of registration are to cover the rental of the books. If a student loses, damages, or destroys a book, that student is responsible to pay for the repair or replacement of the book.

Tobacco

No smoking, “chewing” or carrying of tobacco or smoking materials will be allowed. This includes e-cigarettes and vapor pens which can be used to inhale chemicals and other substances. These items will be confiscated and will not be returned to the student. Smoking or “chewing” may result in time in CIBS and/or a suspension and point loss.

Weapons

Weapons brought to school will be confiscated and may result in suspension or expulsion. Charges with the local law enforcement agency will be filed as appropriate.

Yearbook

A photocopied yearbook is created and distributed to all Mackay Center students at the end of the year, covering school events, as well as individual photographs of students. Students who do not have written parental permission will not be included in the yearbook activity.

I have received the parent handbook for Martin P. Mackay Education Center. I will address any questions or concerns with the principal or case manager

Student Signature _____

Parent Signature _____

Date _____



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