

**Macomb Junior
High School
2008-2009**

**1525 S. Johnson
Macomb, IL 61455**

Principal: Ms. Dana Isackson

Main Office: (309) 833-2074

Fax Number: (309) 836-1034

2008 – 2009 Daily Schedule

7th Grade		8th Grade	
Announcements	8:00 – 8:05	Announcements	8:00 – 8:05
1st Hour	8:00 – 8:42		8:00 – 8:42
2nd Hour	8:46 – 9:27		8:46 – 9:27
3rd Hour	9:31 – 10:12		9:31 – 10:12
4th Hour	10:16 – 10:57		10:16 – 10:57
Advisory	11:00 – 11:08	Lunch	11:00 – 11:35
Lunch	11:10 – 11:45	Advisory	11:37 – 11:45
6th Hour	11:49 – 12:33		11:49 – 12:33
7th Hour	12:37 – 1:22		12:37 – 1:22
8th Hour	1:26 – 2:11		1:26 – 2:11
9th Hour	2:15 – 3:00		2:15 – 3:00

Name: _____

Student #: _____ **Phone:** _____

JUNIOR HIGH FACULTY/STAFF DIRECTORY 2008-2009

Dana Isackson, Principal
Ed Fulkerson, Dean of Students
Amber France, Assistant Principal, WCISEC Modular Program &
Assistant to Macomb Jr/Sr High School Dean of Students
Dave Bartlett, Athletic Director

isacksond@mcusd185.org

Website: www.macomb.com/~mjhs

FACULTY

Todd Anderson
Nancy Bell
Brock Bainter
Joyln Baker
Lynda Boomer
Kris Frakes
Jose Galvin
Sean Genovese
Norrita Hammond
Neal Heerwagen
Lynn Jacobs
Debbie Kelso
Kelle Kelso
Steve Larimer
Douglas Mattsey
Diane Meline
Maria Montalvo
Shari Paisley
Jane Pittman
Angela Schauble
Sally Sinnett
Carla Snowden
Mary Beth Speer
Erin Stegall
Jenny VanWinkle
Linda Wilson

P. E.
Librarian
Social Studies
Math
Language Arts
21st Century Grant
Social Studies
Math
Special Education
Language Arts
Special Education
Program Assistant
Language Arts
Exploratory
Band Director
Program Assistant
Science
Language Arts
Exploratory
Counselor
Program Assistant
Exploratory
Special Education
Choral Director
P. E. / Health
Science

SECRETARIES

Rita Dorethy
Robin Hadsall
Jean Sawczyn
Kathy Knowles
Elizabeth Provine
Lynnette Roberts
Pat Welch

Athletics
Attendance
Receptionist
Jr. High Principal
Secretary
Records
Sr. High Principal
Secretary
Guidance

CUSTODIANS

Brett Schnarr
Toni Ainslie
Robert Babcock
Scott Waller

Head Custodain
Dee Arnold
Fred Nartey
Dean Watson

KITCHEN

Mike Legler

Director, ARA
837-2335

INFIRMARY

Dianna Clark
Tania Coker

Nurse
Health Care
Assistant

TECHNOLOGY DEPT.

Cory Bice
Martha Clyde
Tim Suter

**Email all staff using their address:
(last name)(first initial)@mcusd185.org**

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DISTRICT
Mission Statement

“Preparing Students For Success”

MACOMB JUNIOR HIGH SCHOOL
Mission Statement

The Mission of Macomb Jr. High School is to provide a challenging educational experience for the young adolescent in a safe environment which promotes acceptance, respect and responsibility.

MACOMB JUNIOR HIGH SCHOOL
CORE BELIEF STATEMENTS

We Believe:

- That learning best occurs when each student is active in a positive and academically challenging environment.
- A complete educational program develops the intellectual, creative, social, emotional and physical potential of each student.
- Staff, parents and community have a shared responsibility to provide learning opportunities that meet the needs of each student.
- Lifelong learning should be encouraged and recognized.
- Everyone should respect and appreciate the diversity of all people.
- Students should develop the skills to become productive and responsible citizens.

GENERAL FEES

Registration Fee	\$70.00
Yearbook (optional)	\$25.00
Athletic Physicals	\$10.00
Band Instrument Rental	\$75.00
Participation Fees (\$90.00 maximum per student)	\$30.00
Additional Textbook Fees/ as assessed	

INTRODUCTION

2008-2009 HANDBOOK

Welcome students and parents to Macomb Junior High School, the home of the MUSTANGS. This handbook has been prepared to keep you informed. Please take this handbook home and read it. As you participate in school life at MJHS, this handbook will serve as an important guide. Our hope is for all students to become involved in school activities. We believe that the more involved you are, the better prepared you are for the years following graduation. We want each student to expand their talents.

PHILOSOPHY

We believe Macomb Junior High School (MJHS) shares a partnership with the community in educating its students. Quality education for all youth should be provided. Our goal is to prepare each student to seek jobs, consider careers, pursue higher education and be responsible citizens. Each school is available to the community for a free exchange of ideas. With the community's support, the goals of the school program and maintenance of school buildings can be achieved. If problems in the community involve students, the school should be one forum for addressing those problems. The relationships among all involved in the educational process—students, parents, teachers, administrators and community members—should be open, positive, cooperative, mutually respectful and supportive.

EMERGENCY INFORMATION

Parents PLEASE notify the office of address, e-mail, home, cell and alternative phone numbers that can be used in an emergency. Contacting parents is essential.

ACADEMICS

REPORT CARDS

Report cards are available on our web-based service (Family Access). Letter grades are used to report pupil progress. The Jr. High Grading Scale:

A - 92-100 Excellent B - 82-91 Above Average
C - 72-81 Average D - 62-71 Below Average
F - 61 & below failing I - Incomplete

Citizenship Grading Scale:

Satisfactory Behavior (3)
Behavior Needs Improvement (2)
Unsatisfactory Behavior (1)

Citizenship grades impact eligibility. Two "Behavior Needs Improvement's or one "Unsatisfactory Behavior" in citizenship will make the student ineligible for the Honor Roll and ineligible for extracurricular activities. We recommend parents and teachers discuss ways to redirect behavior.

Students work daily to achieve the objectives of each class. Recognizing their achievements is important. An Awards Program is held each quarter to recognize students on their achievements.

Students and parents should report any missing or wrong information on the student's Report Card by calling the office or school counseling office.

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on Standards Achievements tests, the Iowa Test of Basic skills, or other testing. A student shall not be promoted based upon age or any other social reason not related to academic performance. A student failing two academic classes on will be retained.

HIGH SCHOOL CREDIT

High school courses taken by junior high students in junior high classes will be recorded on the high school transcript, but the grade will not be recorded. These courses will not count toward the high school requirements. Courses taken by junior high students in high school classes will be recorded on the transcript and will count toward high school requirements, GPA, and graduation.

PARENT/TEACHER CONFERENCES

Parents are welcome to confer with teachers at any time during the year. Messages or questions may be left on the teachers' voice mail or email: (last name)(first initial)@mcusd185.org. Ideal times for conferences are at teaming time or before/after school. A conference can be scheduled by calling the Jr. High office 833-2074. Yearly parent/teacher conferences are scheduled after the first quarter. Scheduling begins October 6.

PROGRAM RELATED INTERVENTION GRADE LEVEL TEAM

In an effort to help ensure the safe and healthy development of our MJHS students, a Grade Level Team has been established with the following mission:

- * Identify issues with which our young people may be struggling and foster an awareness of these issues among our school community.
- * Identify students struggling with adolescent issues as may be evidenced by observable problems with academics, behavior, health or attendance.
- Devise a confidential plan by which the identified student can be made aware of school, family or community resources designed to provide specific services.
- Maintain ongoing contact in order to monitor student's progress and recommend revisions in action plans where appropriate.

BOARD POLICIES

Board Policies are available for your review upon request at the MJSHS Main Office and Administrative Service Center. Please allow 24 hours advance notice when making a request.

GENERAL INFORMATION

7TH GRADE ORIENTATION

An Orientation is held in the Spring and Fall for new MJH 7th graders. The Orientation in the Spring introduces some of the expectations and changes that occur transitioning to the Jr. High. The Orientation in the Fall (August) allows new 7th graders to pick up their schedules, locker #s and combinations and tour the building. Both Orientations target providing support for the young adolescents and their family as they move to the MJSHS building and Jr. High program.

EXTRACURRICULAR ACTIVITIES

Sports*

Boys/Girls Cross Country	Boys Football
Boys/Girls Basketball	Boys Wrestling
Boys/Girls Track	Girls Volleyball
	Cheerleading

*Requires paid activity fee, annual physical, proof of insurance, signed parent consent slip and attendance at a mandatory parent meeting.

Student Activities*

School Play/Musical	Yearbook
Newspaper	Jazz Band
Swing Choir	Science Club
Girls Ensemble	Scholastic Bowl

*activity fee required

Student Council

Student Council is organized to represent the student body. They coordinate events and activities for the benefit of MJH students.

Builder Club

Builder club is an organization associated with the Kiwanis's club. It is a community service organization.

Dances/Parties

Only MJH students are invited to attend MJH dances or parties. Dress for **ALL** dances is casual. Spaghetti straps, strapless dresses are not allowed. A good guide... if you can wear it to school, you can wear it to a dance.

Extracurricular Conduct Code for Participants and Spectators

Please consult Board Policy #840.02 for specific behavioral expectations at extracurricular events.

JR. HIGH EXTRACURRICULAR ELIGIBILITY POLICY

FOOTBALL

Any football participant receiving a discipline referral will miss one quarter/ rotation for every referral. Three referrals result in one game suspension. Six referrals result in dismissal from the team.

BASKETBALL

Any basketball participant receiving a discipline referral will miss one quarter/ rotation for every referral. Four referrals result in one game suspension. Eight referrals result in dismissal from the team.

VOLLEYBALL

Any volleyball participant receiving a discipline referral will miss one quarter/ rotation for every referral. Four referrals result in one match suspension. Eight referrals result in dismissal from the team.

WRESTLING

Any wrestling participant receiving a discipline referral will be advised of consequences determined by the coach/ sponsor. Three referrals result in one match suspension. Six referrals result in dismissal from the team.

CROSS COUNTRY/TRACK

Any cross country/track participant receiving a discipline referral will be advised of consequences determined by the coach/sponsor. Three referrals result in one match suspension. Six referrals result in dismissal from the team.

CHEERLEADERS

Any cheerleaders receiving a discipline referral will miss one quarter/ rotation for every referral. Four referrals result in one game suspension. Eight referrals result in dismissal from the team.

OTHER EXTRACURRICULAR ACTIVITIES

Any participant receiving a discipline referral will consult with the sponsor of that activity. Six referrals result in dismissal from the activity.

CITIZENSHIP

If a student receives one "Unsatisfactory Behavior"(1) in one subject area or two Behavior Needs Improvement" (2) in Citizenship in two different subject areas, the student will be ineligible for a minimum of one week (Sun. – Sat.) or until Citizenship improves. Practice and attendance at home activities will be at the coach/ sponsor's discretion. The student may not travel with the team to away games while ineligible.

Discipline Referrals

Discipline referrals that impact eligibility will begin the week following the referral (Sun. – Sat.) This includes detentions and bus disciplinary reports. When a student is ineligible, they must attend practice unless the coach/sponsor determine otherwise. Ineligible students must attend home games in street clothes, but may not travel with the team to away games. If a student is no longer participating in an extracurricular activity due to disciplinary action, the activity fee will not be refunded.

If an activity does not allow the student to complete a suspension (1st, 2nd, or 3rd offense, depending upon the infraction), the suspension would carry over to the next activity in which the student participates (sports to sport, club to club, etc.). The suspension would start on the date of the first contest/performance. The student will be expected to participate in all scheduled practices/meetings and attend all events during the suspension. A suspension that begins in Jr. High and cannot be completed at the Jr. High must be completed at Macomb High School; however, once that suspension has ended, the student will start with a new athletic/extracurricular disciplinary record.

PHYSICALS AND ELIGIBILITY

Students are required to have an up to date physical to participate in extracurricular activities that require physical exercise. Copies of the physicals must be on file in the school office prior to participation. Physicals for extracurricular activities are good for one year.

Eligibility is checked weekly. At mid term and the end of each quarter, the mid term grade and the quarter grade will be used to determine eligibility for the following week. Students must be passing all course work in each subject and cannot receive one "Unsatisfactory Behavior" (1) in one subject area or two "Behavior Needs Improvement" (2) in two different subject areas to remain eligible. Prior to participating in any activity, a student must have all equipment from the previous activities turned in or paid for.

If a student activity fee is required, the fee must be paid before the activity begins. A student receiving an unexcused absence for any portion of a day may not participate that evening. Any student who is absent due to illness or injury after 11 o'clock will not be allowed to participate that day or evening. If a student is truant from school the day before a weekend activity or a holiday activity, then

the student may not participate in activities during that weekend or that holiday.

If a student serves an In-School or an Out of School suspension the day of an extracurricular event(s), the student may not participate in any activities that day.

Students that are ineligible to participate in an activity or athletic event will not be dismissed before the end of a school attendance day to accompany their group or team to an extracurricular event. Students ineligible for early dismissal will not be required to attend an activity or event for which they do not have District transportation.

Please consult Macomb School District #185 Athletic and Extracurricular Policies (#7:240) & (#7:300) for further rules and responsibilities.

GUIDANCE AND COUNSELING

The purpose of the guidance program is to help each individual student achieve his/her highest growth mentally, emotionally and socially. We help students feel comfortable at school, offer individual conferences and classroom session and welcome the opportunity to talk.

Students must have a pass to see the Counselor during class time. Throughout the school year the Counselor meets with parents and students regarding issues related to home and school. If you have any questions or problems, please call the Jr. High office to speak to the Junior High Counselor.

PARENTS

MJH teachers, administrators or staff will help you in any way. Communication between parents and school is a key. Call the school anytime. School staff is available to address your concerns. ***We must have an emergency contact and phone number on file. There are situations that arise that we must be able to reach an authorized adult.***

FAMILY ACCESS

Family Access is a free web-based information and communication center designed to provide parents and guardians access to their student's records via a secure internet connection. For security reasons, login information will not be given out by phone or email. This must be done in person at your student's school.

QUESTIONNAIRES AND SURVEYS

Throughout the school year, MJH students may be asked to participate in federal, state and local questionnaires/ surveys that provide data for research projects. In each instance, the building principal reviews and approves instruments prior to their administration to MJH students. Only those instruments with valid educational purpose and guarantees of anonymity for the participants are approved. If you do not wish your son/daughter to participate in these activities, please notify the office **in writing**.

ATTENDANCE & TRUANCY

District #185 is obligated to be compliant with the laws of the State of IL as defined in the IL School Code regarding Attendance and Truancy. A copy of District Policy #7:70, Attendance and Truancy, is available to review in the Main Office upon request. The following outlines Board Policy #7:70 as it relates to Attendance and Truancy:

Research has shown that attendance and academic performance are closely related. District #185 educational programs are built on the premise that regular attendance is vital to a student's success in school. Attendance rules and procedures are designed to develop students' self-discipline and responsibility to be punctual and in attendance.

Staff shall interpret rules and regulations relating to student attendance. Staff will assist the student to maintain punctuality and proper attendance.

The School Board supports the principle that local districts must assume responsibility for matters pertaining to student attendance. As defined in Board Policy #7:70, students qualifying as truants, those with valid cause, chronic or habitual truants and truant minors shall be considered for diagnostic services. Services to be considered include:

- Conferences with school personnel
- Counseling services
- Health evaluation
- Peer group/clinical evaluations
- Special education assessment
- Schedule/program changes considered
- Placement in an alternative program
- Referral to community agencies
- Home visits

In accordance with The School Code of Illinois, no punitive action, including out of school suspensions, expulsions or court action shall be taken against a chronic truant for his or her truancy unless available support services have been provided to the student. If the District has exhausted all appropriate supportive services, and truancy continues, the school will contact the Hancock-McDonough County Regional Office of Education #26 in accordance with current procedures established by the McDonough County Truant Officer.

Whoever has custody of a child in District #185 is obligated to have that child attend school wherein he/she resides. Parents shall provide at least one phone number for the purpose of notification of the child's unauthorized absence.

A student is considered a chronic truant if they have been truant from school 10% or more of the previous 180 school days and has failed to be remediated or has refused services offered to help correct the truancy problem.

If a child is absent from school any portion of the day, the parent/guardian must notify the school by 9:00 a.m. A parent may call the Attendance Office 7:30 a.m.-3:30 p.m. @ 833-2484 or the Junior High Office @ 833-2074. If a child is absent and no notification

from the parent has been made, a reasonable effort by the school to notify the parent will be made within 2 hours after the child's first class. If notification is given to a member of the household older than age 10, the school's obligation to notify the child's home regarding their absence has been met.

Even though the parents and school have been in verbal contact, a parental note is required on the next date of attendance. The note should be submitted to the Attendance Office before the student begins classes. If 3 days pass and the absence is not clarified with a written note, then the absence remains on record as unexcused with grade and other consequences to follow. Pre-arranged absences, non-medically verified absences, etc are included in the 12 days. A physician's medical note to excuse an absence should be submitted to the Junior High Office or High School Attendance Office on the next date of attendance. **If the medical note is not received within seven legal attendance days following an absence, the absence will not be designated an excused absence for medical reason.**

If a child is ill or there is an emergency, parents should notify the school at the time of the initial absence so the absence is considered excused. Otherwise the absence will be considered unexcused. If a student has an appointment during school hours the student needs to bring a signed note stating the time they are to be dismissed. The student needs to bring the note to the Junior High office before school starts and a pass to leave class will be written.

Tardy students should report to class if 10 minutes or less have passed. If more than 10 minutes have passed, a student must come to the Jr. High office to receive a pass, otherwise they shall be considered truant for the time missed. Students are considered tardy if they are not in their seat when the bell rings. **Work missed without an excuse will receive zero credit.** Work completed while the student is present, will be graded in a normal

manner. On 3rd, 4th and 5th tardies, after school detentions will be issued. On the 6th tardy one week of restricted lunches will be issued. Starting with the 7th tardy the student will receive a "point level" detention and accumulate one point per tardy thereafter. Points may accumulate to an in/out of school suspensions. Any tardy violation can be subject to administrative consequences. In the Jr. High, tardies start over after the first semester.

Valid reasons for being absent: Administrators may excuse students for up to 12 days per year. "Pre-arranged absences, non-medically verified absences, etc. are included in the 12 days. After the 12 excused absences, all absences are unexcused with the exception of medically verified, religious holidays and death in the immediate family.

Pre-arranged absences that are approved allow student to complete assignments assigned the day they were absent. To pre-arrange an absence, a student must complete a Pre-arranged Absence form at least 2 days in advance of the absence. All the student's teachers must sign this form in addition to the parent and Jr. High principal. Work must be made up for classes or days missed within one day for one day missed or no more than two days for two days absence. When more than two days are missed, students should make arrangements with each teacher to complete make-up work in a reasonable amount of time. **If students have used their twelve excused days then the days will become unexcused days. Work can be completed but no grades will be allowed for any unexcused days.**

Additional days that are excused include:

- a) Medically verified
- b) Religious holidays
- c) Death in the immediate family.

Any other exceptions must be approved by the Jr. High administrator. **Once the twelve excused days have been used then the days will be unexcused. An unexcused absence will allow no credit for work completed.**

School related absences like a field trip is considered “present” for the school day. Make-up work must be turned in the day the student returns to class.

Written notification will be mailed after the 10th absence, saying medical verification is due. Thank you for trying to make appointments outside school hours.

Sick at School

If a student becomes ill during the school day, he/she should get permission to report to the Infirmary. Permission from the school nurse or administrator in addition to the parent is required for a student to leave school during the school day.

MAKE-UP WORK

Students will be allowed to make up work with credit for an excused absence. Work must be made up for classes or days missed within one day for one day missed or no more than two days for two days absence. When more than two days are missed, students should make arrangements with each teacher to complete make-up work in a reasonable amount of time. In those cases where a project or test has been announced a few days in advance, the student is expected to turn in the project or take the test on the day returned. It is the student’s responsibility to obtain the missed assignments. Students who are truant cannot make up work for credit but may still be required to complete the assignments. Teachers may require students to obtain assignments and/or turn in work in advance for prearranged and school related absences. Please use voice mail, e-mail and e-boards to request homework or to leave a message for a staff member. Homework request should be requested by 9:00 a.m.

DISCIPLINE

BOOK BAGS/BACKPACKS/SPORTS BAGS/BRIEFCASES/ETC.

Students entering Macomb C.U.S.D #185 attendance centers on school attendance days must leave all book bags, backpacks, sports bags, briefcases, or other types of carriers in their lockers or designated areas. Excluded from this policy are totes/purses smaller than 8” x 10” x 4”.

BEHAVIOR MONITORING PLAN

Within the guidelines of Board policy #7:190, a “point: system is being instituted to monitor the repetitive nature and severity of student behavior within the building. Behavioral consequences will be assigned to students who reach certain point levels within the system.

A. Level I behaviors will receive 1 point.

Behaviors which fall into this level include, but are not limited to: creating classroom disturbances, dishonesty, littering, tardiness (starting with the 7th tardy points will be added), improper contact, leaving school property and cutting through adjoining property, wearing hats or other head apparel in the building during normal school hours.

Level II behaviors will receive 3 points.

Behaviors which fall into this level include, but are not limited to: unmodified level I acts of misconduct; disrespect/insubordination; forgery or the use of forged notes or excuses; cheating/ plagiarizing (results in a zero and a detention), gambling; loitering; misrepresentation; refusal to identify self; stealing (minor); truancy; possession or use of tobacco products in school and/or on school property; vandalism (minor); verbal or written abuse; disturbing class or study hall; failure to serve detention; failure to comply with a reasonable request, leaving class, building or grounds without permission; misuse of school pass; possession of any electronic communication device without prior administrative approval; unauthorized loading

or use of software on any school computer; loitering on adjacent property.

Level III behaviors will receive 9 points.

Behaviors which fall into this level include, but are not limited to: Unmodified Level I & II acts of misconduct; extortion; fighting; trespassing on school property; vandalism; threatening/harassment/intimidating behavior; bomb threats; stealing, possession, and/or sale of stolen property; possession or sale and/or use of weapons and/or look-a-likes; possession or sale or under influence of alcohol (Board Policy 7:190) on any school property; possession or using or selling illegal and/or controlled substances, inhalants or look-a-likes (Board Policy 7:190) on any school property or school function; setting false fire alarms or tampering with any safety equipment; setting fires; taking the property of another with or without force or violence; threats to others; gaining access or enabling another student to gain access to any data storage directory or device not assigned to the student gaining access; unauthorized, irresponsible or malicious use of school computers such that incurs any expense for repairs or services; other acts of misconduct which are seriously disruptive and/or which create a safety hazard to students, staff, and/or school property.

B. After 3 Level I incidences of a particular behavior, that behavior becomes Level II. After 3 Level II incidences of a particular behavior, that behavior becomes Level III. Certain Level III behaviors and gang behaviors (Addendum to Policy #7:190) may result in administrative recommendation to the Board of Education for expulsion with less than 50 points.

Cumulative Points Consequences

C. 18 points - mandatory student/parent/counselor/administrator conference. Student referred to a Teacher Review Team (teachers, counselor, psychologist, and administrator). The outcome determines if additional parent meetings are necessary prior to 27 points.

27 points - mandatory student/parent/administrator/psychologist/counselor meeting to review student data. Three-day out-of-school suspension assigned. (Subject to the loss of school privileges. Ex. Field Trips)

40 points - mandatory student/parent/counselor/administrator conference. Five-day out-of-school suspension assigned.

50 points - 10-day out-of-school suspension assigned and the Macomb Jr. High School administration will recommend to the Board of Education that the student be assigned to the McDonough County Learning Center. If the student fails to meet the behavioral expectations at the McDonough County Learning Center, then the Macomb Jr. High School administration will recommend to the Board of Education that the student be expelled from the school district.

D. Certain Level III behaviors and gang behaviors may result in recommendation to Board of Education for placement at the McDonough County Learning Center Program or expulsion with less than 50 points.

E. The administration will not recommend a student to the Board of Education for expulsion for repeated incidences of tardiness, truancy or not being prepared for class. Consequences for tardies, trancies and not prepared for class will be detentions and in school suspensions. Failure to fulfill disciplinary consequences, however, may result in an administrative recommendation for other consequences like expulsions.

F. Once a student reaches Level I (which would be 18 points) a student will be placed on behavior monitoring plan. Two points will be removed from students' total disciplinary points for each month (*from the date the offense is entered into the computer*) in which a student does not receive any discipline referrals. An additional four points will be

removed for a second month without any disciplinary referrals. Each consecutive month beyond the second month that the students go without a disciplinary referral will result in an additional four points being removed.

Modifications for I.E.P. Students:

Special education students will follow modified point plan:

18 points - Mandatory IEP meeting will be called.

27 points - 1 day out of school suspension and 2 days of in-school suspension time.

40 points - Mandatory IEP meeting along with 2 days out- of school- suspension and 3 days of in- school suspension time.

OUT-OF-SCHOOL SUSPENSIONS

1. Suspensions and expulsions are in effect 24 hours on the days designated for the suspension and expulsion. Students are not to be on school property during their suspension. Suspended students who are on school property will be considered trespassers.

2. Students are suspended following a principal/student conference and parent contact by phone or in person. A parent conference is scheduled prior to the student returning to school.

3. Students suspended for DRUGS/ALCOHOL may come back to school after showing evidence of receiving counseling either through MDH or some outside agency. The police will be called if a student has involvement with DRUGS/ALCOHOL.

4. Students with an out-of-school suspension may make up any missed work. It is the student's responsibility to ask the teacher for his or her assignments and to submit the work according to the guidelines for make up work as specified on page 11.

DETENTIONS

1. All detentions will be served after school Monday through Friday. Students must be in the detention room by 3:10 p.m. or the detention will not count as being served. Students must have school work with them when they arrive at 3:10 p.m. in the Detention Room. They may not go back to their lockers. Students will be dismissed at 4:00 p.m.

2. Acceptable behavior for a detention is to sit quietly in the room, complete school work and not be disruptive.

3. It is required that students sign the detention slip, which acknowledges he/she received the detention. This does not mean they agree with the detention. Failure to sign a detention slip does not eliminate the consequence and could result in another detention. If a student chooses to appeal a discipline referral, the appeal must be completed in writing within 3 school days from the date of the referral. Submit appeals to administration.

4. Failure to serve an after-school detention will result in a second detention or an in-school suspension. Failure to serve the second detention will result in an in-school suspension of one or more days. All pending disciplinary action must be completed prior to the last day of school. Detentions not served prior to the last day of school will be served the first full day of the next school year.

Typical Pattern of Level I or Level II

offenses: **

Student receives an after school detention. He/She may call home to get permission to stay after school. A copy of the detention will be mailed home.

After-School Detention (1-3 points)

Student does not serve After-School Detention

Second After School (3 points)
(Total Discipline points = 4-6)

Student does not serve
Second Detention
In-School Suspension (3 points)
(Total Discipline points = 7-9)

In-School Suspension is not
completed due to behavior
Out-of-School Suspension (3 points)

(Total Discipline points = 10-12)

** Some offenses and/or repeated offenses
may not follow the above typical pattern.

UNPREPARED FOR CLASS

Students who do not complete homework are
to remain at school and complete it before
going home the same day. A student is
invited to make a phone call home to inform
parents they did not complete an assignment
and need to stay after school. If the child does
not stay after school a detention is issued.
After the 3rd offense for being unprepared for
the same class, students will receive one point
toward the discipline point system. Students
receiving more than 4 detentions for being
unprepared for the same class will lose
lunchroom privileges.

FIGHTING

Any assault, battery, aggressive or hostile
bodily contact or the active participation in
any such event will result in a minimum of
three days of out of school suspension and
may result in an arrest by laws enforcement
officers at the time of the incident and a
referral for appropriate charges against the
student by the State's Attorney's Office.
(Macomb Board Policy #7:190)

WEAPONS

In accordance with Board Policy #7:190, the
possession, sale or use of weapons or look-a-
likes at Macomb Junior High School, or at any
contests/activities involving Macomb Junior
High students, is expressly prohibited. Any

students found to be in violation of this policy
will be dealt with accordingly. Additionally,
local and/or state police will be notified, and
charges filed, when applicable.

THREATS

In accordance with Board Policy #7:190, all
threats of violence will be considered as real!
Any students found to be in violation of this
policy will be dealt with accordingly.
Additionally, local and/or state police will be
notified, and charges filed, when applicable.

WEAPONS/THREATS STUDENT RESPONSIBILITY

Any student who has knowledge of the
presence of a weapon at Macomb Jr. /Sr. High
School has a responsibility to notify an
administrator, teacher, or staff member of the
presence of such a weapon. Similarly, any
student who knows of a student who has made
threats or threatening statements toward
students or school personnel must notify
school officials of these threats.

GENERAL HARASSMENT

Threatening/harassing/intimidating/bullying
behavior includes the use of any intentional
verbal, written, or physical act toward another
individual for the purpose of tormenting,
disturbing, worrying, or assaulting that person.
Such behaviors include, but are not limited to,
vulgar language, profanity, verbal abuse, or
other physical acts that cause student to feel
unsafe. Disciplinary action may include
detention, suspension, expulsion, or police
referral.

SEXUAL HARASSMENT

It is a violation of State and Federal Law, as
well as this District's discipline policy, for
anyone to commit sexual harassment. Sexual
harassment is defined as any unwelcome
sexual advances, requests for sexual favors,
and other verbal or physical conduct of a
sexual nature, which is repeated or severe,

unwanted, and interferes with a student's ability to do schoolwork. Sexually harassing behaviors can include, but are not limited to: unwanted touching, gestures with hands or body, sexual rumors, verbal or written comments, pressure for sexual activity, sexually oriented name calling, obscene T-shirts or other items of clothing.

Anyone believing that he/she has been sexually harassed, either by a student or a staff member is encouraged to first seek informal resolution, when appropriate. This includes speaking directly to the harasser, informing him/her that the behavior is unwanted. Behavior that continues after an informal resolution, or behavior so severe that an informal resolution is inappropriate, should be reported directly to an adult, school counselor, or principal. Individuals found guilty of committing sexual harassment will be disciplined in accordance with Board Policy. Retaliation against an individual who reports a violation or who assists in an investigation of a violation will also be subject to disciplinary measures.

STUDENT EXPECTATIONS DURING AN INCIDENT

All students are expected to back away and refrain from participating either verbally or physically during any incident or altercation. All students are expected to immediately follow the directives of any administrator, teacher, or staff member during such an incident. Failure to comply with these expectations will result in serious consequences that may include detentions, suspensions, expulsions, or police referrals.

CONVICTED CHILD SEX OFFENDER

State law prohibits a child sex offender from being present on school property or loitering on a public way within 500 feet of school property when persons under the age of 18 are present, unless the offender is a parent/guardian of a student present on school property. Parent/guardian of such students

must be registered with the Illinois State Police and must fill out a form at the school recording visits each time they are on the premises. Visits will be conducted under the direct supervision of the building principal or his/her designee.

NOTE - Public Act 94-994 requires all schools to notify parents that information about area sex offenders is available to the public. The following link will allow you to access that information:

<http://www.isp.state.il.us/sor/contactsor.cfm>

ADMINISTRATIVE PROCEDURES

Should a student transfer, quit school or be expelled from MJH and then return during the same school year, any unserved detentions, suspensions, etc., previously a part of their record, shall be retained.

8TH GRADE--- DRIVER ED INFORMATION

Macomb Senior High School recognizes that operating a motor vehicle correctly is a major responsibility, which should not be taken lightly. In light of the maturity and wisdom required to safely operate a motor vehicle and in light of the fact that the state mandates a high rate of attendance when a student is enrolled in Driver Education classes (30 clock hours in classroom instruction-normally completed in one quarter), Macomb Senior High School will adhere to the following guidelines when assigning its students into Driver Education classes:

When a high school student meets the legal age requirements as identified in the Illinois School Code 27-24.2, he/she will be scheduled into driver education by age (oldest first) if:

1. The student has passed at least eight academic classes the previous two semesters and four academic classes

- the semester prior to enrolling in a driver education course.
2. The student has not been truant more than one time for the two quarters prior to Driver Education.
 3. The student has not been disciplined for more than a total of two Level I and II infractions for the two quarters prior to Driver Education.
 4. The student has not been disciplined for any Level III infraction for the two quarters prior to Driver Education.
 5. The attendance and behavior expectations must be maintained during enrollment in Driver Education courses.

EQUALITY

No pupil in the district is excluded from or segregated within any school on account of his or her color, race, nationality, sex or religious affiliation.

The district does not discriminate on the basis of sex in the provision of educational and extracurricular programs, activities, services and benefits.

DRESS AND APPEARANCE CODE

The Board of Education has determined that compliance with this Student Dress and Appearance Code is reasonable and necessary to administer an orderly school program. The Board of Education encourages parents/guardians to help ensure compliance with this policy.

1. Students are not to attend school wearing:
 - a. clothes which endanger their health and safety (e.g. students may not walk barefoot)
 - b. clothes which endanger the health or safety of others (e.g. sharp objects)
 - c. clothes which cause damage to property (e.g. studded fabrics)
 - d. clothes which disturb or disrupt the orderly process of school functions

This includes, but is not limited to, see-through clothing, bare-midriff tops, halter tops, spaghetti straps, mini skirts, underwear worn as outerwear, spandex or other “skin tight” clothing, beach apparel, pajamas and gang-related apparel, insignia or gang activity. All shirts without sleeves should have two straps at least three-fingers wide and be long enough that when you sit down your back or midriff is not exposed. Shorts and skirts may be worn, but they should not be so short that you continually have to pull them down. If you can touch any skin on your legs when your arms are extended straight down along the side of your body, the clothing is too short. Clothing may not expose undergarments or be too revealing. Shoes with rollers are prohibited. (Ex. Heelys)

Students are expressly prohibited from wearing any clothing bearing logos, which are obscene, prurient (tending to excite lust; lewd), sexist, racist, have double meanings or are highly distractible. Students are also expressly prohibited from wearing clothing bearing logos, which advertise or promote in anyway controlled or illegal substances. (Ex. Hooters shirts)

2. Clothing/apparel must be clean, in good repair, and shall fit the student. Within the class and building, no students will wear garments primarily designed for outdoor wear. This includes hats, coats, gloves, headbands, do rags and bandanas. Hoods on clothing are not to be worn on the head. Sunglasses are prohibited. Clothing/apparel shall not interfere with the educational process of the school.

A student violating this Dress and Appearance Code will be warned and/or assigned detention. The student may be sent home to change, or a request will be made for the parent to bring a change of clothes. Repeated violations of this Code may result in additional disciplinary action in accordance

with the District's student disciplinary policy and procedures.

All school rules and regulations apply equally to the school day, the school grounds, travel between school and home and all field trips and school-sponsored activities, including Student Council sponsored dances and activities.

VIDEO CAMERAS/OTHER IMAGE RECORDING DEVICES

No student shall have in his or her possession any video camera, recording device, personal digital assistance (PDA) or other devices that photographs and/or records images unless such equipment is used for an assignment supervised by a teacher or the student receives authorization from the building administrator or his or her designee. (See "CELL PHONES/CAMERA PHONE/ELECTRONIC PAGING/COMM. DEVICES") for policy regarding the possession and use of camera phones.)

CELL PHONES/CAMERA PHONE/BLUE TOOTH EARPIECES/ELECTRONIC PAGING/COMM. DEVICES

Cell phones/camera phones/bluetooth earpiece/electronic paging/comm. devices must not be visible or turned on during the school day. They must be kept out of sight in areas such as a backpack, purse, or locker. Cell phones/bluetooth earpiece/camera phones/electronic paging/comm may not be used in any manner that causes disruption to the educational environment or otherwise violates student conduct rules. Violations will result in school personnel confiscating the cell phone/camera phones/Bluetooth earpiece/electronic paging/comm and such other penalty as provided in the handbook or policy manual. **Playing cards and the use of CD players, gameboys, Ipods and other similar devices are also prohibited in all classes and study halls.**

1ST Offense: Student is warned and phone/camera phones/bluetooth earpiece/electronic paging/comm... is taken away and held in the office. Student may pick phone up at the end of the day.

2nd Offense: Students' phone/camera phones/bluetooth earpiece/electronic paging/comm are taken away. Parent is required to pick up phone. Student may not bring phone back to school for the remainder of the school year.

Cell phones may be used in the school building after 3:30 p.m. for the junior high students.

FUND RAISERS

For the purposes of this policy, solicitation shall mean sale or request for pledges or funds secured on a door-to-door basis or in any method whereby the student makes contact for such solicitations on other than school property.

Student solicitation of the community shall be restricted to the junior and senior high schools. Approval for all fund drives shall rest with the Athletic/Activity Director. This policy does not cover sales or solicitation when directly related to the learning process. Newspaper ads, and Spiderweb yearbook ads are examples. Other exceptions would require approval of the Superintendent of Schools.

Students will be permitted through school-related organizations to solicit or sell to fellow students for the purpose of a moneymaking activity. All such requests shall have prior approval of the Athletic/Activity Director. Approval of the director shall be granted or denied partially on the frequency, cost and need of each organizational request. This policy covers, but is not limited to: Bake Sales, Book Sales, Dances and the like.

GRIEVANCE

Students who feel they have a grievance against any school employee may complete a student complaint sheet. This form is available in the guidance, attendance or Main Office. The correct chain of command is teacher, principal, superintendent, Board of Education.

VISION SCREENING SERVICES

Written notice will be given to parents before vision-screening services are provided to their child.

MEDICATION

All approved medication must be kept in the Infirmary.

Administering Medicines to Students

Parents have the primary responsibility for the administration of medication to their children. The School Board recognizes that when parents cannot or will not administer such medication to students during the school day and/or it is medically necessary to meet the health needs of a student during normal school hours, school personnel will address such concerns. The School Board further recognizes that it has a duty to treat or obtain medical assistance to treat student medical emergencies, which occur during the school day or during school-sponsored activities.

The School Board hereby states its intention to comply with the laws of Illinois concerning the administration of student medication and treatment of student medical emergencies.

Administrative Procedures

1. A physician and parent/guardian must fill out, sign, and return a Medication Approval Form before medication will be administered by school personnel.

2. The parent/guardian is responsible for getting the medication to school in a container appropriately labeled by the pharmacy or physician.
3. All medication must be kept in the Infirmary. Documentation will be kept of the date, time, dosage, and signature of the person administering the medication or supervising the student in self-administration.
4. Parents are urged to schedule medication for their students during non-school hours when possible. For example, medication requiring administration three times a day can usually be given at home rather than during school time.
5. Parents may come to school in order to administer medication.
6. Non-prescription medication may be self-administered, but must be kept in the original container in the Infirmary and accompanied by a note from the parent or guardian specifying the dosage and the reason for its administration.
7. The School District retains the right to reject requests for administration of medication.

Please consult Macomb School District #185 Policy #7:270 for further rules and responsibilities.

The district has a communicable disease policy. Those interested should request a copy from the office.

PUBLIC DISPLAYS OF AFFECTION

Public displays of affections are not appropriate in school. Students should demonstrate respect for themselves and others by conducting themselves in a manner appropriate for public places. Displays of affection are also not appropriate at extracurricular and after school events.

Violations will result in disciplinary action as provided in the handbook or policy manual.

HALL PASSES

Students should not be in the halls during class time, unless they are carrying a hall pass. Every student is given a student planner. In addition to using it as a planner, it is also designed to be a hall pass. Students may not leave class without a planner. It should have a teacher's signature, time allotted and date listed.

Students in Study Hall may only leave Study Hall with written permission from the teacher who has specifically requested seeing the student and agrees to supervise him/her. Students who are leaving the building during class time need to obtain a pass from the Jr. High office. Students must sign out in the attendance office before they leave the building. Students who are returning must sign in and obtain an admit to class.

HALL CONDUCT

In order to insure the safety of all students we ask all students to be courteous to others by not running, forming groups to block the hall, pushing or playing rough. During class time no student should be in the hall without a hall pass from a teacher or administrator.

VISITORS

The school welcomes visitors. Visitors should report to the Main Office to sign in and receive a visitor's pass. Student visitors may only eat lunch with MJH students. They may not attend classes or dances.

CLOSED CAMPUS POLICY

Macomb Junior High School operates a closed campus. This means the students are required to stay on campus at all times after arriving to school. **Students are not allowed to leave for lunch. The parent may join the student for**

lunch but the student is to stay on campus at all times.

Macomb School District #185 uses family accounts in their Food Service Department. This means each family has one single account. Every child in your family will use this same account. You can send one payment and it goes onto the family account for all of your children to use. Contact Aramark staff @ 837-2335, Monday – Friday 8:00 a.m. – 4:00 p.m.

LEAVING THE SCHOOL GROUNDS

Before a student may leave school property, he/she must have a note or a call from a parent/guardian and permission from the office. Students must sign out in the Main Office before leaving. If the student returns he/she must sign in the Main Office and obtain a pass to class. Students who leave the building without permission must return with a parent/guardian or they will be considered a trespasser. Failure to follow the above procedures will result in disciplinary action.

Students must leave the building by 3:15 p.m., unless they are serving a detention or supervised by a school employee. Students are not allowed to remain at school unsupervised. They must leave the building by 3:15 p.m. Enrolling in the After School program is encouraged if students need to remain at school after 3:15 p.m.

SURVEILLANCE CAMERAS

Use of video cameras in the public areas of the school building, grounds, and other property, including, but not limited to, entryways, hallways, outside the buildings on district property, may be used for the primary purpose of documenting disciplinary problems and vandalism on school grounds.

LOCKERS/SEARCH & SEIZURE

Student lockers will be assigned at registration. Each student is responsible to keep lockers neat and clean. This means no

opened food or drinks are to be kept in the lockers other than the sack lunch. Students should keep their combination confidential. Combinations will not be changed without approval from the Principal. No posters or signs may be placed on the outside of the student's locker

A student's locker is the property of the school. Lockers are for books/materials related to school. If school officials believe that the student has placed illegal or dangerous materials or substances in the locker, school officials may search the locker, with or without the student's knowledge or consent. Lockers may be searched by school officials at any time.

Students should not bring large amounts of money, CD players, radios, Ipods or cameras to school. Students are responsible for their personal property. If an exception is approved, items should be brought to the Jr. High School Office to be kept there.

At the end of the year all lockers must be cleaned out. This includes stickers. If your locker needs to be cleaned and/or repainted you may be assessed a clean-up fee.

School authorities are authorized to conduct searches of students and student's personal effect, as well as the property of the District.

Please consult Macomb District #185 Board Policy #7:140 for further rules and responsibilities.

Periodically safety drills and procedures are conducted to ensure the safety of all. This includes but is not limited to fire drill, bus evacuation, tornado drill, contraband search, evacuation drill, intruder preparedness.

FINES

Fines will be assessed according to Board Policy.

SCHOOL CANCELLATION

Listen to the following radio stations for a school cancellation report: WJEQ-FM

(102.7), WKAI/WLRB (100.0), and WIUM FM (91.3). TV Channels: WGEM, Channel 10 or KHQA, Channel 7 will also have school closings.

PERSONAL PROPERTY

Macomb Jr/Sr High School is not responsible for lost or stolen articles. Please check with the Main Office for the location of lost and found. Unclaimed items are disposed of at the end of each school year.

BICYCLES, BOARDS & BLADES

All bicycles should be parked in the designated area on the south side of the building. Bicycles should be placed in a rack and locked. Roller Blades, skateboards, snowboards, scooters and other similar devices are NOT PERMITTED to be used or stored on school property. They may not be brought into the school or put in your locker.

ACCESS SCHOOL STUDENT RECORDS

Please consult Macomb District #185 Board Policy #7:350 for information on student records.

If parents/guardian would like to view their child's school records, the following procedures should be followed:

1. Notify the school to request viewing your child's records.
2. Sign and date a form to view school record.
3. View records with a staff member present.
4. May request copies at a cost of up to \$.35 per page.

TELEPHONES

School telephones are for school business. Students will be notified of emergency calls only. A telephone log will be kept. The main office closes at 4:00 p.m. Phone calls must be made using the public phone located in the Commons or with their coaches after 4:00 p.m. Students are encouraged to make plans with friends prior to coming to school. **The**

office phone may not be used to make plans after school with friends.

VENDING MACHINES

Vending machines are not for Jr. High use during the school day.

POSTERS

There shall be no advertising or printed material distributed or displayed on school property without prior approval of the administration. All posters must be approved and stamped by the Junior High Principal before they may be displayed on school property. Posters are to be taken down at the close of the event by the individual or organization posting them.

INTERNET ACCESS

All use of the Internet access must be for the purpose of education or research and be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation and communication.

The use of the District's Internet is a privilege, not a right. Privileges will be suspended for inappropriate use. The student is responsible for their actions and activities involving the network and are expected to abide by the generally accepted rules of network etiquette.

Students and parents/guardians must sign the Authorization for Internet Access form. This form is available and kept on file in the Main Office. Board Policy #6:235.

Students may not access e-mail, instant messenger, unauthorized downloads unless organized by a teacher for a class project. Students may not make on-line purchases.

COMPUTERS

Junior High Students are not allowed to use the High School computer lab without a teacher. An adult must supervise Junior High students using any building computers.

BUS PASS

Bus passes will be written for a student to ride a different bus only with a signed parent request. A parent may not phone to make the request. We require a signed parent request from the student riding a different bus. We will not issue a bus pass for any student from another building.

TRANSPORTATION

BUS RULES

The Macomb Community Unit School District provides transportation services to students as required by the Illinois School Code. Students are assigned by the district's contracted carrier to bus stops and buses. Students are not required to walk more than 1.5 miles to any bus stop (less distances are permitted for those students who reside in hazardous areas identified by the Illinois Department of Transportation). Students and parents are reminded that bus riding is a privilege extended to the student and family and is not a legal right. Students may only ride a different bus if approved by the Principal. Bus riding privileges may be suspended for violations of established district rules and regulations. Pay-as-you-ride service may be available for students living less than 1.5 miles, see the principal for availability and cost.

VIOLATION CATEGORIES

TYPE A VIOLATIONS:

A BUS CONDUCT REPORT IS FILED IMMEDIATELY BY THE DRIVER AND GIVEN TO THE DISPATCHER WHO WILL LOG THE VIOLATION AND SEND THE BUS CONDUCT REPORT TO THE BUILDING PRINCIPAL VIA INTER-SCHOOL MAIL.

Behaviors that fall into this type of violation include, but are not limited to: Fighting, destruction of property, disrespect to the driver,

endangerment to passengers, reckless misconduct, hand/head/body hanging out of the window, abusive or obscene language or gestures, possession/use of tobacco products, drugs, or alcohol.

TYPE B VIOLATIONS:

DRIVERS WILL UTILIZE A PROGRESSIVE DISCIPLINE PROCEDURE WHICH COULD RESULT IN A BUS CONDUCT REPORT BEING FILED WITH THE PRINCIPAL.

Behaviors that fall into this type of violation include, but are not limited to: horseplay, eating food, drinking, bringing animals (with the exception of animals required to assist students with a vision disability), standing while the bus is in motion, or failure to follow the driver's instructions while unloading, crossing the street or road to board the bus, or crossing in front of the bus.

PROGRESSIVE DISCIPLINE PROCEDURES USED BY THE BUS DRIVERS FOR TYPE B VIOLATIONS INCLUDE:

1. First Violation –The driver gives the student a verbal warning with the day and violation recorded in the driver's log.
2. Second Violation -The driver gives the student an assigned seat, a second verbal warning, and violation recorded in the driver's log.
3. Third Violation-A Bus Conduct Report is completed and sent to the building principal for disciplinary action. The Bus Conduct Report will review the first and second violation and action taken previously by the driver.

Bus conduct reports completed by the driver shall be submitted in a neat and complete manner and turned in to the dispatch office for review at the end of his/her run. The Dispatcher or Transportation Manager will record the Bus Conduct Report in the Transportation log prior to forwarding it to the building principal. Type A violations follow the same procedures with the addition of an immediate call to the building principal to alert the principal of the serious Type A violation so that immediate disciplinary

procedures can be initiated.

PROCEDURES TO BE FOLLOWED BY BUILDING PRINCIPALS WHEN A BUS CONDUCT REPORT HAS BEEN FILED.

The building principal is not required to follow the district's progressive discipline procedures for Type A violations. Students in violations of Type A or a series of Type B violations are subject to a suspension from the bus and may also be subject to an out-of-school suspension and/or a recommendation to the Board of Education for expulsion depending on the nature of the specific violations(s). District student discipline procedures and Board of Education policies are in force when a student is on the bus, on building grounds, in the building, or attending co-curricular activities.

FIRST REFERRAL

The building principal will meet with the student to review the Bus Conduct Report of a rule/regulation violation. The parent will be contacted to insure that the parent has been made aware of the violation and disciplinary action. All due process will be afforded to the student. The student will be warned that another violation will result in a suspension from the bus and other disciplinary action as required.

SECOND REFERRAL

The building principal will meet with the student to review the Bus Conduct Report of a second rule/regulation violations. The parent will be contacted to insure that the parent has been made aware of the violation and disciplinary action. All due process will be afforded to the student. The student will be warned that another violation will result in a three-day suspension from the bus and other disciplinary action as required.

THIRD REFERRAL

The building principal will meet with the student to review the Bus Conduct Report that have resulted in disciplinary actions and review the third rule/regulation violations. The parent will be contacted to insure that the parent has been made aware of the violation and disciplinary action. A three-day suspension from the bus will be assigned. All due process will be afforded to the student. A warning will be given to the student and parent that

further violations will result in a ten-day suspension from the bus or the loss of bus riding privileges for the remainder of the school term and other disciplinary action as required.

FOURTH REFERRAL

The building principal will meet with the student and parent (a parent conference is required) to review the series of previous Bus Conduct Report that have resulted in disciplinary actions and review the fourth rule/regulation violation. A ten-day suspension from the bus will be assigned. All due process will be afforded to the student. A warning will be given to the student and parent that further violations will result in a loss of bus riding privileges for the remainder of the school term and other disciplinary action as required.

FIFTH REFERRAL

The building principal will meet with the student and parent (a parent conference is required) to review the series of Bus Conduct Reports that have resulted in disciplinary actions and review the fifth rule/regulation violation. All due process will be afforded to the student. The student will lose his/her bus riding privileges for the remainder of the school term and other disciplinary action as required.

OPERATIONAL SERVICES

Administrative Procedure-School Bus Safety Rules.

The building principal shall distribute the following rules to all students by including them in the Parent/Student Handbook. Those students not qualifying for school bus transportation to and from school should receive a copy because they may from time-to-time be transported to school activities by school bus.

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing,

- backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop and stay away from the street while waiting for the bus. If you are late and the bus is departing, do not run after the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter and exit single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Changing seats is not allowed while the bus is in motion. Keep your hand, arms and head inside the bus.
5. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
6. Always listen to the bus driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
7. Wait until the bus comes to a complete stop before standing up. Use the handrail when exiting the bus.
8. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you.
9. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus cross arm. Cross the street only after checking both ways for traffic.
10. Never run back to the bus, even if you dropped or forgot something.
11. Never cross between two parked busses.
12. Exit the front door of the bus only. Back and side emergency exits are for emergencies only.
13. Only authorized personnel are allowed to occupy the driving area.

HOME OF THE MUSTANGS!!!!!!

MACOMB JUNIOR HIGH WRITING STYLE REFERENCE INTRODUCTION

While a student at Macomb Jr. High School, you will be asked occasionally to write on subjects that are outside your personal experience or knowledge. Sometimes called a “research paper,” a “library report,” or a “research essay,” these types of writing all have in common the requirement that you use information from sources found in a library or through a computer. The important aspect of such writing is that you must use information or opinions from others to “back-up” your own idea or opinion.

This reference was developed to show you how to prepare such writing assignments. By reviewing this guide before you begin a writing assignment and by using the examples provided, you will be able to produce a finished project that will look professional.

The following information has been adapted from

Hacker, Diana. A Pocket Style Manual. 4th ed. Boston: Bedford/St. Martin's, 2004.

The Modern Language Association (MLA) style is the guide used for freshman English at all state universities in Illinois.

Keep in mind that in preparing any assignment, you should strive to produce the highest quality work possible. Being consistent and neat in your writing is a major factor in producing quality work.

THE PAPER'S PRESENTATION

By “presentation” we mean how a writing assignment looks when it is handed to your teacher. Those elements that can have a positive effect on the presentation of the paper include: appearance, typing, contents and page form.

Appearance. Teachers appreciate a paper that is neat, organized and prepared with care. Taking the time to be neat and organized will also help you develop more of an appreciation for your own writing skill.

Contents. Every research paper should include these parts: a title page, the body of the paper, and a works cited list. Longer papers may require the addition of a table of contents, an outline and an appendix. Additionally, longer papers may be enhanced with section headings. If you have any doubt about when to use any of these optional elements, you should ask your teacher.

Typing. All of your research writing must be either typewritten or printed on a word processor. Some assignments may be accepted in handwritten form, but be certain that your teacher specifically tells you that the handwritten form is acceptable for each assignment.

Page Form.

- A. Typewritten. When a writing assignment is prepared on a typewriter or word processor, you should use a standard 8 1/2" x 11" paper. Allow 1" for the left margin and 1" for the top, bottom and right margins. All typewritten work should be double spaced using one side of the paper only.

When you begin a new paragraph, indent five spaces. One space is left after commas and semicolons. One space is left after periods, colons and any other punctuation marks which are used to end a sentence.

Direct quotations that are longer than four lines should be indented ten spaces, omitting the quotation marks. The right margin remains the same.

If you choose to use *italics* rather than underline the magazine or book title, the most important thing to remember is to BE CONSISTENT.

- B. Handwritten. Check with your teacher for specific directions when handwriting a paper. Use one side of the paper only, and write only in ink (blue or black). New paragraphs should be indented one inch. Be certain to leave enough space after the end of each sentence so that the reader can easily tell where the new sentence begins. Spacing for commas and other punctuation marks should be appropriate.

When you make a direct quotation that is longer than four lines, indent the whole quotation two inches, leaving off the quotation marks. The right margin remains the same.

Page Numbering. In both the typewritten and handwritten forms, the page numbering should be the same. **In the upper right hand corner of each page, place your last name and the page number. The rule will apply to all pages except: the title page, the first page of the text, the works cited page (s) and any supplemental pages.**

Title Page. As the first part of your paper, the title page is important in establishing the quality of your paper. Therefore, the "look" of the title page is important. All information on the title page should be centered left-to-right on the page.

The title should be ten spaces from the top of the page. Then skip two more lines and type your name. Then skip ten more lines and type the name of the course. Skip two more lines and type the name of your teacher. Finally, skip two more lines and type the date.

Some teachers prefer students to put this information at the top of the first page instead of on a separate title page. Ask your teacher if (s) he has a preference.

BODY OF THE PAPER

The most important part of your writing will be contained in the body of the paper. This is where you will present your ideas and the information that supports those ideas. For the purpose of this reference, we will refer to the information that you gather from other sources as EVIDENCE.

Just as a carpenter knows how to build a house, s/he must get the lumber, nails and other materials from a building supply dealer. So too, you may have an idea about a topic, but you must gather evidence from the library to support or backup your idea. The carpenter “pays” for the materials s/he uses. In a similar way, the writer of a research paper must “pay” for the evidence s/he uses by giving appropriate credit or acknowledgment to the sources from which the evidence came. The “pay” to the source is called a CITATION.

Citation. A citation is the writer’s method of telling the reader where the writer got her/his information. To use information, whether facts or ideas, from another person without giving full credit to that person is a form of theft. Called PLAGIARISM, this form of theft is most serious and will leave everything else in your writing in doubt. Therefore, it is very important that you leave no doubt as to which ideas in your writing came from another source.

When to use a citation. The most difficult part of research writing for many students is trying to determine when to cite. The following are situations when you must provide a citation:

- A. Whenever you use a direct quotation.
- B. Any time you copy a chart, diagram or illustration.
- C. Anytime you develop a chart or diagram from the information provided by some source.
- D. Anytime you paraphrase:
 - 1. Another writer’s ideas
 - 2. Another writer’s opinion
- E. Anytime you use evidence that is not considered to be common knowledge, particularly statistics and data.

The last item on the above list is the most difficult rule to define. For example, most teachers would agree that you would not have to cite a source if you state Abraham Lincoln was born in Hodgeville County, Kentucky, on February 12, 1809 and that he was the 16th President of the United States.

Generally, if you are dealing with less well know topics, or if the evidence you are using is found in only one or two sources, it is best to provide a citation.

Caution. While the best rule is, “when in doubt, cite,” you must avoid the common trap of having your research writing become just a list of quotations and paraphrases strung together. While such a form of writing may show that you did a lot of library work, it does not show that you can think for yourself. Use your own words to tie the evidence together. Try to avoid beginning or ending paragraphs with evidence. Use your own words.

Paraphrases. To paraphrase, take the writing of another and rewrite it into your own words. Such rewriting still requires that you provide a citation for the evidence used. Also be accurate when you rewrite the ideas of another.

EXAMPLE – PARAPHRASING

Original	“Jones was continually guided by a high sense of professionalism that led him to seek opportunities to further his education and to write extensively on naval matters” (Spiller 545).
----------	--

Paraphrase John Paul Jones was a true professional naval officer who sought to enhance his knowledge naval affairs, and to write on naval subjects (Spiller 545).

PARENTHETICAL DOCUMENTATION (or In Text Citation)

When you use a direct quote or paraphrase from a source, you must tell your reader where you got the evidence. The method for doing this is called PARENTHETICAL DOCUMENTATION. According to the Modern Language Association (MLA), a writer is no longer required to use footnotes. Instead, the writer inserts at the end of a direct quote or at the end of paraphrased material, a simple notation that will help the reader find out where the writer got the evidence.

If you will look back at the example on the previous page on paraphrasing, you will see at the end of both the direct quote about John Paul Jones and of the paraphrase, there appears within parentheses () the name of the author of the book and the page number of the book on which the information could be found. That is the writer's way of telling the reader, "If you want to know where I got this, or if you want to read more about this, here is where to find it."

It is important for you to remember that the information contained within the parentheses is only a shorthand note that will help the reader find a full citation on the "Works Cited" page of your paper. As a writer, you want the reader to follow the flow of the ideas of your writing, so it is important that your parenthetical documentation not intrude upon the reading of your writing. Therefore, the MLA has developed its system of shorthand notations to aid in this process. Whenever you use a direct quote or paraphrase, you refer your reader to the list at the end of your paper for further information.

Your "Works Cited" list will be organized **alphabetically** by the first word of each source's entry. Therefore, the system calls for you to tell your reader in the body of the paper only the name of the author and the page number of the direct quote or paraphrased ideas. If you choose to give the author's last name in the body of the paper, you do not need to do so in the parentheses.

EXAMPLES

"John Paul Jones exhibited no false modesty about his objectives"(Beach 87).

OR

Beach notes, "John Paul Jones exhibited no false modesty about his objectives" (87).

OR

Beach states that John Paul Jones was proud of his goals (87).

Both quotations and the paraphrase are from Beach, Edward L. The United States Navy 200 Years. In the first example, the author and page number are given in the parentheses. The second example shows the author's name in the body of the writing, so only the page number must be given in the parentheses. So, too, in the paraphrase, the author is stated in the body; thus, the page number is all that is required in the parentheses.

PUNCTUATION OF PARENTHETICAL CITATIONS

In the examples given, please note that punctuation at the end of the sentence comes AFTER the parenthetical citation. When a direct quotation is made, the end punctuation also comes AFTER the parentheses.

DO NOT PUT A COMMA BETWEEN THE AUTHOR'S NAME AND THE PAGE NUMBER WITHIN THE PARENTHESES. Within the parentheses, the only punctuation that should appear is to provide the reader with more information than the author's last name and the page number. See the next section for an illustration of how to do that.

MORE THAN ONE SOURCE BY THE SAME AUTHOR

At times, you may have in your Works Cited list more than one source by the same author. In that instance, it is important to identify for your reader which of the sources by a given author you have used in a particular part of your paper.

EXAMPLES

Let's say that you have used two books by Beach:

Beach, Edward L. *The United States Navy 200 years*. New York: Henry Holt, 1992.

Beach, Edward L. *Submarine!* New York: Henry Holt, 1952.

So that your readers would know which book by Beach you were using at any one point, it would be necessary to include in the parentheses not only the author's last name and the page number, but also the title of the source. It is not necessary to list the full title of each book in the parenthesis, if a few words will suffice. Therefore, a citation for the first book in this example would be (Beach, *United States Navy* 87), while for the second book the citation would be (Beach, *Submarine!* 335).

WHEN THE WORK HAS NO AUTHOR

When the work has no named author, begin with the word by which the title is alphabetized in the Works Cited ("Submarines"). Magazine and encyclopedia articles sometimes have no authors named.

THE "WORKS CITED" PAGE

The key to the parenthetical documentation format is the Works Cited page. This page will be at the end of your paper. On this page you will list all of the sources you have cited in your writing. The list is arranged alphabetically by the first word of each entry.

Each entry will have the first line beginning at the left hand margin. All lines after the first line of each entry will be indented five spaces. Please see the examples on the following pages. All entries are double spaced.

The following pages list examples of the entries for the most commonly found sources. Follow these examples exactly. It is very important that the format of your Works Cited page be

correct. When you are preparing a paper, if you have a source that does not fit one of the examples listed below, then consult your teacher for the proper form.

EXAMPLES **Books**

By a single author:

Hopper, Karl. *A Book about Jets*. San Francisco: Harper, 1983.

Hagan, Kenneth J. *This People's Navy: The Making of American Sea Power*. New York: Free Press, 1991.

Stillwell, Paul. *Battleship New Jersey: An Illustrated History*. Annapolis, Maryland: Naval Institute Press, 1986.

Two or More Books by the Same Author:

Morrison, Samuel Eliot. *The Two-Ocean War: A Short History of the United States Navy in the Second World War*.

Boston: Little, 1963.

--- John Paul Jones: *A Sailor's Biography*. Boston: Little, 1959.

Note: When you have two or more books by the same author, each entry after the first one may use three dashes (-) in place of the author's name.

A Book by Two or More Authors

Woodward, Sandy, and Patrick Robinson. *One Hundred Days: Memoirs of the Falklands Battle Group Commander*.

Annapolis, Maryland: Naval Institute Press, 1992.

Note: When you have a book by two or more authors, the names of each author AFTER the first author are written first name first and last name last, instead of the usual entry pattern of last name first and first name last.

Britt, Albert Sidney, et al. *The Dawn of Modern Warfare*. Wayne, New Jersey: Avery, 1984.

Note: The abbreviation *et al.* is used when a book has more than three authors. *Et al.* is an abbreviation for a Latin phrase meaning "and others."

A Later or Revised Edition:

Hubbuck, Susan M. *Writing Research Papers Across the Curriculum*. 2nd ed. Chicago: Holt, 1989.

Note: If the book is listed as a "Revised Edition," then use the abbreviation "Rev. ed." in the entry.

A Book by a Corporate Author:

Pacific War Research Society. Japan's Longest Day. New York: Ballantine, 1972.

Note: A "Corporate Author" is when a book is published by some organization or business and does not have a specific author listed.

Books in a series:

Clementine, Darling. Moving to Montana Soon. Studies in the States Ser. Madison: U of Wisconsin P, 1978.

Edited Works:

Forrestal, James. The Forrestal Diaries. ed. Walter Millis. New York: Viking, 1951.

Goldstein, Donald M., and Katherine V. Billon, eds. The Pearl Harbor Papers: Inside the Japanese Plane. New York:

Brassey's (U.S.), 1993.

Translated Work:

Mickel, Peter, Hansgeorg Jentschura and Kieter Jung. Warships of the Imperial Japanese Navy, 1889-1945. Trans.

Antony Preston and J. D. Brown. Annapolis, Maryland: Naval Institute Press, 1977.

Anthologies-Emphasis on Editor:

Coots, John Olk, ed. The Norton Book on the Sea: an Anthology. New York: W. W. Norton, 1989.

Anthologies-Emphasis on Individual Author:

Lubbock, Basil. "The China Clippers." The Norton Book of the Sea: an Anthology. ed. John O. Coote. New York:

W. W. Norton, 1989: 312-314.

Essay or chapter from an anthology:

Lubbock, Basil. "The China Clippers." The Norton Book of the Sea. ed. John O. Coote.

New York: Norton, 1989: 312-314.

Spiller, Roger J., ed. Dictionary of American Military Biography. 3 vols. Westport, Connecticut: Greenwood Press,

1984.

Articles in Magazines, Periodicals, Journals, or Newspapers:

Magazine Article – No Author Given:

“After Pearl Harbor.” The New Republic 15 Dec. 1941: 816-817.

Magazine Article – Author Given:

Davenport, Walter. “Impregnable Pearl Harbor.” Collier’s 14 June 1941: 11-14.

Smith, Fred. “Riddles in Our Time.” The New Republic 23 Jan. 1997: 13-16.

NOTE: (use *italics* or underline title—not both. Whichever you choose, **be consistent!**)

Journal Article:

Melosi, Martin V. “The Triumph of Revisionism: The Pear Harbor Controversy, 1941-1982.” The Public Historian 5

(1983): 87-103.

Smithers, Mary Ann and Terrence Smathers. “Situational Irony and Sarcasm in the Works of Jane

Austen.” Journal of 18th Century Literature 26.2 (1999): 5-16.

Note: Journals are always listed with the volume number followed by the date in parentheses. A colon follows the date with the page numbers of the article then given.

Newspaper Article:

“Pearl Harbor Lessons.” New York Times 1 Feb. 1942, sec. 4:2.

Thompson, Tony. “Canoeing Everyday.” New York Times 6 May 2002, sec.3:2.

Note: Newspapers are often divided into sections, with each section beginning with its own page 1. Therefore, it is important to list the section as well as the page number. If the newspaper publishes more than one edition each day, you must list the edition from which your article is cited.

Other Written Works

Well-known reference works:

“Kiosk.” The American Heritage Dictionary of the English Language. 3rd ed. 1992.

Less familiar reference works:

“Anwar Sadat.” Middle Eastern Leaders. Twentieth-Century Political Biography 5. New York:Addison-Wesley, 1994.

Birnbaum, Samantha. “Dramatic Monologues.” Writer’s Guide and Index to English. 4th ed. Glenview: Scott, 1968.

Encyclopedia – Signed Article:

Current, Richard N. "Abraham Lincoln." Encyclopedia Britannica. 1975 ed.

Mason, Clara N. "Newts." The World Book Encyclopedia. 1990 ed.

Encyclopedia – Unsigned Article:

"John Paul Jones." Encyclopedia Britannica. 1975 ed.

Pamphlet:

Lincoln-Douglas Society of Freeport. Freeport's Lincoln: Unveiling at the 71st Anniversary Lincoln-Douglas Debate.

Freeport, Illinois: Lincoln-Douglas Society of Freeport, 1929.

Personal Letter:

Mendenhall, Corwin. Letter to the author. 30 Oct. 1991.

Government Document:

United States Navy Department. Dictionary of American Naval Fighting Ships. Washington, D. C.: GPO, 1959.

Note: GPO stands for Government Printing Office, which is always listed as the publisher for any document published by any agency of the United States government.

Material from Other Sources

An Interview:

Beach, Edward L. Personal interview. 9 Sept. 1991.

Beach, Edward L. Telephone interview. 24 Oct. 1991.

Lecture:

Stillwell, Paul. "Admiral Husband E. Kimmel: Scapegoat." Lecture given at Naval History Symposium, University of

Texas. Austin, Texas, 10 May 1991.

Television Programs:

Sharks of Steel. Writ. Yogi Kaufman. The Discovery Channel. 1 Nov. 1992. Radio Programs:

Welles, Orson, Dir. War of the Worlds. Writ. Hopward Koch. Mercury Theatre of the Air. CBS. 30 Oct. 1938.

Video Tape:

Wise, Robert, dir. Run Silent, Run Deep. With Clark Gable, Burt Lancaster, MGM. 1958.

Note: If you wish to emphasize the contribution of a particular person who worked on the film, that person could be listed first, instead of the director

Sound Recording:

Jones, Spike, "Der Fuehrer's Face." Spike Jones: Cocktails for Two. Originally Recorded 1942. ProArte Digital,

CDD 516, 1990.

Note: The previous entry emphasizes a particular song on this album. You may do the entry without such emphasis. Also, please note that the form calls for the name of the company that produced the recording, the album number and the date. If the album is a re-recording, as above, then both dates should be noted.

Electronic Sources

Include all the information your source provides. This will mean hunting the website carefully for information about authors, titles, access and publication dates, sponsoring organizations, etc., so that you can list the information accurately on your works cited page.

According to MLA style, Internet sources will include some combination of the following, to be listed in the order given:

1. Author's name
2. Title of the document
3. Full information about any previous or simultaneous publication in print form
4. Title of the scholarly project, database, periodical, or professional or personal site
5. Name of the editor of the scholarly project or database
6. Date of electronic publication or last update
7. Name of the institution or organization sponsoring or associated with the site
8. Date when you accessed the source
9. Network address, or URL

An entire web site:

Bruno, Maurice. Home page. 6 Nov. 2001. 16 Oct. 2002

< <http://www.geocities.com/brunom> >

United States Environmental Protection Agency. Functions of Wetlands. 25 May 1999.

17 Mar. 2003 <<http://www.epa.gov>>

Wetlands of the United States. 2003. Ecology Dept., U of Florida. 4 Oct. 2003

<<http://www.ufl.edu>>

Short work from a web site:

“Bears.” Wildlife Research Clearing House. 4 Apr. 2003. Nature Preserve Association. 14

May 2004 <www.nonoise.org/htm>

Stutzman, Marion. “Bioethics: The Current Controversy.” Nativeweb 16 May 2004.

18 May 2004 <<http://www.nativeweb.org>>

Work from a service such as Infotrac:

Carlton, James. “Bosnia after World War II.” Eastern Europe Issues 14.3 (1999): 22+.

Infotrac. Macomb HS Lib., Macomb, IL. 12 Sept. 2003

<<http://infotrac.thomsonlearning.com>>

Article in an Online Periodical:

Last name, First name. “Article title.” Magazine title. 5 Nov. 2001. 25 Feb. 2003

<<http://www.loc.gov/rr/news/lists.html>>

Last name, First name. “Article title.” Journal title. 14.6 (1996): 4 pp. 7 May 2003

<<http://gort.ucsd.edu/newjour/nj2/msg15157.html>>

CD-ROM:

Blackstone, Bob. “Golda Meir.” Discovering Biography. CD-ROM. Detroit, Mich.: Gale

Research, 1999.

Below are sample listings for many of the types of sources you might use. You are also urged to check one of the following very helpful sites for more information on MLA style for in-text citations and lists of works cited.

<http://owl.english.purdue.edu/> **Purdue Online Writing Lab**

<http://nutsandbolts.washcoll.edu/>

Helping the Homeless

Amy Downs

Language Arts 8

Mr. Neal Heerwagen

March 4, 2007

Helping the Homeless

- I. Classification of the homeless
 - A. Traditionally unemployed males
 - B. More entire families
- II. Ineffective government programs
 - A. Temporary Emergency Food Assistance Programs
 - 1. Lack of storage
 - 2. Lack of place to prepare food
 - B. Voucher system
 - 1. “Rewards” homeless
 - 2. Requires more adequate housing supply
 - C. Rent-Control System
 - 1. Creates “housing gridlock”
 - 2. Primary cause of homelessness in rent controlled cities
- III. Steps to alleviate homelessness
 - A. Acceptance of responsibility by federal government
 - 1. Decrease in housing funds
 - 2. Drop in housing production
 - B. Increase in proper housing
 - 1. Soup Kitchens
 - 2. Transitional housing
 - 3. Permanent housing

Helping the Homeless

On a chilly February afternoon, an old man sits sleeping on the sidewalk outside a New York hotel while the lunchtime crowd shuffles by. At the man's feet is a sign which reads: "Won't you help me? I'm cold and homeless and lonely. God bless you" (Chambers 11). Imagine, for a moment, the life this man leads. He probably spends his days alone on the street begging for handouts and his nights searching for shelter from the cold. He has no job, no friends, and nowhere to turn. Although most Americans would like to believe that cases like this are rare, the National Coalition for the Homeless estimates that as many as 3 million citizens of our country share this man's lifestyle (Tucker 34). Who are these people we call "the homeless," and what factors have contributed to their plight?

According to Pastor Walker, the director of the Gospel Missions Shelter in Sioux City, Iowa, most of the homeless are unemployed males, and from 30 to 40% have alcohol or drug-related problems. Walker is quick to note, however, that the image of the "typical" homeless person is changing. He says, for instance, that the average age of the homeless has dropped from 55 to 30 in the last ten years (Walker interview). National studies have confirmed that the composition of America's homeless population consists of families with small children, and 22% of the homeless have full-or part-time jobs (Mathews 57). Statistics seem to show that more and more of the homeless are entire families who have simply become the victims of economic hardship.

Why are these people still on the streets, despite the billions of dollars that are spent on the homeless each year? Some blame the national housing shortage, arguing the 2% vacancy rate is not great enough to fill the country's need for shelter (Marcuse 426). Further study of the problem, however, suggests that government programs and policies are more likely to blame. These current programs fall into several categories. Some are handout programs designed to

provide food or clothing to all of the needy, not just the homeless. An example of this type of program is the Temporary Emergency Food Assistance Program, which was created by the federal government in 1981 in order to make surplus agricultural commodities available to those in need. Other programs, such as the experimental voucher program and the rent-control system, are intended specifically to provide housing for low-income families that need shelter. Despite the good intentions behind these programs, however, they have not provided sufficient help for the homeless.

< paragraphs deleted in this sample >

The program that has had the worst results, however, is the rent-control system, which now covers approximately 12% of America's housing. Rent control is a program set up by local governments to limit the amount of rent that a landlord can charge his tenants. Its existence dates back to the latter part of World War II, when New York tenants became worried about impending rent increases following the war. In 1947, these tenants persuaded politicians to extend the rent limits into permanent housing regulations. Since that time, nine states and many major cities, such as Los Angeles and Washington, D. C., have adopted rent-control policies (Fleetwood 19).

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Throughout the nation, rent control has had effects similar to those in New York. According to William Tucker, a writer who has done extensive research on rent control and the homeless, the existence of rent control is the primary factor that determines that number of homeless a city will have, regardless of location. For example, the extent of homelessness in Santa Monica, California, is so great that the city has been dubbed "The homeless capital of the West Coast." The only characteristic of this city that distinguishes it from others in the same area is its extremely strict rent-control policy.

Other cities in Tucker's study that have rent-control programs also have a much higher rate of homelessness than the national average. In fact, Tucker asserts that where rent control is practiced, homelessness is 250% greater than in cities without rent control (41).

Since these government programs have not solved the problems of homelessness, what should be done instead? There is no guaranteed answer to this question, but the most promising solution consists of three steps. First of all, the federal government must accept responsibility for providing shelter for the homeless. During the Reagan administration, the federal government attempted to shift this burden to state and local governments by slashing federal funds for housing. Between the years of 1981 and 1987, Reagan cut the housing budget from \$30 billion to \$7.3 billion, expecting local governments and private contributions to make up for the decrease in fund (Mathews 58). Unfortunately, Reagan's plan has not worked as well as he expected. In New York City, for instance, only \$450 million have been spent on the homeless since the cutbacks, while the need has been estimated at \$12.5 billion (Chambers 11).

The decrease in funds has been coupled with a recent drop in housing productions. Only 60,000 new housing units have been created in New York during the past three years, compared to 265,000 between the years 1960 and 1963. Many other cities have experienced similar cutbacks. This decrease in new housing units has undoubtedly contributed to the nation's housing shortage. In addition, some existing subsidized federal housing units from the 1960's will soon be free from the rent restrictions placed on them at that time. The result will probably be a substantial rise in the amount of rent charged, which will put much of the current low-income housing out of the reach of the poor (Mathews 57-58). In order to avoid the drastic effects that these decreases in low-rent housing could cause, more housing must be created immediately. According to community groups, renewed federal support will be essential to accomplish this task (Hull 22).

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When we discuss “ending” homelessness, however, we must remember that it is a problem that will probably never be truly eliminated. There will always be those who refuse any help offered to them, the ones who prize their freedom of lifestyle above personal comfort. While we must respect the rights of such people, we cannot use them as an excuse to do nothing about the homeless. Most of those living on the streets are there, not by choice, but because they have no alternative. It is these people that we must try to help immediately, with the support of the federal government. If we begin now, we may be able to make homelessness simply a matter of choice.

Note: Last name and page number should appear on upper right corner of each page of text.

Works Cited

- Chambers, Rick. “No Place to Lay Their Heads.” The Church Herald
16 Sept. 1988: 9-11.
- Coulson, C. “The \$37,000 Slum.” The New Republic 19 Jan. 1988: 15-16.
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- Marcuse, Peter. “Why Are They Homeless?” The Nation 4 Apr. 1987: 426-29.
- Mathews, Tom. “What Can Be Done?” Newsweek 21 Mar. 1988: 57-58.
- “Then There’s Rent Control.” The New Republic 11 Apr. 1988: 22.
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Sept. 1987: 32-43.
- Walker, Harry. Personal interview. 20 Dec. 1988.
- Whitman, David. “Living in Poverty.” Homeowner’s Web 16 May 2007
23 August 2007 <homeownersweb.org>
- York, Bob. “Poverty.” Discovering Life. CD-ROM. Detroit, Mich.: Gale Research, 1999.

2008-2009 SCHOOL CALENDAR DATES

Monday, August 18	Teacher's Workshop
Tuesday, August 19	Teacher's Workshop
Wednesday, August 20	First Pupil Attendance Day - Early Dismissal
Monday, August 25	Back to School Night
Monday, September 1	Labor Day - NO SCHOOL
Tuesday, September 23	School Improvement Day - Early Dismissal
Friday, October 10	Teacher's Workshop
Monday, October 13	HOLIDAY - Columbus Day - NO SCHOOL
Tuesday, October 21	End of 1st Quarter
Wednesday, October 29	Parent/Teacher Conferences 5:30 - 8:00 P.M.
Thursday, October 30	Parent/Teacher Conferences - NO SCHOOL
Friday, October 31	Parent/Teacher Conferences - NO SCHOOL
Monday, November 10	School Improvement Day - Early Dismissal
Tuesday, November 11	Veteran's Day - NO SCHOOL
Wednesday, November 26	NO SCHOOL
Thursday, November 27	HOLIDAY - Thanksgiving - NO SCHOOL
Friday, November 28	NO SCHOOL
Monday, December 22	Winter Vacation Begins
Monday, January 5	School Resumes
Friday, January 16	End of 1st Semester
Monday, January 19	HOLIDAY - M.L. King's B'day - NO SCHOOL
Monday, February 16	HOLIDAY - President's Day - NO SCHOOL
Wednesday, February 25	School Improvement Day - Early Dismissal
Monday, March 2 – Friday, March 13	ISAT Testing
Monday, March 16 - Friday, March 20	Spring Vacation
Friday, March 27	End of 3rd Quarter
Friday, April 10	Spring Break - NO SCHOOL
Tuesday, April 21	School Improvement Day - Early Dismissal
Monday, May 25	HOLIDAY - Memorial Day - NO SCHOOL
Friday, May 29	Last Day of School - If no snow days

Page 41 Calendar Dates is for the
outside back cover.

Thanks

Kathy