

Matthew C. Perry High School

2012-2013

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<https://mcperryhs.pac.dodea.edu>

Mr. Lorenzo Brown

Principal

Ms. Priscilla Hill

Assistant Principal

School Mascot: Samurai

School Colors: Maroon and White

Paper copies of the handbook are available in the front office upon request.

School Song

*PERRY HIGH, PERRY HIGH, PERRY HIGH,
Stand up and cheer for victory,*

*SAMURAI, SAMURAI, SAMURAI,
Show your spirit for the team,*

*SEMPER FI, PERRY HIGH, SAMURAI,
On the court and on the field,*

*WE WILL FIGHT, FIGHT, FIGHT
FOR MAROON AND WHITE,
Samurai to victory!*

*Words and music by
Mr. Jim Hashman
Perry High Music Teacher
1998-2007*

MATTHEW C. PERRY HIGH SCHOOL HONOR CODE

M. C. Perry High School students are persons of integrity.

We stand for that which is right.

We commit ourselves to uphold the ideals of honor and loyalty by refusing to betray the trust bestowed on us by our parents, friends and teachers.

We tell the truth and ensure that the full truth is known.

We do not lie, deceive, or evade the truth.

We embrace fairness in all our actions.

We ensure that work submitted as our own is our own.

We do not cheat or plagiarize.

We respect the property of others.

We do not steal.

THE HONOR CODE DESCRIBES THE STANDARD OF ETHICAL BEHAVIOR THAT ALL STUDENTS SHOULD CHOOSE TO LIVE BY.

IT PROVIDES A FOUNDATION FOR A WAY OF LIFE AND FOR THE DEVELOPMENT OF SELF-RESPECT AND GOOD CHARACTER.

IT IS THE RESPONSIBILITY OF EVERY STUDENT TO UPHOLD THE HONOR CODE AND THE GOOD NAME OF M. C. PERRY HIGH SCHOOL.

DoDEA Mission

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

M. C. Perry High School Vision Statement

M. C. Perry High School promotes a learning community where students pursue excellence through initiative and integrity.

Excellence: Students strive for their highest achievement in every pursuit.

Initiative: Students are self-motivated in pursuit of highest achievement.

Integrity: Students gain high achievement through honesty, respect, and responsibility to themselves and others.

School Improvement Student Performance Goal 1

All students will improve reading comprehension across the curriculum.

School Improvement Student Performance Goal 2

All students will increase performance on academic writing skills across the curriculum using instructional interventions implemented in all curricular areas using the 6+1 traits of writing.

*M.C. Perry is accredited through the AdvancED accreditation organization. For more about the process please go to:
<http://www.advanc-ed.org/>.*

Write Traits

Word Choice

- 5 Precise, vivid, natural language paints a strong, clear, and complete picture in the reader's mind.**
- The writer's message is remarkably clear and easy to interpret.
 - Phrasing is original—even memorable—yet the language is never overdone.
 - Lively verbs lend the writing power.
 - Striking words or phrases linger in the reader's memory, often prompting connections, memories, reflective thoughts, or insights.

3 The language communicates in a routine, workable manner; it gets the job done.

- Most words are correct and adequate, even if not striking.
- Familiar words and phrases give the text an “old coach” kind of feel.
- Attempts at colorful language are full of promise, even when they lack restraint or control. Jargon may be mildly annoying, but it does not impede readability.
- General meaning is clear, but the brush is too broad to convey subtleties.

1 The writer struggles with a limited vocabulary—or uses language that simply does not speak to the intended audience. Readers are likely to notice more than one of these problems—

- Vague words and phrases (She was nice. It was wonderful. The new budget had impact) convey only the most general sorts of messages.
- Cliches or redundant phrases encourage the reader to skim, not linger.
- Words are used incorrectly (The bus impelled into the hotel).
- Inflated or jargonistic language makes the text ponderous and hard to read.
- The reader has trouble grasping the writer's intended message.

6-Traits plus

Sentence Fluency

- 5 An easy flow and rhythm combined with sentence sense makes this text a delight to read aloud.**
- Sentences are well crafted, with a strong and varied structure that invites expressive oral reading.
 - Purposeful sentence beginnings show how each sentence relates to and builds on the one before.

3 The text hums along with a steady beat.

- The writing has cadence, as if the writer hears the beat in his or her head.
- Sentences vary in both structure and length, making the reading pleasant and natural, never monotonous.
- Fragment, if used, add style.
- Sentences are mostly grammatical and fairly easy to read aloud, given a little rehearsal.

1 A fair, interpretive oral reading of this text takes practice. The reader is likely to notice more than one of these problems—

- Graceful, natural phrasing intermingles with more mechanical structure.
- Some variation in length and structure enhances fluency.
- Some purposeful sentence beginnings aid the reader's interpretation of the text.
- Fragments may be present; some are stylistically effective.
- Irregular or unusual word patterns make it hard to tell where sentences begin and end.
- Ideas are hooked together by numerous connectives (and, but, so then) to create one gangly, endless “sentence.”
- Short, choppy sentences bump the reader through the text.
- Repetitive sentence patterns put the reader to sleep.
- Transitions are either missing or so overdone they become distracting.
- The reader must often pause and reread for meaning.
- Fragments, if used, seem accidental; they do not work.

One-Pager

Conventions

- 5 The writer shows excellent control over a wide range of standard writing conventions & uses them w/accuracy & (when appropriate) creativity & style to enhance meaning.**
- Errors are so few and so minor that a reader can easily overlook them unless searching for them specifically.

3 The writer shows reasonable control over the most widely used writing conventions and that is adequately readable.

- Enough errors distract an attentive reader somewhat; however, errors do not seriously impact readability or obscure meaning.
- It is easy enough for experienced reader to get through text; writing clearly needs polishing.
- The paper reads much like a second rough draft—readable, but lacking close attention to conventions.
- Moderate editing would be required to get the text ready for publication.

1 The writer demonstrates limited control even over widely used writing conventions. The reader is likely to notice one or more of the following problems—

- Errors are sufficiently frequent and/or serious enough to be distracting; it is hard for the reader to focus on ideas, organization, or voice.
- The reader may need to read once to decode, then again to interpret and respond to the text.
- The paper reads like a first rough draft, scribbled hastily without thought for conventions.
- Extensive editing would be required to prepare the text for publication.

6+1 Traits of Writing Rubric

Adapted from *Creating Writers*, Spandel and Shiggins, New York: Longman, 1997, pp 51-57. Used with permission.

Write Traits

Idea Development

6-Traits plus

Organization

One-Pager

Voice

<p>5 The writing is clear, well-supported or developed, and enhanced by the kind of detail that keeps readers reading.</p> <ul style="list-style-type: none">• The writer selectively chooses <i>just</i> the right information to make the paper understandable, enlightening and interesting — without bogging down in trivia.• Details work together to expand the main topic or develop a story, giving the whole piece a strong sense of focus.• The writer’s knowledge, experience, insight or unique perspective lends the writing a satisfying ring of authenticity.	<p>5 The order, presentation, or internal structure of the piece is compelling and guides the reader purposefully through the text.</p> <ul style="list-style-type: none">• The entire piece has a strong sense of direction and balance. Main ideas or key points stand out clearly.• An inviting lead draws the reader in; a satisfying conclusion ties up loose ends.• Details seem to fit right where they are placed, making the text easy to follow and understand.• Transitions are strong but natural.• Pacing feels natural & effective; the writer knows just when to linger over details and when to get moving.• Organization flows so smoothly the reader does not need to think about it.	<p>5 The writer’s energy and passion for the subject drive the writing, making the text lively, expressive, and engaging.</p> <ul style="list-style-type: none">• The tone and flavor of the piece fit the topic, purpose and audience well.• The writing bears a clear imprint of this writer; the writer seems to know his/her audience, and shows a strong concern for their informational needs and interests.• Narrative text is open and honest.• Expository or persuasive text is provocative, lively & designed to hold a reader’s attention.
<p>3 The writer has made a solid beginning in defining a topic or mapping out a story line. It is easy to see where the paper is headed, though more expansion is needed to complete that picture.</p> <ul style="list-style-type: none">• General, global information provides the big picture—and makes the reader long for specifics.• Well-focused information blends with repetitive points, trivia or meanderings.• The writer draws on <i>some</i> personal experience—but too often settles for generalities or clichéd thinking.• Unneeded information may eat up space that should have gone to more important details. Where’s the balance?	<p>3 The organizational structure allows the reader to move through the text without undue confusion.</p> <ul style="list-style-type: none">• Sequencing of main ideas seems reasonably appropriate; the reader rarely, if ever, feels lost.• The introduction and conclusion are recognizable and functional.• Transitions are usually present, but sometimes a little too obvious or too structured.• Structure may be so dominant or predictable that it literally smotheres the ideas and voice.• Information is <i>merely</i> presented in an orderly if not quite compelling fashion.	<p>3 The writer seems sincere and willing to communicate with the reader on a functional, if distant, level.</p> <ul style="list-style-type: none">• The tone & flavor of piece could be altered slightly to better fit topic, purpose, audience.• The writer has not quite found his or her voice but is experimenting—and the result is pleasant or intriguing, if not unique.• Clearly aware of an audience, the writer only occasionally speaks right to that audience.• The writer often seems reluctant to “let go” and thus holds individuality, passion and spontaneity in check. Nevertheless, voice pops out on occasion.
<p>1 Sketchy, loosely focused information forces the reader to make inferences. Readers likely notice <i>more than one</i> of these problems—</p> <ul style="list-style-type: none">• The main topic is still unclear, out of focus—or not yet known, even to the writer.• Missing, limited or unrelated details require the reader to fill in many blanks.• Lists of “facts” may be substituted for true development or expansion.• Everything seems as important as everything else. What is the main point?	<p>1 Ideas, details or events seem so loosely strung together. Readers will likely notice <i>more than one</i> of these problems—</p> <ul style="list-style-type: none">• As yet, there is no clear sense of direction to carry the reader from point to point.• No real lead sets up what follows.• No real conclusion wraps things up.• Missing or unclear transitions force the reader to make giant leaps.• Sequencing feels more random than purposeful, often leaving the reader with a sense of being adrift.• The writing does not move purposefully toward any main message or turning point.	<p>1 The writer seems definitely distanced from topic, audience, or both; as a result, the text may lack life, spirit, or energy. Readers are likely to notice <i>one or more</i> of these problems—</p> <ul style="list-style-type: none">• The tone and flavor of the piece are inappropriate for the topic, purpose, and/or audience.• Writer doesn’t seem to reach out to audience or to anticipate their interests and needs.• Though it may communicate on a functional level, the writing takes no risks and does not engage, energize or move the reader.• The writer does not project enough personal enthusiasm for the topic to make it come alive for the reader.

Adapted from *Creating Writers*, Spandel and Stiggins, New York: Longman, 1997, pp. 51-57. Used with permission.

SQ3R: A Reading Comprehension Strategy

SURVEY - gather the information necessary to focus and formulate goals.

- Read the title - help your mind prepare to receive the subject at hand.
- Read the introduction and/or summary - orient yourself to how this chapter fits the author's purposes, and focus on the author's most important points.
- Notice each boldface heading and subheading - organize your mind before you begin to read - build a structure for the thoughts and details to come.
- Notice any graphics - charts, maps, diagrams, etc. are there to make a point - don't miss them.
- Notice reading aids - italics, bold face print, chapter objective, end-of -chapter questions are all included to help you sort, comprehend, and remember.

QUESTION - help your mind engage and concentrate.

One section at a time, turn the boldface heading into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed. When your mind is actively searching for answers to questions it becomes engaged in learning.

READ - fill in the information around the mental structures you've been building.

Read each section with your questions in mind. Look for the answers, and notice if you need to make up some new questions.

RECITE - retrain your mind to concentrate and learn as it reads.

After each section - stop, recall your questions, and see if you can answer them from memory. If not, look back again but don't go on to the next section until you can recite.

REVIEW - refine your mental organization and begin building memory.

Once you've finished the entire chapter using the preceding steps, go back over all the questions from all the headings. See if you can still answer them. If not, look back and refresh your memory, then continue.

Additional reading comprehension strategies, such as marking the text, will be utilized as well.

Matthew C. Perry High School is a place to learn and prepare for future success and happiness in life. Teachers come to school prepared to teach, and students should come to school prepared to learn. This student planner is a tool that provides information to help you manage your daily responsibilities and activities as a student and achieve success in school.

This planner must be used on a daily basis. It contains general information about school policies and procedures, plus sections on goal setting, time management, study skills, and test taking strategies. It also includes academic guidelines, formulas, and definitions for many subjects, and serves as a quick academic reference guide that can provide a central source of information.

Students cannot leave seminar without a seminar pass from a teacher and/or their planner. The planner must be used as a seminar signature card for teachers to monitor seminar movement between classes.

2012-2013 School Calendar

2012	
Aug 27	Begin 1st Quarter & 1st Semester
Sep 3	Federal Holiday - Labor Day
Oct 8	Federal Holiday - Columbus Day
Nov 1	End of 1st Quarter
Nov 2	No School for Students - Teacher Work Day
Nov 5	Begin 2nd Quarter
Nov 12	Federal Holiday - Veterans' Day
Nov 22	Federal Holiday - Thanksgiving
Nov 23	Recess Day
Dec 24	Begin Winter Recess
Dec 25	Federal Holiday - Christmas

2013	
Jan 1	Federal Holiday - New Year
Jan 7	Instruction Resumes
Jan 21	Federal Holiday - MLK Jr. Day
Jan 24	End 2nd Quarter & 1st Semester
Jan 25	No school students- Teacher work day
Jan 28	Begin 3rd Quarter & 2nd Semester
Feb 18	Federal Holiday - Presidents' Day
Apr 4	End of 3rd Quarter
Apr 5	No school students- Teacher work day
Apr 8	Begin Spring Recess
Apr 15	Instruction Resumes - 4th Quarter
May 27	Federal Holiday - Memorial Day
Jun 13	End 4th Quarter & 2nd Semester - Student last day
Jun 14	No school for students - Teacher work day

DoDEA Graduation Requirements

Required Courses	Units
Language Arts 9,10,11,12 (ESL may substitute for two years of language arts).	4
Social Studies (1 credit of U. S. History; 1 credit of either World Regions or World History; and ½ credit in Government required).	3
Mathematics (Algebra 1 and Geometry are required. The third mathematics credit must have a course code of 400 or above; lab course may not be used to satisfy graduation requirements. <i>(Although 7th and 8th grade students may take high school level courses, three addition math credits must be taken in high school.)</i>)	3
Science (Biology is required and either Chemistry or Physics is required. Physics Application in the Community and Chemistry Applications in the Community satisfy graduation requirements).	3
Foreign Language (A total of 2 credits in the same foreign language is required).	2
Professional Technical Studies (one computer technology class for ½ credit must be completed).	2
Physical Education	1 ½
Fine Arts (courses used to satisfy this requirement must relate to: visual arts, theater, music, dance, and/or humanities).	1
Health Education	½
Required Courses Units	20
Electives Units	6
TOTAL CREDITS	26

All students must have a 2.0 Cumulative Grade Point Average to graduate.

M. C. PERRY HIGH SCHOOL RULES AND PROCEDURES

DAILY SCHEDULE

PHS classes begin at 0750 and end at 1430, Monday - Friday. No students, except seniors, may enter the building prior to 0745 unless in possession of a pass from a teacher. Students may enter the cafeteria or the library prior to 0745 but must enter through the outside doors to those two rooms and remain in those rooms until the first bell rings.

When the bell rings at 1430 students are dismissed. Unless actively engaged in a school activity under the direct supervision of a teacher in a classroom, students are to leave school grounds at 1445.

Classroom Schedule			
A Day		B Day	
A1	0750-0915	B1	0750-0915
A2	0920-1045	B2	0920-1045
A3	1050-1215	B3	1050-1215
Lunch	1215-1300	Lunch	1215-1300
A4	1305-1430	B4	1305-1430

ATTENDANCE

The DoDEA attendance policy can be found at:

<http://www.dodea.edu/attendance/>

Attendance at school is a significant predictor of learning and academic success. Students must attend classes. Excused absences are those resulting from illness, medical/dental appointments, athletic or extracurricular activities, or family emergencies. Absences that do not fit into one of these categories or seem inconsistent with educational goals will be considered unexcused. Parents are asked to assist the school in enforcing its

attendance policy by not asking to excuse children for inappropriate reasons.

When a student is absent for a full school day or a partial school day, parents must provide a note to the school registrar excusing the absence. This note is mandatory, and if not brought to school on the day following an absence, the absence will be considered unexcused, students may face disciplinary action for truancy, and make-up work will not be allowed. Students late for any classes must also come to school with a note excusing the tardy. The note for absences and tardies must include the following information:

- Student name
- Date and time of absence/tardy.
- Reason for absence/tardy.
- Parent/guardian signature.
- Parent/guardian phone number.

Students are responsible for bringing a note to the School Registrar following an absence. If a note is not brought the following consequences will occur:

No Excusal Note Brought to School	
Number	Consequence
2	60-minute detention
3	120-minute detention
4	Saturday School
5+	1 day suspension for each tardy

Students must be signed out by a parent to leave school for any reason; no one else may sign a student out unless the school has a notarized Power of Attorney designating the individual responsible for that student.

The School Registrar keeps a record of absences and tardies in the Main Office. Parents may call the office (253-5449) to obtain an

attendance/tardy report on their child. Parents will be notified when there is a concern about the number of absences and tardies a student has accumulated. Excessive absences and tardies will result in disciplinary actions and be reported to the Station Inspector and Family Advocacy.

Students have five minutes to change classes and are expected to be in the classroom when the tardy bell rings.

Unexcused Tardy Consequences	
Number	Consequences
3	60 minutes detention
4	120 minutes detention
5	Saturday School
6+	1 day suspension for each tardy

SIGN/OUT PROCEDURES

Students who leave the building at any time during school hours, except for lunch for grades 9-12, are required to be signed out by a parent/guardian in the Main Office. Any student who leaves school without being signed out is considered skipping class and is subject to disciplinary measures.

LUNCH

Lunch is scheduled for all students from 1215 to 1300. All 7th and 8th grade students must remain on campus during lunch. Students may leave the cafeteria and go to the gym, courtyard, or information center. Students may not be inside the building or on the elementary school grounds during lunch hours.

The Marine Corps Community Services (MCCS) operates the school lunch program. Students may pay cash in the cafeteria at the time they purchase lunch, or they may put money on their account with the Cafeteria Lunch Coordinator.

Students are expected to use good manners during lunch. Lunch trays and trash must be disposed of properly, and students are

expected to comply with instructions from lunchroom monitors or cafeteria workers.

Students who fail to achieve a 2.0 GPA on weekly grade checks will lose off-campus lunch privileges and be assigned to lunchtime Opportunity Hall.

DISCIPLINE MEASURES

Most discipline infractions will be minor and require no more than an immediate correction by a teacher or staff member. Some students, however, will fail to heed corrective action and continue to commit minor infractions or commit infractions so serious that they must be addressed with formal disciplinary measures such as detention, suspension, or expulsion.

Teachers and administrators may assign after-school detention for minor disciplinary infractions. More serious infractions may result in a Saturday School detention, an in-school suspension, an out-of-school suspension for up to ten days, or in the most serious cases, expulsion from school.

Discipline Matrix

Infraction	1 st Offense	2 nd Offense	3 rd Offense
Dangerous weapon	Expulsion		
Drugs/Inhalants	10 day suspension	Expulsion	
Alcohol	5 day suspension	10 day expulsion	Expulsion
Fighting	5 day suspension	10 day suspension	Expulsion
Robbery/Stealing	5 day suspension	10 day suspension	Expulsion
Bullying	5 day suspension	10 day suspension	Expulsion
Tobacco	Saturday School	5 day suspension	10 day suspension
Truancy	Saturday School	5 day suspension	10 day suspension
Gambling	Saturday School	5 day suspension	10 day suspension
Vandalism	Saturday School	5 day suspension	10 day suspension
Mistreatment	Saturday School	2 day suspension	5 day suspension
Disrespect to a teacher	Saturday School	2 day suspension	5 day suspension
Failure to serve detention	Saturday School	2 day suspension	5 day suspension
Electronic device	Saturday School	Saturday School	5 day suspension
Disruption in class	Saturday School	Saturday School	5 day suspension
Profanity/Vulgarity	Saturday School	Saturday School	5 day suspension
Plagiarism/Cheating	0/Saturday School	0/Saturday School	0/Saturday School
Computer use agreement	1 week use suspension Saturday School	2 week use suspension Saturday School	4 week use suspension Saturday School
Tardy	60 min detention	90 min detention	Saturday School
Dress code	60 min detention	90 min detention	Saturday School
Public display of affection	60 min detention	90 min detention	Saturday School
Food/Drink/Gum	60 min detention	90 min detention	Saturday School

This matrix is a guideline for disciplinary consequences. The school administration may use subjective judgment in determining deviations from the prescribed consequences and may award more serious punishment.

DRESS CODE

Students are expected to dress appropriately in a way that is consistent with a serious learning environment and does not interfere with the educational performance of other students.

These examples are not all inclusive; the principal or assistant principal will exercise subjective judgment in determining whether clothing, footwear, or personal appearance is acceptable and in good taste in an academic environment. Students who wear inappropriate clothing to school will be detained in the office until a parent or guardian brings replacement clothing that meets the requirements of the dress code.

Please refer to posted visuals in the school building for clarification on dress code requirements.

Inappropriate clothing includes:

- Tank tops/muscle shirts/shirts with sleeves removed/off-the-shoulder shirts/military issue green or white undershirts, or any undershirts designed to be worn as an undergarment.
- Shirts that expose the midriff and cleavage.
- Shirts with spaghetti straps must be 2 inches in width.
- Shirts with profane, offensive, provocative, or negative pictures, images or references to drugs, alcohol, sex, tobacco, violence, religion, or ethnicity.
- See-through clothing.
- Pants/jeans/shorts must be worn at the natural waistline.
- Short shorts or skirts (below the fingertips when standing straight with arms extended along the side). Leggings on underneath do not allow the shorts or skirts to be shorter.
- Military issue shower shoes.
- Pajamas, slippers, or any type of sleepwear.
- Head-coverings (hats, hoods, bandanas, sunglasses, etc). While on school grounds all hats cannot be worn backwards or sideways.
- Clothing with excessive holes, rips, or tears. Leggings on underneath do not allow for clothing to have holes, rips or tears.
- Chains, including wallet chains.
- Body piercings that pose a safety risk.
- Headphones/earphones/ear buds on person not permitted.

SCHOOL/CLASSROOM RULES

A safe and secure learning environment must exist if learning is to occur. Good order and discipline are important components to a safe and secure learning environment. The following rules are established for M. C. Perry High School:

- Under no circumstances are any types of weapons allowed at school. These include firearms, pellet guns, replica firearms, knives, explosives, or other dangerous objects of no reasonable use to the student on school grounds. Possession of any of these items on the school campus will result in expulsion from school.
- Fighting, horseplay, play fighting, or scuffling are prohibited and will result in suspension from school.
- Behavior that infringes on the safety or physical or mental well-being of another student is considered maltreatment and will not be tolerated. No student is allowed to harass or intimidate another student through words or actions. Prohibited behaviors include direct physical contact such as hitting or shoving, verbal assaults such as teasing or name-calling, and social isolation or manipulation.
- Profanity is absolutely forbidden anywhere at anytime on school grounds or at school functions off school grounds.
- Any form of academic dishonesty will result in a grade of zero for the test, quiz, or assignment, and a Saturday school detention.
- Vandalism of school property is strictly prohibited. Any damage done to any school property will be reported to the Air Station Inspector for command action and monetary restitution for damages.
- Electronic devices – such as cell phones, iPods, iPads, Nooks, eReaders, etc. – are not to be used during school hours. Exceptions are as follows: (1) Teachers may allow the use of these devices as educational tools in their classroom. (2) Music players may be listened to during lunch (provided earphones are used), and electronic games may be played during lunch. If visible in school, they will

be confiscated and a Saturday School detention will be assigned. They will be returned only to a parent or guardian. However, the school assumes no responsibility for any electronic devices that are lost or stolen.

- Bicycles and scooters may not be used on school grounds; skateboards are not allowed at school.
- Public displays of affection are not allowed; no physical touching, except for hand-holding, is allowed on campus.
- Eating and drinking are not permitted in areas other than the cafeteria and the Pavilion Courtyard. Teachers establish their own policies regarding eating, drinking, and gum chewing in their classrooms.
- Absolutely no caffeinated energy drinks are allowed on campus.

School rules apply at all extracurricular activities and while on any form of transportation to or from an extracurricular activity. Behavior on busses is monitored by three cameras that also record conversations.

Teachers establish their own classroom rules in their course syllabi, and students are expected to obey these rules as well.

SEMINAR RULES

Seminar is a scheduled class with many purposes: to engage in Sustained Silent Reading (SSR); to work on homework or school tasks with teacher assistance; to study for quizzes or examinations; and to complete missed assignments, quizzes, or examinations. Seminar is also a time for the school to schedule assemblies or to conduct other activities that are necessary to the operation of the school.

The following rules apply to Seminar:

- No sleeping or socializing--this is not a *free period*.
- Come prepared with work and materials for 85 minutes of seminar.

- Bring a novel or a work of non-fiction to read during SSR. Students may not do homework, read school textbooks, or work on computers during SSR.
- No departure from seminar without the student planner and seminar pass from a teacher.
- Seminar card in the student planner must be completed for each visit and teacher must initial times.
- No more than 2 destinations during the seminar period allowed.
- Students are allowed up to 5 minutes passing time.
- All students must return to seminar within 5 minutes of the end of seminar period.

LIBRARY

The Library is open from 0730–1500, Monday thru Friday. Eating or drinking, including water, is not permitted. Students do not need a pass to use the Library before or after school. During class time students must use the hall pass in their planner to be in the Library on an individual or small group assignment.

While in the Library students will display proper school behavior, in accordance with handbook expectations. If students consistently make poor behavior choices or abuse Library materials, they will lose their Library privileges.

Library materials may be checked out for three weeks with one three-week renewal period.

COMPUTER AND INTERNET USE AGREEMENT

The use of the school's computer technology and network access to the World Wide Web is designed for educational purposes, and access to all available resources through the Internet supports the school's curriculum. Students must sign a Student Computer and Internet Access Agreement on computer use before authorization to use school computers is granted and a password is assigned. Students may access only authorized sites on school computers, they may not add or delete programs or change the desktop of any computer, and they may not access personal web sites or accounts, personal email accounts, chat rooms, proxy servers/sites, peer to peer (P2P) networks/sites or gaming sites. Downloading any music or video files and storing them on a school computer or in a student account is strictly prohibited; federal copyright laws are enforced on government computer systems.

Students are responsible for the contents of any removable portable media, which includes thumb drives, CD's, portable hard drives, or any other hardware/software that can be connected to school computers. No pornographic material, music, or video files downloaded illegally from external sources should be on removable portable media attached to a school computer.

Students are responsible for their computer account and should protect its security by not revealing the password to anyone.

Computer privileges are not a right, and any first-time abuse of these privileges through a violation of restrictions or security procedures will result in a two-week suspension of a student's access to school computers and assignment to a Saturday School detention. Multiple violations of the Computer and Internet Access Agreement will result in increasingly punitive disciplinary measures up to and including permanent revocation of computer access and long-term suspension.

The suspension of computer privileges is no excuse for not being able to complete any assignments requiring computer access.

TEXTBOOKS

Textbooks are furnished to students for their use. Textbooks and other equipment represent a major financial investment of scarce school resources; therefore, students are accountable for all issued textbooks. Any textbooks lost or damaged must be replaced by ordering a new textbook from on-line vendors using the correct ISBN number; teachers can provide information to reorder lost textbooks.

LOCKERS

Students are furnished lockers to store textbooks, class materials, and coats. Gym lockers are also furnished to store physical education clothing. Lockers should be locked at all times to prevent thefts of school or private property. Since lockers are school property, they may be searched at any time without the consent of students.

Students are not to share their locker with other students. Students may personalize the inside of their locker by taping pictures to inside surfaces that do not show when the locker is closed. They may not have obscene pictures or drawings and will be asked to remove anything in a locker that is not proper or in good taste. Students may not write, paint, mark, or place stickers on any part of their locker. Unlike the tape mentioned above, these materials or markings are difficult, if not impossible, to remove.

PERSONAL PROPERTY

Students are responsible for the personal property they bring to school. While the faculty and staff strive to provide a safe, secure environment, a guarantee cannot be extended for the security of every item of personal property at all times of the day. Large

sums of money or valuable items should not be brought to school and most certainly should not be left in unattended backpacks or unlocked lockers.

Backpacks are allowed at school but not always in the classrooms. Teachers will provide specific instructions regarding backpacks in their classroom- some pose a safety hazard when on the floor in certain classrooms.

SCHOOL SUPPLIES

Parents are expected to provide the following for their children *as needed*:

Pens and pencils	Notebook dividers	Paper – loose leaf
Rubber eraser	Bound composition book	Crayons
Colored pencils	Gym uniform/ shoes	Clipboards
Glue (sticks, bottled)	Notebook – 3 – ring binder	Scissors
Pocket folders	Paints (watercolor)	Protractor
Highlighters	Colored markers	Compass
Book bag or backpack	Tissue (1 box, max.)	Rulers
Spiral notebooks	Planners	USB Flash/Thumb Drives
Plastic supply box		

LOST AND FOUND

Clothing, backpacks, books, and other articles that are found on campus are taken to the Main Office where the owner may claim them. Students must accurately identify items in order to reclaim any they may have lost. Having them marked with a name assists in positive identification and may improve the chances of recovery. At the end of each quarter, unclaimed items will be donated to the Iwakuni Thrift Shop or other charitable organizations.

MEDICATIONS

Students may not take any medications in school, including Tylenol, aspirin, or cough syrups. If medications are necessary, only the school nurse may administer them at school with a doctor's note.

ELEVATOR

Students are not permitted to use the elevator without obtaining permission the principal or assistant principal.

TELEPHONES

Students needing to make an emergency phone call during the school day must have their planner hall pass signed by their teacher to go to the Main Office. Students can then use the phone in the Main Office to place their call. Calls on the school phone are limited to 2 minutes.

CELLULAR PHONES

Parents may wish their child to carry a cellular telephone for safety and security reasons, but because of their potential for disruption in classrooms, students may not use cell phones during school hours (0745-1430) anywhere inside school or on school grounds. Students may have cell phones in their possession but they must remain turned off and out of sight. Cell phones will be confiscated if they are seen during the school day on school grounds because they will be assumed to be in use if they are in sight. Confiscation of a cell phone will result in a Saturday School detention. Parents

may pick up cell phones that have been confiscated in the Main Office.

Students may not receive phone calls or text messages on their cell phones from parents during school hours. If a parent needs to speak with their child or deliver a message, the school office should be called, and the office personnel will either bring the child to the office if it is an emergency or deliver the message at the most opportune time to minimize classroom disruptions.

If a cell phone rings in class, regardless of who is calling, or a student looks at a text message and/or responds to a text message, the phone will be confiscated and disciplinary measures taken.

PARKING

Students who drive to school may park in the parking lot by the seawall across from the elementary school. Students may not park in the high school staff parking lot or in front of the school.

GRADES

Grades are determined in accordance with the course syllabus for weighting class participation, homework, quizzes, projects, and examinations.

Percentage to Letter Grade Correlation			
% Range	Letter Grade	% Range	Letter Grade
97-100	A+	73-76	C
93-96	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D
83-86	B	60-62	D-
80-82	B-	Below 60	F
77-79	C+		

Weekly grades can be accessed through the school intranet:
<https://mcperryhs.pac.dodea.edu>

HOMEWORK

Homework assignments reinforce instruction, increase understanding and retention, transfer and extend classroom instruction, prepare students for class discussions, and provide curriculum enrichment opportunities. Homework policy is the teacher's determination, as outlined in each course syllabus, and may vary from teacher to teacher.

MAKE-UP/INCOMPLETE WORK

If a student misses school and the absence is excused, it is the student's responsibility to complete all missed assignments, quizzes, or examinations within the time prescribed in the course syllabus.

EXTRACURRICULAR ACTIVITIES

A wide variety of extracurricular school activities is offered at school. Some are held during the school day while others are offered after school hours. Students are encouraged to take an active part in extra-curricular activities. Extracurricular activities include: Student Government, National Honor Society, National Junior Honor Society, Chorus, Drama Club, Junior National Science and Humanities Symposium, JROTC Drill Team, Model United Nations, and Homework Club. Athletic teams available for students to participate on include volleyball, baseball, cross country, tennis, basketball, soccer, football, wrestling, and softball.

Participation in extracurricular activities is a privilege, not a right. Students represent the United States when engaged in any extracurricular activity, especially those at international schools. Clear expectations regarding student behavior and conduct are contained in the M. C. Perry High School Athletic Policies and Administrative Procedures manual. Failure to comply with the expectations and behave in a responsible manner will result in

disciplinary measures that may include suspension from home or away competition or events, exclusion from Far East events, or suspension/removal from the extracurricular activity.

ACADEMIC ELIGIBILITY

Participation in extracurricular activities requires students to maintain academic eligibility. Eligibility reports are run on Tuesdays. Students must have a 2.0 grade point average and have no more than one F to be academically eligible. Students may practice with the team if academic support and remedial interventions arranged by the coach and teachers are being attended, but they are not allowed to play in home or away athletic contests if academically ineligible.

ACADEMIC LETTERING POLICY

Students who excel in academics deserve special recognition for the effort and dedication that is required to maintain an exceptionally high grade point average throughout the academic year. Students who meet the following criteria will be awarded an academic letter:

- The average GPA of the four quarters used for the award must be no less than 3.7.
- The GPA for the four quarters used to determine the award cannot be less than 3.5.
- A student must be enrolled in at least four classes each quarter during the period being considered for the award.

ATHLETIC LETTERING POLICY

M. C. Perry High School emphasizes the team concept in its athletic program. Students who compete in sports deserve special recognition for the effort and dedication that is required of athletes. This recognition is given by awarding athletic letters at the end of the season. The following requirements must be met to letter in a sport:

- The athlete may not have more than two instances of academic ineligibility.
- The athlete must demonstrate a commitment to the team; three unexcused absences may result in the loss of the letter.
- The athlete must finish the season in good standing with the coach through adherence to the M. C. Perry High School Student-Parent Handbook, the Interscholastic Activities Code of Conduct, the Player-Parent-Coach Contract, and the Team Policy Letter; all uniforms and equipment must also be returned or reimbursement made.

The DoDEA Students Rights and Responsibilities can be found at:

http://www.dodea.edu/foia/iod/pdf/2051_02.pdf