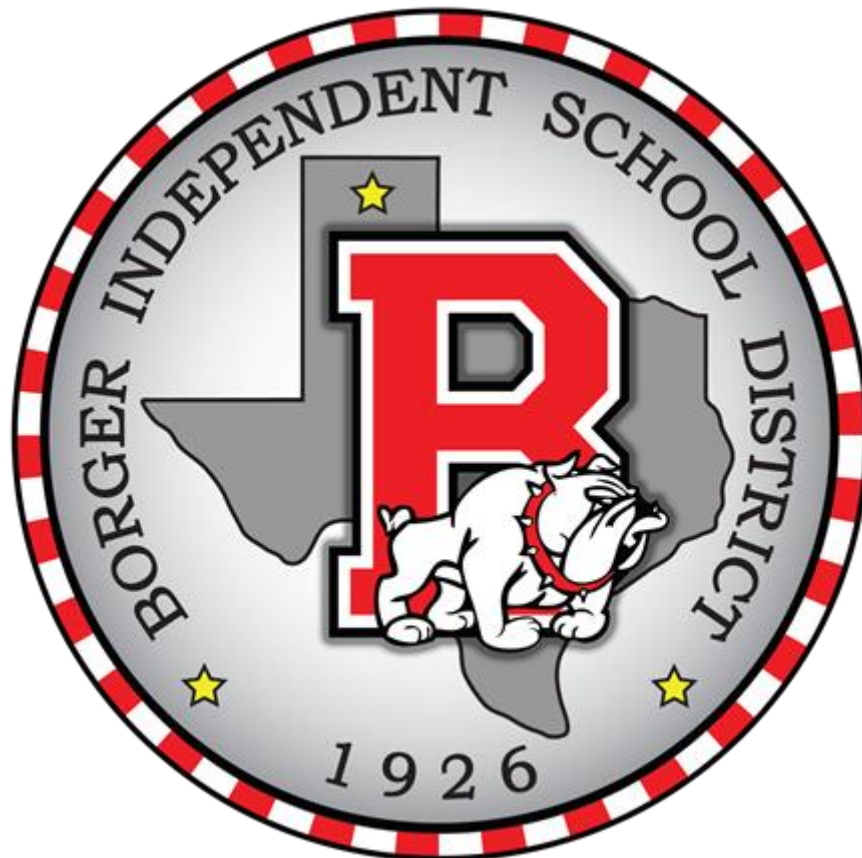


BORGER HIGH SCHOOL



2016-2017

STUDENT APPENDIX

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**Borger High School
600 West First Street
Borger, Texas 79007-4059**

(806) 273-1029

Fax (806) 273-1036

HIGH SCHOOL PERSONNEL

Matt AmmermanPrincipal
DeDe Conaway.....Associate Principal & 12th Grade
Sandra McQuade..... Assistant Principal/10th & 11thGrade
Luke Welch Assistant Principal/9th Grade
Gina Peralez.....Counselor 11th & 12th Grade
Stacy HowesCounselor 9th & 10th Grade
Vicky Still.....Diagnostician
Lisa Rodriguez..... Principal's Secretary
Mindy Browder.....Main Office Receptionist
Holly Coburn..... Attendance Clerk
Amy Higgins.....Registrar
Laura Kuehler.....Nurse
Terry Webster.....SRO Officer
Shirley HillCafeteria Director
LaWanda Gulley..... Custodian
Pam Walker.....Math Liaison
Tracy Howard.....Science Liaison
Chris Carroll.....English Liaison
Rusty Phares.....Social Studies Liaison
Linda Horton.....CTE Liaison
Pedro Murga..... Special Departments Liaison
Leslie Young.....Athletic Director
Glynda Brown.....Athletic Office Secretary

IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

This section of the Borger High School Appendix contains important information on academics, school activities, school operations, and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your children have a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact an assistant principal or counselor at 806-273-1029.

ACADEMIC HONORS

CLASS RANK

Application of the following provisions began **with students who entered grade 9 in the 2011–12** school year.

The District shall include in the calculation of class rank only grades earned for high school credit in the following subjects designated in the District’s course catalog.

The subject areas shall be:

1. English language arts,
2. Mathematics,
3. Science,
4. Social studies, and
5. Languages other than English.

TRANSFERRED GRADES

When a student transfers grades for properly documented Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), and dual credit (including concurrent) courses, the District shall assign weight to those grades based on the District’s grade weight system if the courses are offered to the same class of students in the District.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the fifth six-week grading period of the senior year. The average of the fourth and fifth six-week grades shall be used as the semester grade for this purpose.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District’s eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)]

VALEDICTORIAN AND SALUTATORIAN

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for this recognition, a student must:

6. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
7. Have completed the Recommended Program or the Advanced/Distinguished Achievement Program for graduation; and
8. Be graduating after exactly eight semesters of enrollment in high school.

BREAKING A TIE

In case of a tie in weighted numerical grade averages, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

9. Compute the weighted numerical grade average to a sufficient number of decimal places until the tie is broken.
10. Compare the number of weighted courses taken by each student involved in the tie.
11. Compare the scores on standardized college entrance tests if the same tests were taken by all students involved in the tie.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

The District shall recognize at the graduation ceremony all students who have completed the Recommended or Advanced/Distinguished Achievement High School Program and whose weighted numerical grade averages comprise the top ten percent of the students in the graduating class.

WEIGHTED COURSES

The District shall assign weights to semester grades and shall calculate a weighted numerical grade average in accordance with the following scale:

Course	Weight
PAP/AP	plus 10
Dual Credit	plus 10
Concurrent	plus 10

The District shall record un-weighted numerical grades on student transcripts.

The following provisions shall apply to **students who entered grade 9 before the 2011–12** school year.

Class ranking shall be determined on the basis of designated core course averages. Designated core classes shall be:

12. ELA (English) courses: Levels I – IV, ESOL I and II;
13. Mathematics courses: Algebra I and II, Geometry, Pre-calculus, Calculus, Mathematical Models with Applications;
14. Science courses: Integrated Physics and Chemistry, Biology, AP Biology, Chemistry, AP Chemistry, Physics, and AP Physics;
15. Social studies courses: World Geography, World History, U.S. History, Government, and Economics; and
16. Languages other than English: Levels I – IV.

All designated core courses taken for high school credit, including those with failing grades, taken in middle school, summer school, through traditional correspondence, credit by examination with and without instruction, dual credit, distance learning, independent study, and credit restoration shall be used to compute class ranking.

The basis of the ranking system shall be a bi-level academic curriculum. The core courses above shall be designated as Pre-AP, AP, concurrent enrollment, and dual credit. Each semester grade in a Pre-AP, AP, concurrent enrollment, or dual credit course shall be weighted with the addition of ten points. These courses shall be coded on the student's transcript.

Evaluation of effort shall be recorded by numerical grades. Numerical grades earned shall be reported on the official transcript and the reporting form. The final numerical ranking average shall be the weighted sum of all high school core course numerical grades divided by the number of core courses attempted.

Graduating seniors shall be ranked within the graduating class upon the basis of weighted grade averages for the four-year program, excluding the last six weeks of the senior year.

Courses taken from non-accredited institutions shall be subject to District evaluation prior to the approval of credit and grade. Letter grades shall be converted based on the Board-approved academic grading scale.

TOP TEN

For a student to be considered in the top ten percent of the class, the student must complete the Recommended or Distinguished Achievement Program.

ASSEMBLIES

A student's conduct in assemblies must meet the same standard as in the classroom. A student who is tardy, does not attend an assembly, or does not abide by rules of conduct during an assembly shall be subject to disciplinary action. Applause is the proper response to show appreciation for performances in the auditorium.

CAREER TECHNOLOGY EDUCATION (CTE)

The district offers career and technology programs in Business Management & Administration, Agriculture, Food, & Natural Resource, Family and Consumer Sciences, Health Sciences, Arts & Communications, Early Childhood Professions, Transportation Distribution & Logistics, and Trade & Industrial. Admission to these programs is based on student application, teacher approval, and parent permission. Borger I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs.

For more information on College and Career Pathways – See the 2014-2015 Borger High School Course Catalog at borgerisd.net/bhs/.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS –

Borger Independent School District offers career and technical education programs in:

- Agriculture, Food, and Natural Resources
- Arts, Audio/Visual Technology, and Communication
- Health Science
- Hospitality and Tourism
- Human Services
- Transportation, Distribution, and Logistics

Admission to these programs is based on grade placement, prerequisite courses, and requirements established by the Texas Education Agency.

It is the policy of Borger Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Borger Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Borger Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Needs to be the highlighted text.

For information about your rights or grievance procedures, contact the **Title IX Coordinator, Tony McCarthy**, at 200 E. Ninth St., 806-273-1006, and/or the **Section 504 Coordinator, Amy Blansett**, at 200 E. Ninth St., 806-273-1016.

For more information on College and Career Pathways – See the 2014-2015 Borger High School Course Catalog at borgerisd.net/bhs/.

COLLEGE CREDIT COURSES

Students in grades 11-12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit/concurrent and Advanced Placement (AP).
- Enrollment in courses taught in conjunction and in partnership with Frank Phillips College, which may be offered on or off campus.
- Certain CTE courses.

Concurrent/Dual Credit Course Offerings at BHS

BHS Course Number	High School Course Name	FPC Course Number	FPC Course Name	Site
1009	English III Concurrent or English IV Concurrent	ENGL 1301	Rhetoric & Composition I	FPC
1009	English III Concurrent or English IV Concurrent	ENGL 1302	Rhetoric & Composition II	FPC
1032	English IV Concurrent	ENGL 2331	Lit. of the Non-Western World	FPC
1033	English IV Concurrent	ENGL 2332	World Lit. I	
3013	Biology Concurrent	Biology 1406	General Biology I	BHS
3013	Biology Concurrent	Biology 1407	General Biology II	BHS
4008	Government Concurrent	GOVT 2305	Federal Government	FPC
5002	Economics Concurrent	ECON 2301	Principles of Macroeconomics	FPC
2012	College Algebra	MATH 1314	College Algebra	FPC

2019	Trigonometry	MATH 1316	Plane Trigonometry	FPC
2009	Pre-Calculus	MATH 2312	Pre-Calculus	FPC
2018	Calculus CC	Math 2413	Calculus	FPC
9019	Advanced Graphic Design	ARTC 1305		FPC
1305	Humanities	HUMA 1350	Fine Arts Appreciation	BHS
1145	Instrumentation & Electronics	CETT 1425 INTC 2336		FPC
1146	Digital Measurement and Control	INTC 1350		
1147	Unit Operations	INTC 1355		
1148	Instrumentation and Control	INTC 2339		
9023	Video Game Design		College Video Game Design	FPC
1101	Agriculture Industry	AGRI 1131		FPC
1102	Agronomy Range Management	AGRI 1407		FPC
1133	Welding	WLDG 1204	Fundamental of Oxy-Fuel Welding and Cutting	FPC
1133	Welding	WLDG 1428	Introduction to Shielded Metal Arc Welding	FPC
1133	Welding	DFT G 1325	Blue print Reading and Sketching	FPC
1133	Welding	WLDG 1317	Introduction to Layout Fabrication	FPC
1134	Advanced Welding	WLDG 1305	Art Metals	FPC
1134	Advanced Welding	WLDG 1337	Introduction to Metallurgy	FPC

1134	Advanced Welding	WLDG 1457	Intermediate Shielded Metal Arc Welding (SMAW)	FPC
1134	Advanced Welding	WLDG 1202	Fundamentals of Gas Metal Arc (MIG) Welding	FPC
1113	Introduction to Cosmetology	CSME 1310	Introduction to Haircutting & Related Theory	FPC
1113	Introduction to Cosmetology	CSME 1443	Manicuring & Related Theory	FPC
1114	Cosmetology I	CSME 2310	Intermediate Haircutting & Related Theory	FPC
1114	Cosmetology I	CSME 1447	Principles of Skin Care/Facials & Related Theory	FPC
1115	Cosmetology II	CSME 2337	Advanced Cosmetology Techniques	FPC
1115	Cosmetology II	CSME 1505	Fundamentals of Cosmetology	FPC
1115	Cosmetology II	CSME 2501	Principles of Hair Coloring & Related Theory	FPC
1115	Cosmetology II	CSME 1553	Chemical Reformation & Related Theory	FPC
1124	Nail Technology I	CSME 1330	Orientation to Nail Technology	FPC
1124	Nail Technology I	CSME 1431	Principles of Nail Technology	FPC
1125	Nail Technology I	CSME 1441	Principles of Nail Technology	FPC
1125	Nail Technology I	CSME 2430	Nail Enhancement	FPC

College courses are offered to BHS dual credit students for the discounted price of \$125.00 per class with some classes such as cosmetology and welding having some additional fees.

AP Course Offerings at BHS

*Students enrolled in AP courses are required to take the corresponding AP examination in May.

English	Mathematics	Science	Social Studies	Foreign
English III AP	Calculus AP	Biology AP	US History AP	Spanish
English IV AP		Chemistry AP		IV AP
		Physics AP		

COLLEGE DAY

It is recommended that students visit prospective colleges during the summer prior to their high school senior year. Students may schedule up to two college visits, one per semester, during the school year with administrator approval. A pre-approved absence form is available in the main office. It is required that students return to campus with a letter of verification on the visited college's letterhead to validate the student's college visit and receive an excused absence. Verification letters must be turned in within three days of the student's return from the college visit.

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation, a district graduate who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

*Beginning with ninth graders in the 2014-15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits and application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshman. For

students who are eligible to enroll in the University of Texas at Austin during the summer of fall 2014 term, the University will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

COURSE CREDIT

A student in grades 9-12 will earn credit for a course only if the final grade is 70 or above. For a two semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he/she failed.

DETENTION GENERAL PROCEDURES AND RULES

ZAP and Lunch Detention

General Procedures:

Zeros Aren't Permitted (ZAP) is a program to increase expectations of students who repeatedly, or occasionally, fail to complete and turn in homework assignments/projects on time. ZAP emphasizes the belief that homework assignments/projects are important and must be completed. The ZAP program is not a form of punishment rather a program to send the message that failure is not acceptable.

Main Objectives:

- Improve academic performance by students
- Increase sense of responsibility for academic success
- Develop better student habits and higher quality of work
- Increase communication between school and home

How this will be done:

- Provide students a "second chance" to turn in their work
- Students will have 1-day grace period for each assignment
- Provide a supervised study time Monday through Friday for 30 minutes during lunch or for seniors that do not have a full schedule; it will be during 5th hour for 30 minutes.
- Not allowing the student to "do nothing"
- Place a higher expectation on student success

How the program works:

Step 1: Student fails to turn in a homework, assignment and/or project.

Step 2: Teacher will give student a ZAP notice.

Step 3: If student has to attend ZAP period he/she will be notified during their 5th hour or 4th hour for seniors that do not have a 5th hour.

Step 4: Student attends ZAP during lunch from 12:36 – 1:06 p.m. or during 5th hour for half day seniors.

Step 5: If a student fails to attend, they will be given a warning and the parent will be contacted. If they fail to attend again, Saturday school will be assigned to that student. If the student is late to ZAP, a warning will be issued and the next time it will result in a lunch detention.

Step 6: If the student fails to comply with ZAP procedures, ISS may be assigned until work is complete.

Rules and Consequences:

- More than 10 minutes late counted as absence and a warning will be issued on the first occurrence.
- Abide by all rules in school handbook (dress, electronics, food)
- No laying head on desk
- Students must work on assignments
- Students must complete the assignments during their assigned ZAP Period
- Students must stay entire time
- Consequences for not attending ZAP period or not following ZAP period rules:
 - 1st Time: Given a warning and will be reissued a ZAP slip for the next day.
 - 2nd Time: Saturday School will be issued and a ZAP slip will be issued again for the following day.
 - 3rd Time: ISS until all missed assignments are completed
 - Once student has been assigned ISS the next consequence will be principal's discretion.

Lunch detention

A 24-minute assignment held Monday through Friday in the Media Center. It begins promptly at 12:36 pm and ends at 1:00 pm. Students arriving after 12:40 pm will not be allowed to enter the Media Center to serve their assignment and are subject to further disciplinary action.

Saturday School

- Teachers will arrive at 7:45 and wait in the cafeteria for students until 8:10, and then all will move to the library.
- Before leaving the cafeteria, teachers will place a notice on door # 7 for make-up time students.
- Teachers will make sure that students sign in with arrival time and sign out again when leaving.
- Students must arrive before 8:10 unless the student is coming in for make- up time.
- All students must remain until 12:00 noon and then sign out.
- All school rules will be followed: dress code, no food or drink, and no cell phones.
- Phones will be picked up and returned at the end of the session.

- If a phone goes off that was not turned in, that phone will be sent to administration.
- There will be a restroom break and walk the 1st floor loop at 10:00am.
- No student will be allowed to sleep. One warning will be issued and then the student will be sent from the building.
- Students will sign out, and be dismissed through the front doors of the school building.

General Procedures:

- Saturday School is every other weekend and begins promptly at 8:00 a.m. and ends at 12:00 p.m.
- Students must enter the school through the cafeteria door located on the south side of the building accessed through the faculty parking lot (door #7). Students completing make-up time who arrive after 8:05 a.m. must enter the building through the outside library doors which are located on the southwest side of the building under the sky bridge (students must walk up steps to the left of the double doors leading into the cafeteria).
- Bathroom breaks will be allowed between 10:00 am and 10:15 am.

Rules:

1. All students must sign in upon their arrival with the supervising teacher(s). Students shall participate in the Study Island program unless other arrangements have been made.
2. Students are not allowed to sleep in Saturday School. If a student chooses to sleep, then he/she will be dismissed and referred to an assistant principal for further disciplinary action.
3. Students are not allowed to talk unless given permission by the supervising teacher(s).
4. Saturday School is a four-hour assignment. Students serving Saturday School as a disciplinary consequence must attend the entire session; therefore, early release is not allowed.

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 17.] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TxVSN course if the school offers the same or similar course.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

DRIVER LICENSE ATTENDANCE FOR VERIFICATION

There is a 24 hour waiting period to obtain a Verification of Enrollment.

EARLY RELEASE DATES

October 6, 2016

April 14, 2016

May 26, 2016

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as net books, laptops, tablets, or other portable computers.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the main office anytime during school hours (7:45 to 4:15).

1st offense – parent may pick up

2nd offense and thereafter – parent pick up and pay \$15.

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for damaged, lost, or stolen telecommunications devices.

EMERGENCY DRILLS

Emergency drills are conducted periodically to insure knowledge of procedures to be followed in the event of a fire or tornado. Directions for emergency drills are posted in each room with diagrams of exits and directions for actions to be taken. Teachers will brief all students on procedures and will direct actions to be taken in drills and actual evacuations.

- Fire Alarm (buzzing/flashing lights) Fire warning: Move from the building to an outside assembly area.
- Tornado Alarm (intermittent buzzing sound) Tornado warning: Move quietly but quickly to the designated locations.

END-OF-COURSE (EOC) ASSESSMENTS FOR STUDENTS IN GRADES 9-12

Beginning with ninth graders in the 2011-2012 school year and, as modified by House Bill 5, end-of course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate, for students receiving special education services will be available for eligible students, as determined by the student’s ARD committee. These particular EOC assessments

may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Eligibility for participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics or a foreign language—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of 20 extracurricular absences not related to post-district competition and absences as needed for post-district and state competition. FM (LOCAL)
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Please note: Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the *Student Code of Conduct* or by local policy will apply in addition to any consequences specified by the organization's standards of behavior.

[For further information, see policies at FM and FO.]

OFFICES AND ELECTIONS

We encourage every student to find his or her place in some phase of school life in addition to his or her regular class work. We have a number of activities which afford the students many opportunities for developing talents, broadening social contacts, and building character. All school approved clubs and organizations are under the supervision of a faculty sponsor, and they are coordinated through the administration.

Borger High School has outlined office and election holding criteria below. Leadership training and the lessons in citizenship that holding officer elections pose are an important part of the educational program. BHS wants and deserves students with leadership potential and good citizenship to represent it.

Each club and organization elects its own officers, holds meetings, and conducts the business of the organization in an orderly manner.

BECOMING A CANDIDATE

A student having the required grade average, a good disciplinary record, and a desire to serve may submit his or her name as a candidate for office by filing with the sponsor a letter stating his or her desire.

A screening committee composed of principals, counselors, class sponsors and other faculty members shall review the letters of nomination the day after the filing deadline. The committee will determine whether or not the student is eligible for office, based upon standards detailed below.

Candidates for all leadership positions and social honors must be approved by the screening committee, must have maintained a good discipline record, and must have attended a District school the previous semester. A student shall be ineligible if he or she, in either the previous or current semester, has been assigned to a DAEP, OSS, ISS (5 days or more), or has been expelled.

CAMPAIGNING

An election application will be filed with the sponsor. All candidates will be expected to present themselves with dignity. Good taste and school policy will govern campaign activities. Each candidate must be present at all mandatory meetings prior to election. Campaign speeches presented by the candidates will be viewed by students. All speeches need to pertain to the election platform and be approved by the student council sponsor prior to the assembly. Elections will follow immediately after campaign speeches are presented.

SPECIAL REQUIREMENTS FOR LEADERSHIP POSITIONS

Leadership positions addressed in this section are listed below, together with special requirements for each.

Grade*	F**	<u>Requirement</u>	<u>Rule</u>
Student Council Officers		85	yes
Class Officers		80	yes
Newspaper Editor		80	yes
Yearbook Editor		80	yes
Drum Major		80	yes
Cheerleaders & Mascot		80	yes
Club Officers		80	yes

A student serving in one of these leadership positions shall be removed from office if the student is assigned to DAEP, OSS, ISS (5 or more days), or expelled from school.

* Grade requirements apply for the semester prior to the student’s seeking office. Grade requirements must be maintained by the student for each six weeks grading period. A student serving in a leadership position will be placed on probation if he or she fails to maintain the required average for the six weeks grading period.

** A student serving in an office and receiving a grade of “F” at the end of any eligibility period shall be placed on academic probation. The student will be removed from office if he or she makes an “F” for the semester grade or makes an “F” two consecutive eligibility periods.

Some performing groups have developed additional standards of behavior and academic achievement.

SOCIAL HONORS

Social honors include class favorites, senior awards, yearbook awards, and athletic king and queens. A student must have at least a 70 overall grade point average the previous semester. Students assigned to DAEP, OSS, ISS (5 or more days), or expelled from school during the school year are not eligible for social honors.

STUDENT COUNCIL

It shall be the duty of the council to cooperate with the authorities of the school in promoting the welfare of the student body and to confer with the administration about possible improvements in plans, policies, and practices.

STUDENT COUNCIL ELECTED OFFICES

President, Vice-President, Secretary, Treasurer, and Historian

Those junior students wishing to become a candidate for one of these offices must submit to the sponsor of the student council a properly filled out petition to the student council sponsor. If that person meets the necessary criteria, he or she will be placed on the ballot.

CLASS OFFICERS

All candidates must meet specified criteria and secure the signature of 25 members from their respective class.

CHEERLEADERS/MASCOT

Junior Varsity Cheerleaders will consist of 6 sophomores.

Varsity Cheerleaders will consist of an 8-person team (combination of juniors and seniors).

The BHS mascot may be either a junior or senior student.

Tryouts - Each candidate must try-out for a cheerleader position. Tryouts are held in the spring of each year.

Finances - All cheerleaders will participate in a fund-raising program in the spring to raise money for cheerleader camp and additional items needed. If they are unable to raise the entire amount needed, the remainder will be the responsibility of the parents.

NATIONAL HONOR SOCIETY

The National Honor Society is the leader among organizations and societies that promote appropriate recognition for students who reflect outstanding accomplishments in the areas of scholarship, character, leadership and service. Membership in NHS is limited to juniors and seniors, and is based on scholarship, service, leadership, and character.

Candidates must have been in attendance at BHS the equivalent of one term.

Candidates must have a minimum cumulative grade point average of 3.500 (not rounded) out of 4.00. This is an un-weighted GPA. Candidates' discipline records will be reviewed by the Faculty Council.

The selection of each member shall be by majority vote of the Faculty Council, based on evidence of service, leadership, and character.

Graduating seniors in good standing in the chapter are recognized by wearing the NHS stole at graduation. Gold Honor Cords will be worn by students receiving the Distinguished Achievement Diploma.

The procedure for dismissal shall be determined by the Faculty Council in compliance with the rules and regulations of the National Honor Society. A written description of the admission and dismissal procedure shall be available upon request.

OTHER APPROVED CLUBS AND ORGANIZATIONS ARE:

Annual Staff	Business Professionals of America
Choir	Spanish Club
Band	Newspaper Staff
Fellowship of Christian Athletes	Family Career and Community Leaders of America
Future Farmers of America	Texas Association of Future Educators

FOOD AND DRINK

Only food or drink from school vending machines will be allowed in the hallways and only in teacher's classrooms that allow it. Food and drink purchased in the cafeteria must not be brought out of the cafeteria.

GRADE CLASSIFICATION

After the 9th grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5 (including grade-level core subjects)	Grade 10 – sophomore
10 (including grade-level core subjects)	Grade 11 – junior
15 (including grade-level core subjects)	Grade 12 – senior

GRADING GUIDELINES

In grades 9-12, achievement is reported to parents as:

A 90-100 B 80-89 C 70-79 F Below 70

GRADUATION

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014–15 school year must successfully:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who enter grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a

student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

GRADUATION PROGRAMS

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program as described on page 24:

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2	4	4
Social Studies, including Economics	3	4	4
Physical Education	1	1	1

Speech	0.5	0.5	0.5
Language other than English	0	2	3
Fine Arts	1 (effective for grade 9 in 2010-2011 school year and thereafter)	1	1
Locally required courses	.5 credit in Health .5 credit in Technology Appl.	.5 credit in Health .5 credit in Technology Appl.	.5 credit in Health .5 credit in Technology Application
Electives	5.5 credits	4.5 credits	3.5 credits
Miscellaneous	1 credit – Academic Elective		Completion of 4 Advanced Measures
Total	22 credits	26 credits	26 credits

* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

*** A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

- An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.

- Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
- College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Foundation Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 26. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments

are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	.5 credit in technology .5 credit in health	.5 credit in technology .5 credit in health
Electives	4	6
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

**** A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

Personal Graduation Plans for Students Under The Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine

arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Borger High School Endorsement Options

- Beginning with students entering 9th grade in the 2014-2015 school year

Business & Industry

A student may earn a business and industry endorsement by completing foundation and general endorsement requirements (including Algebra II and a fourth advanced science course) and:

(A) A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course which includes any course that is the third or higher course in a sequence. The final course in the sequence must be selected from one of the following CTE career clusters:

- Animal Science
- Auto Tech
- Culinary Arts
- Graphic Design
- I & E
- Plant Systems
- Welding

(B) Four English elective credits by selecting three levels in one of the following areas:

- Debate/Journalism

Science, Technology, Engineering & Math (STEM)

A student may earn a STEM endorsement by completing foundation and general endorsement requirements (including Algebra II and a fourth advanced science course). Below are the courses that will lead to an endorsement in STEM:

Option A (Math)

- Algebra I
- Geometry
- Algebra II
- Two additional advanced math where Algebra II is the prerequisite

Advanced Math Course Listing:

- AP Calculus
- Pre-Calculus
- College Algebra/College Trig
- College Pre-Calculus/Calculus

Option B (Biology or Chemistry)

- Biology
- Chemistry
- Physics
- Two additional science courses from below:
 - Anatomy and Physiology
 - AP Biology
 - AP Chemistry
 - AP Physics
 - Advanced Animal Science (CTE)
 - Forensic Science (CTE)
 - CC Biology

The third and fourth science credits may be taken concurrently.

Public Services

A student may earn a public services endorsement by completing foundation and general endorsement requirements (including Algebra II and a fourth advanced science course) and:

(A) A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course which includes any course that is the third or higher course in a sequence. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from one of the following CTE career clusters:

- Cosmetology
- Human Services
- Health Science

Arts & Humanities

A student may earn an arts and humanities endorsement by completing foundation and general endorsement requirements (including Algebra II and a fourth advanced science course) and:

- (A) a total of five social studies courses
- (B) four levels of the same language in a language other than English
- (C) a coherent sequence of four credits by selecting courses from disciplines in fine arts

Multidisciplinary Studies

A student may earn multidisciplinary studies endorsement by completing foundation and general endorsement requirements (including Algebra II and a fourth advanced science course) and:

- (A) four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence
- (B) four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics
- (C) four credits in advanced placement or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the exit-level tests.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal committee, a student with disabilities may be permitted to graduate under the provisions of his or her individualized education program (IEP).

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See FMH(LEGAL)]

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are Senior Student Council Members will be eligible to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

In addition to the opening and closing remarks, the Valedictorian and Salutatorian may also have speaking roles at the graduation ceremony.

[For student speakers at other school events, see STUDENT SPEAKERS]

[See FNA (LOCAL).]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Fees** on page 24]

Commencement Policies and Regulations

These exercises are traditional in all educational institutions. The following regulations apply for commencement service:

Proper grooming according to school policy will prevail.

If a student is to participate in the service, he/she shall be required to be present for the practice exercises.

Graduates shall be dressed appropriately and any extreme variation will be determined by administration. Students shall only wear caps, gowns, honor chords, tassels, and stoles approved by BHS administrators.

State Scholarships and Grants

Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Distinguished Achievement (Advanced) High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements. Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Distinguished Achievement Program (Advanced) maybe eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ (LEGAL).

LIBRARY

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

- School days – 7:45 am – 4:00 pm

LUNCH

Students in the 9th grade are required to eat lunch on campus with the exception of long lunch days where all students are permitted to eat lunch off campus.

LONG LUNCH DATES

September 9, 2016
September 30, 2016
October 21, 2016
November 11, 2016
November 18, 2016
January 13, 2017

February 24, 2017
March 10, 2017
April 13, 2017
April 28, 2017
May 12, 2017
May 18, 2017

LONG LUNCH/PEP RALLY DATES

August 26, 2016
September 23, 2016
October 14, 2016
October 28, 2016

Borger High School

Bell Schedule

2016 – 2017

PERIOD	TIME	MINUTES
Professional	7:45 – 8:15 A.M.	30 Minutes
1 st Hour	8:20 – 9:08 A.M.	48 Minutes
2 nd Hour	9:12 – 10:00 A.M.	48 Minutes
3 rd Hour	10:04 – 10:52 A.M.	48 Minutes
4 th Hour	10:56 – 11:44 A.M.	48 Minutes
5 th Hour	11:48 – 12:36 P.M.	48 Minutes
Lunch	12:36 – 1:14 P.M.	38 Minutes
6 th Hour	1:18 – 2:06 P.M.	48 Minutes
7 th Hour	2:10 – 2:58 P.M.	48 Minutes
8 th Hour	3:02 – 3:50 P.M.	48 Minutes
Flex	3:55 – 4:30 P.M.	45 Minutes

The office hours for Borger High School are 7:45 – 4:15 Monday – Friday.

Early Release Schedule

2016 – 2017

PERIOD	TIME	MINUTES
No	Professional	Period
1 st Hour	8:20 – 8:45 A.M.	25 Minutes
2 nd Hour	8:50 – 9:15 A.M.	25 Minutes
3 rd Hour	9:20 – 9:55 A.M.	25 Minutes
4 th Hour	10:00 – 10:25 A.M.	25 Minutes
5 th Hour	10:30 – 10:55 A.M.	25 Minutes
6 th Hour	11:00 – 11:25 A.M.	25 Minutes
7 th Hour	11:30 – 11:55 P.M.	25 Minutes
8 th Hour	12:00 – 12:25 P.M.	25 Minutes
No	Flex	Period

Borger High School
Pep Rally/Long Lunch Schedule
2016 – 2017

PERIOD	TIME	MINUTES
Professional	7:45 – 8:15 A.M.	30 Minutes
1 st Hour	8:20 – 9:00 A.M.	40 Minutes
Pep Rally	9:04 – 9:44 A.M.	40 Minutes
2 nd Hour	9:48 – 10:33 A.M.	45 Minutes
3 rd Hour	10:37 – 11:17 A.M.	40 Minutes
4 th Hour	11:21 – 12:01 P.M.	40 Minutes
5 th Hour	12:05 – 12:45 P.M.	40 Minutes
Lunch	12:45 – 1:38 P.M.	53 Minutes
6 th Hour	1:42 – 2:22 P.M.	40 Minutes
7 th Hour	2:26 – 3:06 P.M.	40 Minutes
8 th Hour	3:10 – 3:50 P.M.	40 Minutes
Flex	3:55 – 4:40 P.M.	45 Minutes

Borger High School

Long Lunch Schedule

2016 – 2017

PERIOD	TIME	MINUTES
Professional	7:45 – 8:15 A.M.	30 Minutes
1 st Hour	8:20 – 9:05 A.M.	45 Minutes
2 nd Hour	9:09 – 9:59 A.M.	50 Minutes
3 rd Hour	10:03 – 10:48 A.M.	45 Minutes
4 th Hour	10:52 – 11:37 A.M.	45 Minutes
5 th Hour	11:41 – 12:26 P.M.	45 Minutes
Lunch	12:26 – 1:23 P.M.	57 Minutes
6 th Hour	1:27 – 2:12 P.M.	45 Minutes
7 th Hour	2:16 – 3:01 P.M.	45 Minutes
8 th Hour	3:05 – 3:50 P.M.	45 Minutes
Flex	3:55 – 4:40 P.M.	45 Minutes

MAKEUP WORK

A teacher may assign a student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. Students shall be given a day to make up work for each day missed.

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

PARKING REGULATIONS

- Only registered vehicles may park on Borger High School parking lots and property.
- Parking Permit (Hang Tag) must be displayed from the rear view mirror.
- Parking Permit (Hang Tag) must be current 2014 – 2015.
- Parking Permits can be purchased in the **main office** for \$10.00.
- Students must park forward in the parking spaces, centered between the white lines.
- Students are not allowed to back into parking spaces.
- Students are not allowed to double-park or cross over into adjacent parking spaces.
- Students must park with the traffic flow of the parking lot.
- Jumping curbs or parking dividers is prohibited.
- Parking lot speed limit is ten miles per hour.
- Rapid acceleration in the parking lot is not permitted.
- No loud music or horseplay is allowed in or around vehicles, while on school grounds.
- Students are expected to dispose of their trash properly in trash cans located in the parking lot.
- Parking permits are non-transferable from student to student. Sharing permits will result in disciplinary action.
- Student parking is limited to the large parking lot in front of Borger High School.
- Students are not allowed to park on any lot other than the parking lot located directly East of Borger High School. Students are not permitted to park in the “Taco Bell” Lot, Auto Tech Lot, Faculty Lot (southwest side of school adjacent to Cedar Street), First Christian Church Lot, or any parking lots located on private property. Students that violate Borger High School Student Parking Regulations will be subject to disciplinary action.

VIOLATIONS OF THE BORGER HIGH SCHOOL STUDENT PARKING REGULATIONS MAY RESULT IN A STUDENT’S PARKING PRIVILEGE BEING SUSPENDED, REVOKED, OR YOUR VEHICLE BEING BOOTED OR TOWED AT YOUR EXPENSE.

RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent or guardian that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 6 weeks.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days.

SAT, ACT, AND OTHER STANDARDIZED TESTS

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. (Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]).

SCHEDULES

A student may exit a course he or she is enrolled in and move to another course by submitting a schedule change form within the first five (5) days of class with the required signatures. Any schedule change request requires written permission from a parent/guardian. In addition, space must be available in the course to be added.

SCHOOL FACILITIES

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:45 am

- Cafeteria

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

SOCIAL EVENTS

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: Graduation FNA(LOCAL) by Senior Student Council Members. Students are eligible to introduce these events if they include from FNA(LOCAL) the district's ELIGIBILITY criteria.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the principal during the first week of the fall semester and/or spring semester. The names of all students who volunteered will be randomly drawn and matched to the event for which the student will give the introduction. If the selected student speaker declines or becomes ineligible, then no student introduction will be made at that event. The selection of students to introduce school events will occur at the beginning of each semester.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events. [See FNA (LOCAL).]

SUMMER SCHOOL

Summer School will be offered during the month of June for credit recovery. Contact the counselors for times and dates in May, 2015.

SUSPENSION/EXPULSION/DAEP PLACEMENT

Students who are suspended, expelled, or placed in DAEP will not be allowed to participate in any extra-curricular activities, be on campus, or attend any school related functions for the duration of the assignment. Students assigned to DAEP can be on campus before or after school to attend tutorials if approved by a principal.

TARDY POLICY

A student will be counted tardy if he/she is not inside the classroom when the tardy bell rings. Teachers are encouraged to stand outside their classroom during class changes and to close their doors when the tardy bell sounds. This eliminates confusion when trying to decide which students, if any, are tardy. Students are given two tardies per class per semester without consequences. The third and all subsequent tardies will result in disciplinary action. Tardies are not excused for any reason!

VISITORS TO THE SCHOOL

General Visitors

All visitors to Borger High School must check in at the main office. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.