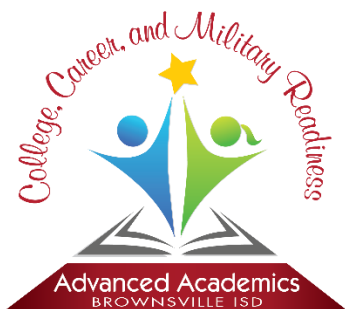


Honors and AP Handbook



Brownsville Independent School District



College, Career, and Military Readiness - Advanced Academics

Updated 03/25/2021

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AP GOALS

1. To increase the number of students passing all AP exams with a score of 3, 4, or 5 by 5% per year based on 2018 baseline data.
2. The ultimate goal is to have 50% of all students taking an AP exam to pass the exam with a score of 3, 4, or 5.
3. To have each AP teacher follow the content and curricular goals of each AP discipline outlined in the respective AP Course Description supplied by the College Board.

AP OBJECTIVES

1. To ensure all students who commit to taking an AP exam, take the AP exam.
2. To have an approved College Board syllabus for every AP teacher.
3. To establish and maintain effective Honors and AP vertical teams to develop a continuum of knowledge and skills that build from one grade to the next in each discipline where a high school offers an AP course.
4. To develop in-house AP experts by having a minimum of 3 AP teachers per year per campus apply to be AP readers.
5. To have every Honors and AP teacher meet the District professional learning requirements.
6. To utilize AP Potential and all College Board online AP resources.
7. To ensure every secondary campus will use the AP Instructional Planning Reports to analyze strengths and areas for growth in their campus programs and develop instructional plans.
8. To monitor, evaluate, and ensure academic rigor in the Honors and AP courses through professional learning, peer visits, and support of campus administration.

CAMPUS VERTICAL TEAM REQUIREMENTS:

Campuses will create vertical teams for each subject where an AP exam is offered, if applicable. Each high school team will consist of the Honors and AP teachers who teach classes that align with the AP exams offered. Each middle school team will consist of the 6th, 7th, and 8th grade Honors teachers by subject areas.

Vertical teams are required to:

1. Meet once per six weeks. Teams must meet for a minimum of one hour.
2. Annually analyze student performance on each AP exam and use the information to guide and direct their strategies for meeting all the stated BISD goals and objectives.
3. Develop strategies to use in the Honors courses to better prepare students for the AP course.
4. Develop Honors and AP vertically aligned objectives where applicable.
5. Become members of the College Board at the AP Central website.
6. Utilize all information and data available on the College Board website to enhance their Honors and AP programs.
7. Work with campus AP Chair and administration to achieve all the stated BISD goals and objectives.

AP Roles

Campus Honors and AP Chair

- I. Each campus will select a Honors and AP Chair**
 - a. Criteria**
 - i. Minimum of 3 years of experience teaching AP level classes**
 - ii. Must have core GT hours**
 - iii. Must have attended an Advanced Placement Summer Institute**
 - iv. Must maintain 6 Annual Update credit hours for GT**
 - v. Must have knowledge of College Board and AP procedures**
 - b. Purpose**
 - i. To work with the College, Career, and Military Readiness Department on enhancing the campus program**
 - ii. To ensure that all AP teachers have an approved syllabus with the College Board**
 - iii. To create campus vertical teams in each core subject area, where applicable**
 - iv. To lead campus vertical team meetings**
 - v. To ensure that all campus AP teachers have College Board accounts and understand how to use the web site to improve their classes and scores**
 - vi. To understand and utilize AP Potential**
 - vii. To understand and utilize the AP performance data**
 - viii. To monitor that AP teachers have attended an AP Summer Institute in their respective content area**
 - ix. To work with campus administration toward creating an environment that utilizes on-going assessment of the entire campus Honors and AP programs**
 - x. To nominate a minimum of 3 AP teachers per year to become AP readers**
 - xi. To ensure all District required paperwork is in place for each Honors and AP student (Annual Application for Admission, Program Expectations and Course Agreement, Placement Review Form if applicable and the AP Exam Commitment Form)**

AP Roles

Campus Administrator

- II. Campus Administration will work toward increasing the number of students achieving passing scores on the AP exams and ensure the successful administration of the AP exam.**
 - a. Create a Honors and AP campus culture through**
 - i. Creating stand-alone Honors and AP courses**
 - ii. Ensuring District student placement procedures are followed**
 - iii. Identifying additional AP courses that can be offered through the utilization of AP Potential**
 - iv. Monitoring of Honors and AP teachers through walkthroughs and use of the AP syllabus – a minimum of 2 walkthroughs per semester**
 - v. Allowing Honors and AP teachers the time to work with the campus AP Chair in the creation of subject area vertical teams**
 - vi. Understanding and utilizing the AP performance data available for each campus per AP exam**
 - vii. Ensuring that every AP teacher has attended the appropriate summer institute**
 - viii. Monitoring and requiring all Honors and AP teachers earn their GT Annual Update**
 - ix. Encouraging all AP teachers to become AP readers**
 - x. Understanding, educating, and monitoring all Honors and AP teachers on the level of rigor implemented in the Honors and AP courses**
 - xi. Utilizing the Honors and AP walkthrough form as part of the teacher's evaluation process**

AP Roles

Campus Honors and AP Teacher

- III. Each Honors and AP teacher will participate in all activities necessary to improve each school's overall Honors and AP program and student performance on AP exams**
 - a. This includes**
 - i. Participating in campus vertical team meetings**
 - ii. Knowing and understanding student expectations to be successful on each AP exam**
 - iii. Teaching all Honors and AP classes at the appropriate level and rigor**
 - iv. Helping to create effective campus and subject area, vertical teams**
 - v. Becoming familiar with and utilizing all available materials online at the College Board web site**
 - vi. Staying up to date on training (It is recommended that all AP teachers attend a summer institute at least once every 3 years)**
 - vii. Staying up to date on changes in the AP exams**
 - viii. Applying for and becoming AP readers**
 - ix. Understanding and implementing the components of rigor at all times**
 - x. Self-monitoring of student performance on the AP exams**
 - xi. Creating an environment and expectation of high achievement from their students in both the Honors and AP course and on the AP exam**
 - xii. Working with district colleagues to improve the overall campus and district Honors and AP program**

Time Line

Spring semester of the previous school year:

Spring Semester

Training of Campus AP Chair on the use of the College Board Web Site and all data reports

Spring Semester

Principals will submit AP course request forms for approval

Spring Semester

Principals will select Honors and AP teachers based on all District requirements (institute training, etc.)

Spring Semester

Principals/designee will work on master schedule for Honors and AP classes – **NO DOUBLE CODING OF AP COURSES WITH DUAL ENROLLMENT COURSES**

Spring Semester

Student recruitment for Honors and AP courses using District guidelines.

Spring Semester

Campus AP Chair will meet with Honors and AP teachers explaining and initiating requirements

Time Line Continued

Spring Semester

Principals will make decisions regarding institute training for campus Honors and AP teachers

Spring Semester

Campuses will have an initial meeting with Honors and AP teachers to begin vertical teams per subject area. Teams will schedule meetings for upcoming year (minimum – 1 per six weeks)

Summer semester for the previous school year:

Summer Semester

Summer Institute training, completion of the master schedule, new teacher's work of AP Audit submissions, general preparation for the upcoming school year

Fall and Spring Semesters for the current school year:

August

Selection of Campus Honors and AP Chair

By August

Campus AP Coordinator renews previously authorized AP courses on College Board Website

Time Line Continued

August

Honors and AP teachers make sure all District required paperwork is in place for each student in their class(es). Teachers begin classes teaching their approved syllabus with the appropriate rigor

Fall – Spring Semesters

The following need to happen at each campus:

- Analysis of last year's AP results to look for areas for improvement and growth
- Administrative monitoring of Honors and AP courses
- Vertical team meetings
- Final submission of syllabus and material to the College Board for new teachers/courses

Spring Semester

Administration of AP exams

Begin the entire process over for the following year

Campus Checklist

Expectation	In Place	Documentation
All AP teachers have summer institute training in the subject area they are teaching.		Documentation collected by Dean and submitted to the College, Career, and Military Readiness (CCMR) Department
All Honors and AP teachers have GT Annual Update hours		Documentation submitted to CCMR by teacher
All AP teachers are members of the College Board website		Documentation collected by campus AP Chair and submitted to CCMR
All Honors and AP teachers have District required paperwork in place for each student: <ol style="list-style-type: none"> 1) Honors and AP Annual Application 2) Honors and AP Program Expectations and Course Agreement 3) AP Exam Commitment Form 		<u>Honors and AP Annual Application</u> - Collected by a counselor and placed in student's file <u>Honors and AP Program Expectations and Course Agreement</u> - Collected by a teacher and kept in a file <u>AP Exam Commitment Form</u> - Collected by a teacher and saved in student's file
There is no double coding in any Honors and AP courses with Dual Enrollment courses		Campus Master Schedule – submitted to CCMR
The campus has utilized AP Potential in identifying students and courses for the campus		AP Chair submits a print out to CCMR
The campus has analyzed AP results from the previous year to prepare for the upcoming year		Sign-in sheets from meetings – submit to CCMR
Teachers are teaching at the appropriate rigor for a Honors and AP course		Walkthrough forms
All AP teachers have an approved syllabus through the AP Course Audit		College Board Audit Web page – information collected by CCMR
Every campus has an AP Chair		Names submitted to CCMR
Every campus has at least three teachers who have submitted their applications to the College Board to become AP Readers		Copies of applications collected by campus AP Chair and submitted to CCMR
Campus vertical teams per subject area are in place (where applicable)		Campus AP Chair submits teams to CCMR

Campus vertical teams are meeting at least once per six-weeks		Sign-in sheets and Agendas collected by campus AP Chair and submitted to CCMR
---	--	---

Campus Name: _____

Principal's Signature: _____

Campus AP Chair's Signature: _____

Date Due: This form is due to the Department of College, Career, and Military Readiness and is part of campus clearance at the end of the school year.

Brownsville ISD College, Career, and Military Readiness - Advanced Academics

BISD does not discriminate on the basis of race, color, national origin, gender, religion, age, disability or genetic information in employment or provision of services, programs or activities.

Date: _____

**Peer Visit and Feedback
Assessing Academic Rigor**

School Name: _____	Time In: _____
Teacher Name: _____ Course: _____	Time Out: _____

<p>Objective</p> <input type="checkbox"/> Measurable <input type="checkbox"/> TEKS <input type="checkbox"/> CPQ <input type="checkbox"/> EQ	<p>Observation Notes</p> <p style="text-align: center;">Teacher Action Student Response</p>		
<p>Differentiation</p> <input type="checkbox"/> Content <input type="checkbox"/> Learning Process <input type="checkbox"/> Student Product <input type="checkbox"/> Learning Time/Pacing <input type="checkbox"/> Learning Environment <input type="checkbox"/> Formative Assessments Note:			
<p>Grouping</p> <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Individual Note:			
<p>Classroom Culture</p> <input type="checkbox"/> Respectful, positive relationships <input type="checkbox"/> Students share ideas <input type="checkbox"/> Students request support <input type="checkbox"/> Students ask questions Note:	<p>CIF</p> <input type="checkbox"/> Classroom Talk <input type="checkbox"/> Collaborative Group Work <input type="checkbox"/> Writing to Learn <input type="checkbox"/> Questioning <input type="checkbox"/> Scaffolding <input type="checkbox"/> Literacy Group Note:	<p>Levels of Thinking</p> <input type="checkbox"/> Answering Questions <input type="checkbox"/> Asking Questions <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating/Justifying <input type="checkbox"/> Creating <input type="checkbox"/> Making Inferences <input type="checkbox"/> Depth & Complexity Note:	<p>I Wonder:</p>
<p>Student Engagement</p> <input type="checkbox"/> Active <input type="checkbox"/> Passive			

Brownsville ISD College, Career, and Military Readiness - Advanced Academics

BISD does not discriminate on the basis of race, color, national origin, gender, religion, age, disability or genetic information in employment or provision of services, programs or activities.

Entrance Criteria - High School Honors

Course	Course Pre-Requisites
Honors English I	85+ in the prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Writing test
Honors English II	85+ in the prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Writing test
Honors Biology I	85+ in the prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Math test
Honors Chemistry I	85+ in the prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Math test
Honors Physics I	85+ in the prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Math test
Honors World Geography	85+ in the prerequisite course Masters in most recent STAAR Reading test
Honors World History	85+ in the prerequisite course Masters in most recent STAAR Reading test
Honors Algebra I	85+ in the prerequisite course Meets Expectations in most recent STAAR Math test
Honors Geometry	85+ in the prerequisite course Meets Expectations in most recent STAAR Math test
Honors Algebra II	85+ in the prerequisite course Meets Expectations in most recent STAAR Math test
Honors Pre-Calculus	85+ in the prerequisite course Meets Expectations in most recent STAAR Math test

All academic GT students will be serviced through an Honors course when applicable. Teacher requirements: teachers are required to have the 30 GT core hour training. The Department of College, Career, and Military Readiness will offer 6 on-going hours of curriculum differentiation, tiered instruction, and project-based learning during the fall semester. Training must be completed by the end of the fall semester.

Honors teachers training requirements:

30 GT core hours

6 on-going hours

Entrance Criteria - Middle School Honors

Course	Course Pre-Requisites
Honors English 6 th grade Honors English 7 th grade Honors English 8 th grade	85+ in the prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Writing test
Honors English I	85+ in the prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Writing test
Honors Science 6th grade Honors Science 7th grade Honors Science 8th grade	85+ in the prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Math test
Honors Biology I	85+ in the prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Math test
Honors Math 6th grade Honors Math 7th grade Honors Math 8th grade	85+ in the prerequisite course Meets Expectations in most recent STAAR Math test
Honors Algebra I	85+ in the prerequisite course Meets Expectations in most recent STAAR Math test
Honors History 6th grade Honors History 7th grade Honors History 8th grade	85+ in the prerequisite course Masters in most recent STAAR Reading test

All academic GT students will be serviced through an Honors course when applicable. Teacher requirements: teachers are required to have the 30 GT core hour training. The Department of College, Career, and Military Readiness will offer 6 on-going hours of curriculum differentiation, tiered instruction, and project-based learning during the fall semester. Training must be completed by the end of the fall semester.

Honors teachers training requirements:

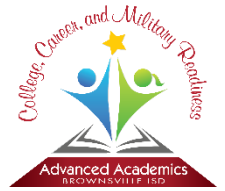
30 GT core hours

6 on-going hours



Brownsville Independent School District

Annual Application for Admission into Honors and AP Program



Student Name: _____ Grade: _____

Student ID#: _____ Parent's Name: _____

Address: _____

City, State, Zip Code: _____

Home Phone: _____ Work Phone: _____

Honors and Advanced Placement Courses Applied For:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Parent's Signature

The student must meet the following criteria in order to be placed in the Brownsville ISD Honors and AP Program: Have at least an 85 average from the most recent grade (First Semester average) in the specific academic discipline for a non-Honors/AP class or have passed the previous Honors/AP class in the specific academic discipline with at least a 70 average.

- **1st Semester Subject Average:** English: _____ Reading: _____ Math: _____ Soc. Stu: _____ Sci: _____

For the requested Honors or AP course(s), the student must have achieved the Level Performance on the applicable STAAR areas tested, according to the recommended entrance criteria. (See p. 14 & 15)

- **Current STAAR/EOC Scores:** English: _____ Reading: _____ Math: _____ Soc. Stu: _____ Sci: _____

An alternate route to Honors and AP admission: Letter of recommendation by the campus administrator.

At the beginning of the course, the student and their parents will sign the district Honors and AP Program Expectations and Course Agreement. The Agreement will be secured and maintained by the teacher of record.

For Counselor's Use Only

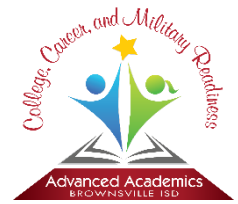
_____ 1. Met the criteria for Honors and AP. _____ 2. Did not meet the criteria for Honors and AP.

Counselor's Signature



Brownsville Independent School District

Letter of recommendation by the campus administrator
(Alternate Route to Honors and AP Admission)



I _____ am writing this letter of
(Write name and position)
recommendation for _____ so that he/she may be placed in the following
(Student's name)
Honors and AP class(es) for _____ grade for the _____ school year.

For Middle Schools

- | | | |
|----------------------|----------------------------|-------------------------------------|
| _____ Honors Reading | _____ Honors Spanish I | _____ Honors Contemp. World Studies |
| _____ Honors Algebra | _____ Honors Spanish II | _____ Honors Art I |
| _____ Honors Math | _____ Honors Spanish III | _____ Honors Art II |
| _____ Honors English | _____ Honors U.S. History | _____ Honors Art III |
| _____ Honors Science | _____ Honors Texas History | |

For High Schools

- | | | |
|---|-------------------------------------|---------------------------------------|
| _____ Honors English I | _____ AP Biology | _____ Honors Drawing II |
| _____ Honors English II | _____ AP Chemistry | _____ Honors Painting II |
| _____ Honors English III | _____ AP Environmental Science | _____ Honors Printmaking II |
| _____ AP English Lang & Comp (III) | _____ AP Physics 1: Algebra-Based | _____ Honors Sculpture II |
| _____ AP English Literature & Comp (IV) | _____ Honors World Geography | _____ AP Art History |
| _____ Honors Geometry | _____ Honors World History | _____ AP Music Theory |
| _____ Honors Algebra I | _____ AP World History | _____ AP Studio Art: 2-D Design |
| _____ Honors Algebra II | _____ AP United States History | _____ AP Studio Art: 3-D Design |
| _____ Honors Pre-calculus | _____ AP U.S. Government & Politics | _____ AP Studio Art: Drawing |
| _____ AP Calculus AB | _____ AP Psychology | _____ Honors Spanish I |
| _____ AP Calculus BC | _____ AP Microeconomics | _____ Honors Spanish II |
| _____ AP Statistics | _____ AP Macroeconomics | _____ Honors Spanish III |
| _____ Honors Biology | _____ AP Human Geography | _____ AP Spanish Language & Culture |
| _____ Honors Chemistry | _____ AP European History | _____ AP Spanish Literature & Culture |
| _____ Honors Physics | _____ Honors Art I | |

I understand that the student did not meet the 85 or above average and/or the STAAR requirements to be automatically placed in the class(es); however, I feel that he/she will be successful in the Honors and AP classes specified above.

****For high school courses offered at the middle school, a student cannot be qualified using this alternate route form.***

Campus Administrator Signature

Campus



Brownsville Independent School District Honors and Advanced Placement (AP) Program Expectations and Course Agreement



Course Title: _____

Student Name: _____ *(please print)*

Honors and AP courses challenge and enrich motivated college-bound students to expand their education beyond the typical secondary program. Honors and AP coursework develops advanced skills and provides the content background to prepare students for the college level work in Advanced Placement (AP) courses and on AP exams. Success requires student commitment to the expectations of the Honors and AP program. Students will be expected to:

- Learn, analyze, synthesize and manipulate knowledge and skills; think critically;
- Budget time effectively and efficiently: expect homework daily per course;
- Develop effective study skills;
- Develop advanced content area vocabulary;
- Utilize community and industry resources;
- Develop multi-media and oral presentation skills; and
- Maintain a passing grade of 70. A 60% grade for UIL eligibility does not constitute a passing grade for Honors and AP.

It shall be understood that success also requires support from all stakeholders: students, parents, administrators, teachers, and counselors.

STUDENT: I agree to organize my time and give extra effort to successfully complete the above-named Honors and AP course. I have read the course description and agree to the requirements of the class.

PARENT: I agree to be familiar with the above Honors and AP course requirements and to help my son/daughter organize study time in support of class assignments. I will notify the teacher immediately of any concern that I have relating to the Honors and AP class or my child’s progress. I have read the course description and agree to the requirements of the class.

TEACHER: I agree to teach the above Honors and AP course at a college preparatory pace appropriate to the grade level as outlined by the College Board. Students and parents will be notified immediately if student work and/or assessments are unsatisfactory.

PLACEMENT: Student performance will be evaluated starting at the end of the first six weeks to determine if Honors and AP is the best placement for the student. A Placement Review is required if the student does not meet the program expectations. If a student does not maintain a passing grade of 70, this may result in the student’s removal from the course.

A STUDENT MAY NOT DROP ONE HONORS AND AP TEACHER TO GO TO ANOTHER HONORS AND AP TEACHER IN THE SAME SUBJECT AREA. THE ONLY EXCEPTION IS DUE TO SCHEDULING CONFLICTS.

HONOR CODE: The class will be conducted under an honor code. All students will be expected to do their own work. Occasionally, students will be assigned projects or exams that must be completed outside of class. If a student breaks this code, it may result in the student’s removal from the course.

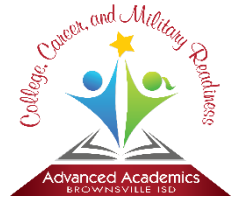
TEST PARTICIPATION: Students intending to take an AP exam are required to sign an **AP Exam Commitment Form** per AP course.

Required Signatures:

Student: _____	Date: _____
Parent/Guardian: _____	Date: _____
Teacher: _____	Date: _____
Counselor: _____	Date: _____
Principal: _____	Date: _____



Brownsville Independent School District
El programa de honores y El programa avanzado
Las expectativas del programa y El contrato del curso



Título del Curso: _____

Nombre del estudiante: _____ *(favor de usar letra de molde)*

Los cursos académicamente avanzados (Honores y AP) retan y enriquecen a alumnos motivados con perspectivas universitarias a ampliar su educación más allá del programa regular de la educación secundaria. Las materias de Honores y AP desarrollan las destrezas avanzadas y sirven de apoyo para preparar a los alumnos a realizar un trabajo académico a nivel universitario y también lo preparan para tomar el examen de AP. El éxito requiere un compromiso del estudiante a las expectativas del programa Honores y AP. Los alumnos deberán:

- Aprender, analizar, sintetizar y manipular el conocimiento y las habilidades; pensar críticamente;
- Manejar su tiempo de manera eficiente y efectivamente: contar con tarea diariamente en cada curso;
- Desarrollar buenos hábitos de estudio;
- Desarrollar un vocabulario avanzado en el área de estudio;
- Utilizar recursos de la industria y de su comunidad;
- Desarrollar habilidades para realizar presentaciones multimedia y orales; y
- Mantener una calificación aprobatoria de un 70. La calificación de 60 para participar en UIL no constituye una calificación aprobatoria en los cursos Honores y AP.

Debe de entenderse que el éxito se logra con el apoyo de todos los involucrados: alumnos, padres, administración, maestros y consejeros.

ALUMNO(A): Me comprometo a organizar mi tiempo y esforzarme para completar con éxito el curso de Honores y AP cuyo título es antes mencionado. He leído la descripción del curso y estoy de acuerdo con los requisitos de la clase.

PADRE: Estoy de acuerdo con los requisitos del curso de Honores y AP y de ayudar a mi hijo/a a organizar el tiempo de estudio con el fin de apoyar las tareas de la clase. Informaré al maestro/a inmediatamente de cualquier inquietud sobre el curso de Honores y AP o del progreso académico de mi hijo/a. He leído la descripción del curso y estoy de acuerdo con los requisitos de la clase.

MAESTRO(A): Me comprometo a enseñar el curso de Honores y AP a un ritmo preparativo para la universidad que es apropiado para el nivel de grado, según lo dicta el *College Board*. El alumno/a y sus padres serán informados de inmediato si el trabajo estudiantil y las evaluaciones no son satisfactorios.

COLOCACIÓN: El desempeño del estudiante será evaluado empezando al final de las primeras seis semanas para determinar si estar en el curso Honores y AP es lo mejor para el/la estudiante. Se requiere evaluar a el/la estudiante si no cumple con las expectativas del programa. Si un estudiante no mantiene una calificación aprobatoria de 70, esto puede resultar en la acción de remover a el/la estudiante del curso.

UN ESTUDIANTE NO PUEDE DEJAR UN MAESTRO DE HONORES O DE AP PARA IR CON OTRO MAESTRO DE HONORS O DE AP EN LA MISMA ASIGNATURA. LA ÚNICA EXCEPCIÓN ES POR CONFLICTOS EN EL HORARIO.

CODIGO DE HONOR: La clase se llevará a cabo bajo un código de honor. Se espera que cada alumno/a realice su propio trabajo. Ocasionalmente, a los alumnos se les asignarán proyectos o exámenes que tendrán que realizar fuera de la clase. Si el alumno/a falta a éste código, puede resultar en la eliminación del estudiante del curso.

PARTICIPACIÓN EN EL EXAMEN: Es **requerido** que los estudiantes que tengan la intención de tomar un examen AP, firmen una Forma de compromiso del examen de AP por cada curso en el cual quieran ser evaluados.

Firmas Requeridas:

Alumno: _____

Fecha: _____

Padre/Tutor: _____

Fecha: _____

Maestro(a): _____

Fecha: _____

Consejero(a): _____

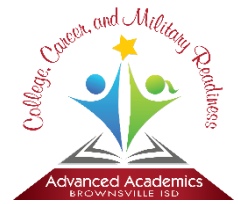
Fecha: _____

Director(a): _____

Fecha: _____



Brownsville Independent School District



AP Exam Commitment Form

Early College High School

For students who are taking AP courses.

There should be one form per AP exam taken per student on file.

Student Name: _____ **ID:** _____ **Grade:** _____

commits to taking the _____ AP Exam and to making a passing score (3, 4, or 5).

There should be one AP Exam Commitment Form on file for each student taking the AP exam. This means one form per student per exam. It is the AP teacher’s responsibility to make sure these forms are filled out and signed.

Completed forms are due to the teacher by the last day of the first six weeks of a school year.

Required Signatures:

Student: _____ **Date:** _____

Parent: _____ **Date:** _____

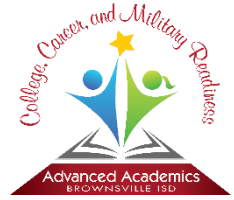
Teacher: _____ **Date:** _____

Counselor: _____ **Date:** _____

Principal/Designee: _____ **Date:** _____



Brownsville Independent School District



Formulario de compromiso para el examen de AP _____ Early College High School

Para estudiantes que están tomando cursos de AP

Debe haber un formulario en el archivo por cada examen AP que el estudiante tome

Nombre del estudiante: _____

de identificación: _____

Grado: _____

se compromete a tomar el examen AP _____ y a aprobarlo. (3, 4, ó 5).

Debe haber un formulario de compromiso de examen AP en el archivo para cada estudiante que tome el examen AP. Esto significa un formulario por alumno por examen. Es la responsabilidad del maestro de AP asegurarse de que estos formularios estén llenos y firmados.

Los formularios completados deben entregarse al maestro antes del último día de las primeras seis semanas del año escolar.

Firmas requeridas:

Alumno: _____

Fecha: _____

Padre: _____

Fecha: _____

Maestro(a): _____

Fecha: _____

Consejero(a): _____

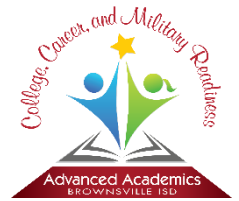
Fecha: _____

Director(a): _____

Fecha: _____



Brownsville Independent School District Honors and Advanced Placement Programs



Placement Review

Dear: _____

Date: _____

You have not met the requirements of the Honors/AP Agreement for one or more grade reporting periods.

You have received a failing grade in the following Honors/AP course(s):

Course: _____	Grade: _____
Course: _____	Grade: _____
Course: _____	Grade: _____

You and your parents have three options:

1. Exit the respective Honors or AP content area or entire Honors and AP Program.
2. Request a review committee made up of the teacher, guidance counselor, and campus administrator to hear an argument about why performance has not been satisfactory and allow the committee to determine status.
3. Continue in the respective Honors/AP course(s).

My parents and I understand that I have chosen to continue in the following Honors/AP course(s) even though I have not fulfilled the terms of the Honors/AP Agreement. We understand that continuing in the course(s) could lead to failing grades on my Permanent Record Card.

Student: _____

Date: _____

Parent: _____

Date: _____

Teacher: _____

Date: _____

Counselor: _____

Date: _____

Principal: _____

Date: _____

For office use only:

Decision to Exit:

Course(s): _____

Review Committee Decision:

- Remain in Honors/AP Course
 Removal from Honors/AP Course
 Removal from AP/Honors Program



Honors and AP Vertical Team Sign-In Sheet



Campus: _____

Date: _____

Employee ID#	Honors and AP Course(s) Taught	Teacher's Name (printed)	Teacher's Signature

NOTE: Please provide an agenda for each meeting and attach it to the sign-in sheet. Sign-in sheet and agenda should be turned in to your campus AP Chairperson. All sign-in sheets and agendas will be turned in to the College, Career, and Military Readiness Department at the end of the year.