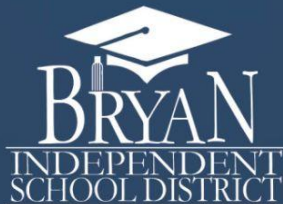
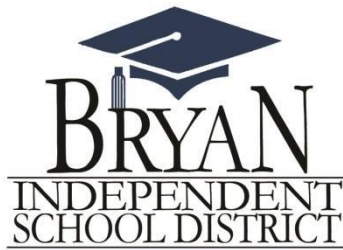


ADVANCED ACADEMICS HANDBOOK



bryanisd.org/AdvancedAcademics

Bryan Independent School District does not discriminate on the basis of race, age, religion, color, gender, national origin, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended and Title II of the Americans with Disabilities Act.



Bryan ISD, through innovation and choice in educational offerings, will provide positive educational experiences that ensure high school graduation and post-secondary success.

CHILDREN FIRST. ALWAYS.

Department of Advanced Academics
801 S. Ennis
979-209-1000

Website: <https://www.bryanisd.org/apps/pages/AdvancedAcademics>

Updated August 2022

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Advanced Academics Mission

Bryan ISD's multi-level Advanced Academic program is designed to provide dynamic differentiated learning opportunities, which challenge students to develop their intellectual power, creativity, and sense of self.

Advanced Academic Goals

1. Seek to identify Advanced Academic students and to establish the area of their giftedness and/or academic strength
2. Meet the diverse needs of advanced learners through differentiated instruction
3. Provide opportunities for advanced students to think creatively, critically, originally, and flexibly to generate new ideas
4. Develop self-directed learners who are skilled in thinking, research, and communication

Purpose Statement

This handbook has been designed to provide information about opportunities in Bryan ISD in order to help families choose programs that best fit the needs of their student. The Advanced Academics Department works closely with the rest of the Teaching and Learning Departments to ensure all programs are designed and supported under the BISD Curriculum Management Plan.

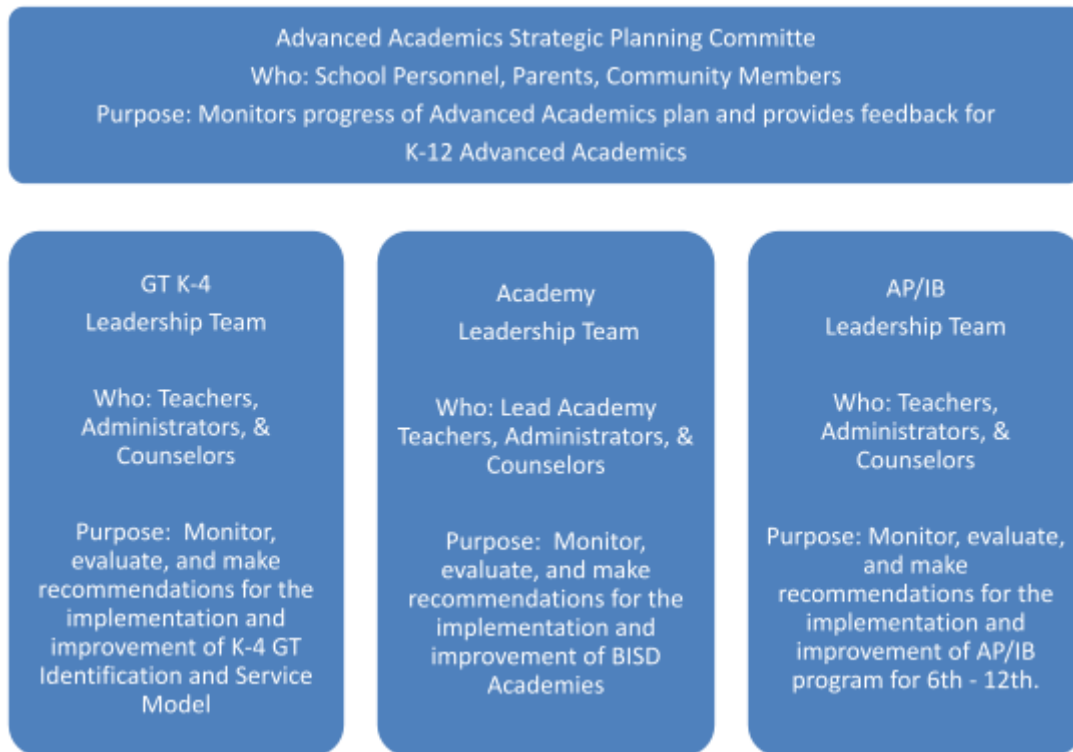
Communication

BISD Advanced Academics services, programs and other opportunities will be communicated in the following methods:

- [Advanced Academics Web Page](#)
- BISD social media releases
- Information shared with campuses
- Training of administrators, counselors and teachers
- At-a-Glance brochures developed by the Bryan ISD Office of Communication

Advanced Academics District Committees

Advanced Academics is invested in working together with all stakeholders to make improvements on behalf of all students. The following model illustrates the groups that contribute and monitor the Advanced Academics Improvement Plan.



Evaluation of Advanced Academics

The Advanced Academics Strategic Planning Committee will be responsible for the evaluation of Advanced Academics plans and services. The committee will annually review, provide input, and monitor:

- Mission, goals, continuum of services, and handbook.
- The program evaluation tool to be used based on the Quality Program Management model and Bernhardt's Multiple Measures of Data.
- Each program will receive a full evaluation at least once every three years.
- The evaluation will help guide the development of the Advanced Academics yearly improvement plan.

Gifted and Talented Program

Texas Definition of Gifted and Talented

A child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who:

1. Exhibits high performance capability in an intellectual, creative, or artistic area;
2. Possesses an unusual capacity for leadership; or
3. Excels in a specific academic field.

[Source: Texas Education Code §29.121](#)

State Goal for Services for Gifted Children

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

[Source: Texas State Plan for the Education of Gifted & Talented Students](#)

Bryan ISD Board Policy

Bryan ISD Board policies define and guide Gifted and Talented services. These include the following:

- EHBB Legal & Local – Identification process and services for GT
- DMA Legal – Required professional development for GT teachers
- EHDC Legal & Local - Acceleration

[Source: Bryan ISD Policy Manual](#)

Texas State Plan for the Education of Gifted Students

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of G/T services and accountability. Districts are accountable for services as described in the State Plan where performance measures are included for six aspects of G/T service design. The accountability standards reflect actions required in state law and/or SBOE rule. The plan also offers guidance to reach “exemplary” performance as viable targets for districts seeking excellence in gifted services.

[Source: Texas State Plan for the Education of Gifted & Talented Students](#)

Student Assessment and Identification

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities. (Texas State Plan for GT).

Bryan ISD has board-approved identification procedures and processes for students K-11 who require the services of the Gifted and Talented program. These procedures meet state requirements in Texas Education Code §29.121 and Texas Administrative Code §89.1. These procedures are designed to ensure the identification of any students who perform, or show potential for performing, at remarkably high levels within our district. A comprehensive identification process consisting of three phases: referral, assessment, and identification determines if there is a need for GT services in BISD.

Referrals

Each year, the referral window opens during the first six weeks of school, check the advanced academics website for specific dates each year. During the fall open referral window parents, teachers, students or any adult familiar with a particular student's abilities in the classroom may refer the student for testing if they believe the student exhibits characteristics indicating giftedness. This referral time is for 1st - 12th grade students.

A second referral window is open during the month of January for students who enroll in the District after September 30, or for any non-enrolled students who reside in the attendance boundaries but attend private schools or in-home schooling. All Kindergarten students are screened for GT identification in January.

All referrals may be submitted by turning in the referral form to their child's campus. The form is available at campuses or on the Advanced Academics Website.

Fall Referral Quick Tips

- Students may be referred for assessment if they are in grades 1 – 12 and are enrolled at or are zoned to a BISD campus.
- The fall referral window is open every year during the first six weeks of school, check the advanced academics website for specific dates each year.
- Communication of the referral window occurs via campus and district websites, campus newsletters, and messages sent by the District.
- Referrals are submitted by turning in the form to the campus by parents/guardians, teachers, students, and other professional personnel or adults.
- Consent to be tested must be provided by the parent/guardian when anyone other than a parent makes the referral.

Spring Referral Quick Tips

- To be eligible for the spring referral window, a student must:
 - Enrolled in BISD as a K-11 student after September 30.
 - Enrolled in BISD Kindergarten
 - Be a private/home schooled student who lives in the BISD attendance zone during the referral window and plans to enroll in BISD for the following school year.
 - Be eligible to enter the first grade (six years old by September 1).
- Communication of the spring referral window is provided through the District website.

- Parents of home school and private school students will be required to submit proof of residency documents at the Office of Advanced Academics in the BISD Administration Building located at 801 S. Ennis.
- Teachers and counselors do not refer during this window unless the student enrolled after September 30.

Assessment & Testing

Following the referral process, student data will be collected and examined by the Campus Selection Committee. In grades K-12, qualitative and quantitative data are collected from three (3) or more sources and used to determine if the data indicates a need for Gifted and Talented services in BISD.

Quantitative Data

- Cognitive Ability Tests (CogAT) consist of three parts:
 - Verbal
 - Quantitative
 - Non-verbal - reasoning and problem solving using spatial symbols
- Achievement data (MAP, STAAR, Iowa, etc) *may be used* during campus selection committee meetings to examine performance on taught curriculum.

Qualitative Data

- Teacher rating scales serve as an observational instrument for identifying observed behaviors in a school setting associated with gifted children.
- Home rating scales serve as an observational instrument for identifying observed behaviors at home and in the community associated with gifted children.
- Learning artifacts illustrating the need for consistent differentiation may be submitted by teachers when quantitative data appear to be mismatched with teacher ratings

Campuses test students over a two-week testing window, which typically occurs in the month of October or as determined by the District assessment calendar. Students test during school hours according to their specific campus-testing calendar. Campuses will notify parents of their tentative testing dates. The spring testing window will be posted on the District website.

Identification

In BISD, Gifted and Talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.

Student data is evaluated using a student profile.

- A Campus Selection Committee (CSC) conducts an examination of all data collected on the GT Profile.
- The CSC is comprised of at least three (3) campus educators who have completed thirty (30) hours of training and are current with the six-hour training update as required and an administrator or counselor who each have completed six hours of GT Nature and Needs training.
- Students may be identified to receive services in the core academic subject areas.
- Parents are notified by the campus in writing of the Campus Selection Committee's determination decision.

Appeals

Level I - Campus

- A parent may appeal an identification decision made by the CSC by submitting an appeal to the campus within ten (10) school days from the date of the identification notification.
- Reasons to file an appeal
 - o Medical/Family
 - o Illness during testing with documentation of the illness
 - o Emotional duress during testing due to a family crisis
 - o Testing Irregularity: an inequitable or inappropriate application during the testing process is alleged
 - o Language Barrier: Student receives ELL services
 - o Substantial Evidence: Parents have substantial evidence to introduce that, when added to the existing information, creates a compelling 'preponderance of evidence' regarding the student's need for program services
- The CSC holds appeals meetings to review student data against any new evidence submitted.
- The CSC responds with their appeal decision within ten (10) school days of the appeals meeting.

Level II – District

- If a parent remains concerned that there has been an error in the identification process, he/she may submit a Level II appeal to the District within ten (10) school days of the date of the Campus Appeal notification.
- A District appeals committee will review the appeal and provide notification of the results to the parents and the campus.

Furlough

A furlough allows a student to take a "leave of absence" from the program for specified reasons and for a designated period without being exited.

- The parent/guardian of the student may request a furlough.
- A furlough may be recommended by the CSC due to the student's unsatisfactory performance within the structure of the gifted program.
- The CSC must have a conference with the student and/or parents to document the need for the furlough. Written communication must be provided to parents.
- A GT Furlough form must be completed and must specify the length of time requested. District policy prohibits furloughs longer than one consecutive year. Forms are available from campus GT Coordinators.
- While on furlough, the student's progress shall be monitored on a regular basis by a gifted and talented teacher using a variety of methods.
- At the end of the furlough period, the student's progress shall be reassessed and the student may reenter the gifted program, be exited from the program, or be placed on another furlough if the length of the first furlough was less than one year.

Exit Provisions

Students who have participated in the District's gifted and talented program shall continue in the program unless their performance is not commensurate with expected abilities of gifted and talented students. A student may be removed from the program at any time the Campus Selection Committee or its representatives have had a conference with the student and/or the parent and have documented the reasons for removal using the District established exiting procedures and forms.

Transfers

Students identified to receive gifted and talented services by a previous public school district who transfer into the District will indicate that their child was receiving GT services on their enrollment form. The student identification data provided by the previous district will be reviewed by the campus selection committee. If the data indicates a need for gifted and talented services in BISD, the student shall be placed in the gifted and talented program. If the data does not indicate the need for services, the parent may submit a referral for testing.

Service Design

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students. (Texas State Plan for GT).

Services for Grades K – 4

Cluster Grouping

Grouping gifted students together provides opportunities for them to work with cognitive peers. Identified students in grades K – 4 are cluster grouped with GT trained teachers. Cluster grouping places a select number of GT students together for instruction in the appropriate content area(s) for which they have been identified.

- The GT trained teacher adapts the curriculum and environment for their gifted learners with strategies such as:
 - Using depth and complexity to lessons to support differentiation
 - Texas Performance Standards Project (TPSP)
 - Envision Projects

Pull Out Services

Students identified as GT will be served at each grade level for a minimum of 30 minutes weekly through a pull-out program. Students will be provided a variety of learning opportunities in the four core content areas. The curriculum for the G/T pull-out program begins with (TEKS) and uses depth and complexity instructional strategies to challenge students. Texas Performance Standards Project (TPSP) objectives and lessons are used to guide planning building up to major projects. More information about TPSP can be found at <https://www.texaspsp.org/> Leadership lessons will also be embedded in the curriculum.

Explore Academy

Explore Academy is committed to serving the unique needs of highly gifted students by providing a culture where learners engage in rigorous and meaningful learning experiences that empower them to take risks, pursue passions, and make a positive impact on the world. Students are invited to apply to Explore based on GT assessment scores. Further information about this program is available in the Explore Academy section of this handbook.

Service Design

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students (Texas State Plan for GT).

Services for Grades K – 4

Cluster Grouping

Grouping gifted students together provides opportunities for them to work with cognitive peers. Identified students in grades K – 5 are cluster grouped with GT trained teachers. Cluster grouping places a select number of GT students together for instruction in the appropriate content area(s) for which they have been identified.

- The GT trained teacher adapts the curriculum and environment for their gifted learners with strategies such as:
 - Incorporating Sandra Kaplan’s Depth and Complexity model to lessons to support differentiation
 - Texas Performance Standards Project (TPSP)
 - Envision Projects

K - 4 Pull-Out Program

Students identified as GT will be served at each grade level for a minimum of 30 minutes weekly through a pull-out program. Students will be provided a variety of learning opportunities in the four core content areas. The curriculum for the G/T pull-out program begins with (TEKS) and uses depth and complexity instructional strategies to challenge students. Texas Performance Standards Project (TPSP) objectives and lessons are used to guide planning building up to major projects. More information about TPSP can be found at <https://www.texaspsp.org/> Leadership lessons will also be embedded in the curriculum.

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Services for Grades 5- 12

Pre-AP/Advanced/Pre-IB

BISD offers accelerated academic programs. These classes are designed to extend and enrich the content of the regular curriculum while preparing students for advanced classes through middle school and high school. These college preparatory classes will provide challenging research opportunities for students with high interest in academic exploration and include out-of-class assignments. Students must be able to balance the time requirements of all their academic classes as well as extra-curricular activities in which they choose to participate. Students who take Pre-AP/Advanced/Pre-IB classes, followed by AP, IB, or Dual Credit are more prepared for the rigors of post-secondary education and are more likely to be successful in college. Advanced and Pre-AP courses are designed to challenge the academically able student as well as the gifted student.

Advanced Placement (AP)

This program enables colleges and secondary students to work together to provide students with the opportunity to complete college-level studies during their high school years. Students entering the AP program in BISD must be prepared for the accelerated and rigorous study of college-level content. They must have demonstrated above average skills in the chosen content area because the depth and scope of the material does not allow class time for remediation. Each AP class requires a personal commitment of time and effort outside the classroom. AP students must be independent learners, ready to take responsibility for the quantity and frequency of rigorous assignments. A commitment to excellence is essential to a student's success. The expectation is that students sign up for and attempt the AP Exam. College credit may be awarded for acceptable scores on these exams (this varies by college).

Advanced Placement (AP) Capstone Certificate/Diploma

AP Capstone™ is a diploma program based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college. College credit may be awarded for acceptable scores on these exams (this varies by college).

Bryan Collegiate High School (BCHS)

Bryan Collegiate has been designated by the Texas Education Agency as an Early College High School. Students who attend are given the opportunity to earn up to sixty college credit hours prior to high school graduation. The academic environment is challenging with many support structures built into the daily schedule to help students succeed. Further information about Bryan Collegiate High School is available in the BISD Advanced Academics Handbook.

Dual Credit (DC)

Students at Bryan ISD may obtain college credit and high school credit simultaneously under an agreement with Blinn College and Bryan ISD. In most cases Blinn faculty teach the courses on the High School campuses (pending sufficient enrollment). In order to be enrolled in a dual credit course, students must pass the TSIA test (or be exempt) and pay the required tuition to Blinn College before the course begins.

International Baccalaureate (IB)

IB is a two-year program at Bryan High School, during the junior and senior years, that can result in an additional diploma upon graduation. IB Diploma students are recognized at universities around the world as well-rounded learners who are highly prepared for studies at the university level. Students are expected to enroll in advanced courses in 9th and 10th grade in order to be better prepared for a rigorous curriculum across six areas of study. Students enrolled in an IB course are required to complete all assessments including the May exam. College credit may be awarded for acceptable scores on these exams (this varies by college).

Credit by Exam for Acceleration (CBE)

Credit-by Exam (for acceleration) is available to students who wish to receive credit without formal instruction in a course. A student must score 80 or above on an exam selected and administered by the district. These exams are given on specific dates 4 times annually. Dates are available throughout the school year but a student is only eligible to sit for the exam if it is prior to the time the student would be scheduled to take the course. Students must register for each exam at least 30 days prior to the test date and meet all deadlines and requirements outlined by the district. Details are available with the school counselor or on the district website. The tests are developed and graded by an outside agency. Grades received on these tests will not be used in the calculation of GPA or class rank. A student must take the exam prior to the school year in which they would be scheduled to take the course. A specific exam can be taken a maximum of 2 times and can replace the EOC requirement when applicable.

Inquire Academy

Inquire Academy exists to meet the needs of the gifted and high performing students by initiating new quests for understanding through innovative and rigorous exploration, resulting in students who are knowledgeable, caring, and prepared to make an impact on the world. Jane Long houses the 5-6 Inquire Academy and Davila houses the 7-8 Inquire Academy. Further information about this program is available in the Inquire Academy section of the BISD Advanced Academics Handbook.

Odyssey Academy

Odyssey Academy is a STEM (Science, Technology, Engineering & Math) Academy. It provides an interdisciplinary, technology-rich environment which allows students to follow the “Mission to Mars” theme on a journey to colonize Mars throughout their four years in the program. Further information about this program is available in the Odyssey Academy section of the BISD Advanced Academics Handbook.

Enrichment Opportunities

The table below provides examples of some of the enrichment activities campuses may offer. Activities will vary between campuses as well as year-to-year.

Activity	Grade Level	Activity	Grade Level
Academic Decathlon	9 th – 12 th	Minecraft Club	5 th – 6 th
Art Club	9 th – 12 th	Music Club	K – 4 th
Ballet Folklorico	K – 4 th	National Art Honor Society	9 th – 12 th
BEST Robotics	9 th – 12 th	National Honor Society (NHS & NJHS)	8 th – 12 th
Book Club	K – 4 th	National Society of Black Engineers	9 th – 12 th
Chess Club	1 st – 8 th	Quiz Bowl	9 th – 12 th
Computer Science Club	9 th – 12 th	Sea Perch Robotics	7 th – 8 th
Destination Imagination	K – 4 th	Science Club	K – 4 th
Girls Start	K – 4 th	Skills USA	9 th – 12 th
HOSA	9 th – 12 th	Society of Hispanic Engineers	9 th – 12 th
History Fair	6 th – 12 th	Spelling Bee	1 st – 5 th
Key Club	9 th – 12 th	STEM Club	K – 4 th
Kick Start Martial Arts	5 th – 8 th	Student Council	K – 4 th
Leadership Club	1 st – 6 th	Technology Student Association	7 th – 8 th
Lego Robotics	1 st – 6 th	Teen Court	9 th – 12 th
Makerspace	K – 6 th	UIL Academics	3 rd – 12 th

Curriculum and Instruction

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school. (Texas Plan for GT)

Differentiated instruction is an approach that enables instructors to plan strategically to meet the needs of every learner. Teachers can differentiate the content, process and product of the lesson. Carol Ann Tommlison (2017) defines three areas of differentiation:

- Content
 - What the teacher teaches/what the student is asked to learn.
- Process
 - How students make sense of what they are asked to learn.
 - Teachers can adjust activities to address students' readiness, interest, and/or learning needs.
- Product
 - The vehicle students use to show what they have learned.
 - It is the evidence students generate when they complete the content.
 - Teachers can differentiate products based on students' readiness, interest, and/or needs.

Depth and Complexity as modeled by Sandra Kaplan and Betty Gould provides a method for increasing rigor, complexity and overall thinking that occurs in the classroom. Eleven icons represent different levels of depth and complexity that can be applied to any grade level or content area. The icons help teachers plan depth and complexity intentionally into the lesson and they act as visual guides to different types of thinking for students.



Continuum of learning experiences is provided that lead to the development of advanced level products and performances.

K - 4 Elementary	5 - 6 Intermediate	7 - 8 Middle	9 - 12 High School
<ul style="list-style-type: none"> •Cluster Grouping •Pull Out Service •Enrichment Periods •Differentaiton •Depth & Complexity •Texas Performance Based Standards •Explore Academy •Extracurricular Activities 	<ul style="list-style-type: none"> •Inquire Academy •Odyssey Academy •Honors/PreAP •Differentiation •Depth & Complexity •Enrichment Period •Extracurricular Activities 	<ul style="list-style-type: none"> •Inquire Academy •Odyssey Academy •Honors/PreAP •Differentiation •Depth & Complexity •Enrichment Period •Extracurricular Activities 	<ul style="list-style-type: none"> •Dual Credit •Bryan Collegiate HS •PreAP/AP •PreIB/IB •Differentiation •Extracurricular Activies

Professional Development

All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula. (Texas Plan for GT)

The Texas State Plan states: “A minimum of thirty clock hours of professional development... is required for teachers who provide instruction and services that are a part of the district’s defined gifted/talented services. Teachers are required to complete the thirty (30) hours of professional development prior to their assignment to the district’s gifted/talented services or within their first semester (19 TAC 89.2(1)).”

Minimum Teacher Training Requirements

Initial or Foundation Teacher Training		30 hours
Prior to teaching GT students, teachers must complete a 30-hour GT Foundation Training program.		
Core Knowledge Area/Teacher Competency		Minimum Number of Hours
Nature & Needs of Gifted Learners		6
Identification & Assessment for Gifted Learners		6
Models of Differentiated Instruction		6
Engaging Gifted Students by Adding Depth and Complexity		6
Creativity & Critical Thinking for Gifted Learners		6
Annual Update		6 hours
Each additional year, teachers must receive 6 hours of GT training in any of the core knowledge areas.		

Administrator and Counselor Training		6 hours
Administrators and counselors who have authority for service decisions complete a minimum of 6 hours of professional development in the following areas.		
Core Knowledge Area/Competency		Minimum Number of Hours
Nature & Needs of Gifted Learners		3
Social and Emotional Needs of Gifted Learners		3

Teachers, counselors and administrators are encouraged to participate in professional learning beyond the minimum required. The state offers a GT Supplement exam, which teachers and administrators may choose to take, which is in addition to training requirements. Securing a GT Supplement through TEA certification exam does not waive training requirements.

PreAP/AP/PreIB/IB Teachers

- The thirty (30) hour foundation training may be obtained through one of the combinations shown below:
 - Nature and Needs of Gifted Students (6 Hours)
 - Identification and Assessment of Gifted Students (6 Hours)
 - College Board Approved Content Specific Courses (18 Hours of the 30-hour

training programs below will be credited)

- AP or IB Training whose topics include creativity, differentiation and depth & complexity.

Family and Community Involvement

The district involves family and community members in services designed for gifted/talented students throughout the school year. (Texas Plan for GT)

Advanced Academics Strategic Planning Committee

The Strategic Planning Committee has a membership of parents, teachers, counselors and administrators. The committee provides feedback and assists with monitoring all advanced academics programs. Principals nominate parents and teachers from their campus to participate. The committee meets four to five times per year.

Program Evaluation

The District shall annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.



EXPLORE ACADEMY

A Bryan ISD Advanced Academics Program

Explore Academy

Mission

Explore Academy is committed to serving the unique needs of highly gifted students by providing a culture where learners engage in rigorous and meaningful learning experiences that empower them to take risks, pursue passions and make a positive impact on the world.

Goals

- To develop advanced skills and concepts in an individualized learning environment consistent with each child's capacity and readiness
- To develop critical thinking, creative thinking, and problem solving within specialized learning environments that are designed with the whole gifted child in mind
- To engage in learning experiences that allow for new, real-world applications and creative solutions to problems
- To develop growth-minded self-understanding and confidence in one's abilities
- To develop moral, ethical, and effective leadership and communication skills

Location and Contact Information

Sul Ross Elementary
3300 Parkway Terrace
979-209-1500

<https://ross.bryanisd.org/>

Admission Procedures

Eligibility for an invitation to apply to Explore:

- Identified as GT
- Scored at least 96% on at least 1 section of CogAT

If families want their student to apply they must turn in the 'permission to test' form. The student will then complete the following tests:

- MAP

All students will be evaluated using a matrix. The matrix considers:

- CogAT
- MAP
- SIGS

Curriculum

The curriculum is designed to meet the Texas Essential Knowledge and Skills (TEKS) required by the state as well as the National Association for Gifted Children (NAGC) Gifted Program Standards. Curriculum will be compacted as appropriate and will be differentiated by adding depth and complexity based on the need of the student.

Through pre-assessment, curriculum compacting and formative assessment, teachers will be able to introduce enrichment and extension opportunities using additional resources such as

- William and Mary Curriculum Units
- Exemplar Math Lessons
- Texas Performance Standards Project
- Project Based Learning
- Sandra Kaplan's Depth and Complexity
- Mentoring Mathematical Minds
- Khan Academy

Student Expectations

- Students are expected to think in deep and complex ways across disciplines.
- Students are to complete all assignments, participate in class, and demonstrate an overall sense of responsibility for their success.
- Each student will exemplify a commitment to personal development by pursuing a topic of interest beyond the classroom.

Student Continuing in the Program

Students do not need to reapply each year. Students will be reviewed at the end of each semester and a family conference will be held for struggling students in order to develop an action plan or determine if a different placement is best for the student.

Teacher Training

Throughout their time as an Explore teacher, teachers receive the following certification & training:

- Texas Supplemental GT Certification
- Texas ESL Certificate
- 30 Hours of Initial GT Training
- 6-hour yearly GT update training
- Depth & Complexity

Recommended Program Vertical Alignment

1st - 4th

- Location - Ross Elementary
- Model - School Within School
- Project Based Learning
- Self contained grade level classrooms
- Power Hour
- Non academic times (specials, lunch, PE) students are included with other Ross students.

5th - 6th

- Location - Jane Long Intermediate
- Model -
 - 5th Grade:** Students will be clustered within Inquire (parents may choose Odyssey, clustering of Explore students will occur as possible)
 - 6th Grade:** - Explore students will be clustered within Inquire courses (As possible, based on student electives)
- Fine Arts/PE/Electives with other students
- Power Hour transitions into Curriculum Enrichment with a focus on World Languages

7th - 8th

- Location - Davila Middle School
- Model - Explore students will be clustered within Inquire courses (As possible, based on student electives)
- Fine Arts/PE/Electives/World Language with other students

- Early College H.S.
- PreAP/Advanced Placement
- Up to 60 college credits at Blinn College
- Unique, small school experience

Bryan Collegiate
High School



- International Baccalaureate World School
- PreAP/Advanced Placement

Bryan High
School



- Project Lead the Way
 - STEM Focus
- PreAP/Advanced Placement
- AP Capstone Diploma Program

Rudder High
School



Frequently Asked Questions

What is Explore?

- Explore is a self-contained highly-gifted classroom environment in which students work on core curriculum at a higher level of depth and complexity, but also have the opportunity to explore their passions.

How is a student selected to be in the program?

- Students are invited to apply based on their CogAT and MAP scores. Students will then be evaluated based on these results.

Can my student enter Explore Academy at any time during the year?

- No. Students can only start Explore at the beginning of the school year.

Can my student enter Explore Academy at any grade level?

- Possibly. Students can enter if there is room in the grade level and the student meets all of the Explore admission criteria.

My student is in a grade that did not take the CogAT this year. How can I have them considered for Explore?

- **IF** there is room in the student's grade level then a student can be considered by using a previous year's CogAT scores. If the CogAT scores are more than two years old or if the student has no CogAT scores on record a parent/guardian can request their student be tested.

My student has been identified by the district as gifted and talented, can they attend Explore?

- Explore is an academy for highly gifted students. Gifted and Talented students are typically performing in the top 6-8% of students in at least one area. Highly gifted students typically perform in the top 3-4% of students. Students who are accepted to Explore must go through a testing and screening process to determine if they meet the criteria for highly gifted.

Does my son/daughter have to reapply each year?

- No. If your son/daughter has been accepted, is attending the program and in good standing, they will stay in the program.

We do not live in the Sul Ross attendance zone. Can my student still attend?

- Yes. Students accepted to the program will be given a district transfer.

Will transportation be provided if we do not live in the attendance zone?

- Yes. Transportation will be provided for eligible BISD families. For more specific information, please contact the transportation department at (979) 209-7130.

My child is new to Bryan and I believe he is highly gifted. How do I enroll him/her in the Explore Academy?

- Students enrolled in Bryan schools are tested and must qualify for enrollment. Students who qualify as Gifted and Talented are sent an application requesting additional testing to determine eligibility for Explore. Acceptance is by invitation only based on CogAT and MAP scores.

What program will be used to help my ELL-Bilingual student learn the English language?

- ESL services are provided by the teacher.

What testing is used to determine who qualifies as highly gifted?

- Bryan currently uses the CogAT as well as MAP scores to determine eligibility for the Gifted and Talented program.

If a student is not performing, can they be removed from Explore and placed in a different GT service?

- If a student is struggling academically in Explore a parent conference will be held and a course of action discussed by the team. Students who fail to show improvement could be removed from the program.

What resources will teachers use to show that individual students have mastered grade-level curriculum?

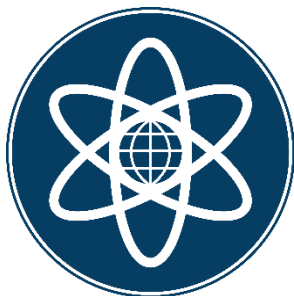
- Teachers will use mastery checks, spring and fall benchmarks, district based assessments, and concept quizzes to show mastery in math and language arts.

What curriculum will be used to teach students depth and complexity in math and language arts?

- Explore will use William and Mary language arts curriculum and Kendall Hunt M3 for grades 3-4 and M2 for grades 1-2 in mathematics. Exemplar lessons will also be used in math. Explore will use Stemsopes with a focus on the Project Based Learning activities for science. Sandra Kaplan's model of Depth and Complexity is utilized across disciplines. Lucy Calkins is utilized to aid in writing instruction.

What is power hour?

- It is time built into the schedule that allows students to pursue their passions in a structured plan. It occurs daily in most classrooms for about 30-45 minutes.



INQUIRE ACADEMY

A Bryan ISD Global Leadership Program

Inquire Academy

Mission

Inquire Academy exists to meet the needs of high performing and gifted students by providing a rigorous curriculum that develops students into ethical, innovative, responsible, civic-minded leaders who contribute positively to their local and global community.

Goals

- Prepare GT and high-performing learners with distinguished thinking and communication skills necessary for globally-competitive leadership in the twenty-first century
- Accelerate and compact curriculum in science, math, reading/writing, and social studies for an exceptional, multi-disciplined approach to excellence that prepares students to pursue a variety of advanced degrees and careers
- Develop exceptional global citizens with moral, ethical, effective leadership and communication skills through collaborative, real-world learning experiences in all four content areas
- Foster critical thinking, problem solving, creativity and servant leadership within a strong community of learners who will be poised to become globally-aware leaders in their respective fields

Location and Contact Information

Jane Long Intermediate (Grades 5th – 6th)

1106 N. Harvey Mitchell Prkwy

979-209-6500

<https://long.bryanisd.org/>

Arthur Davila Middle School (Grades 7th – 8th)

2751 N. Earl Rudder Frwy

979-209-7150

<https://davila.bryanisd.org/>

Admission Procedures

At the beginning of each spring semester applications will become available for the following year. Families will be invited to attend a district showcase and an information night to learn more about the academy. After students complete and submit an application, the student will be evaluated using academic performance data. Timelines will vary year to year but will be posted on the BISD Advanced Academics website.

Student Expectations

- Exhibit motivation and academic focus
- Academic honesty
- Respect various perspectives within a collaborative setting
- Display time management skills and a sense of organization
- Embrace a growth mindset and understand the value of risk taking in the classroom

Student Continuing in the Program

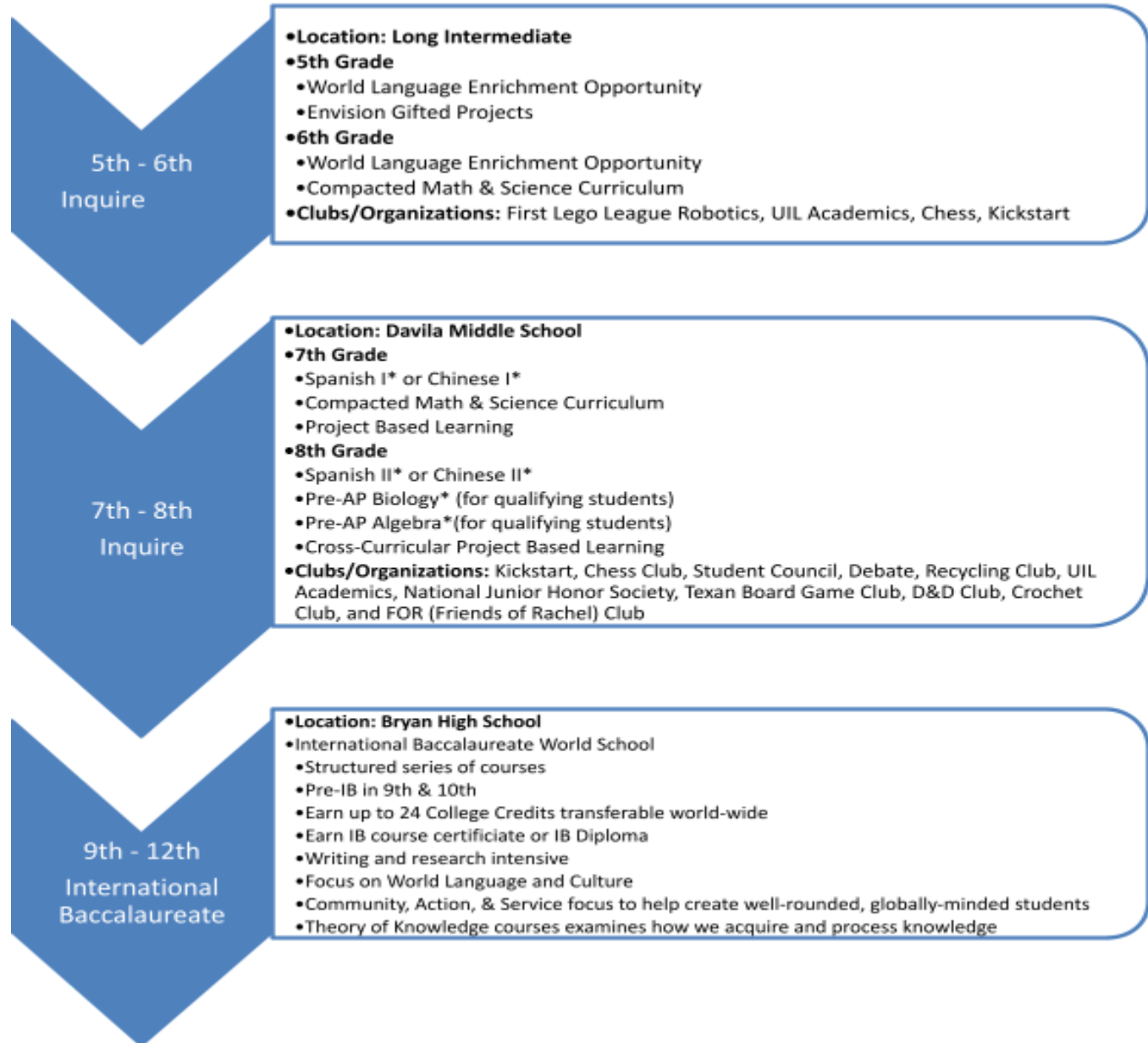
Students do not need to reapply each year. The faculty will monitor the progress of all students throughout the semester and conduct a review of all students at the end of the semester. If a student is not academically successful, the faculty will meet with the family to either create an action plan for improvement or place the student in a more appropriate setting. If a student does not demonstrate improvement they could be removed from the program.

Teacher Training

Throughout their time as an Inquire teacher, teachers receive the following certification & training:

- Texas Supplemental GT Certification
- Texas ESL Certification
- 30 Hours of Initial GT Training
- 6-hour yearly GT update training
- Depth & Complexity
- Project Based Learning

Recommended Program Vertical Alignment



*High School credit courses

- Early College H.S.
- PreAP/Advanced Placement
- Up to 60 college credits at Blinn College
- Unique, small school experience

Bryan Collegiate High School



- International Baccalaureate World School
- PreAP/Advanced Placement

Bryan High School



- Project Lead the Way
 - STEM Focus
- PreAP/Advanced Placement
- AP Capstone Diploma Program

Rudder High School



Frequently Asked Questions

What is the Inquire Academy?

Inquire Academy exists to meet the needs of gifted and high performing students by providing a rigorous curriculum that develops students into ethical, innovative, responsible, civic-minded leaders who contribute positively to their local and global community.

What is the difference between Inquire classes and PreAP or “regular”?

Focus on Leadership – Using the BISD Essential 8 as the center of leadership, Inquire Academy uses multiple resources such as books by Franklin Covey, Stephen Covey, and others to support leadership growth. Leadership is interwoven in the curriculum as well as standalone lessons.

Extracurricular Experiences - Inquire Students participate in more field trips and enjoy unique opportunities such as NASA, George Bush Library Programs, UIL events, etc.

Community of Learners - Inquire meets the needs of gifted and talented learners in part through collaboration with like-minded students. Students form unique bonds with the other Inquire students because they have core classes with the same group of students each year.

Language - Inquire students study language at the intermediate level and will begin language courses for high school credit earlier than other students at the middle school level.

Engaging Projects & Lessons - Inquire students are challenged with more in-depth, real world problems, and enjoy more project based learning opportunities that are rigorous standards-based, engaging and relevant!

How is a student selected to be in the program?

Students who are identified as gifted and talented are automatically accepted into the program once an application is submitted. All other students are evaluated using a matrix. The matrix includes various academic data such as the latest STAAR test results for math, science, and reading as well student’s recent grades.

Does my son/daughter have to reapply each year?

No. If your son/daughter has been accepted, is attending the program and in good standing, they will stay in the program. The faculty will monitor the progress of all students throughout the semester and conduct a review of all students at the end of the semester. If a student is not academically successful, the faculty will meet with the family to either create an action plan for improvement or place the student in a more appropriate setting. If a student does not demonstrate improvement they could be removed from the program.

Can my student enroll at any grade level for Inquire?

Students can only apply for enrollment in 4th - 6th grade for the upcoming school year. Students who have not been in Inquire prior to 8th grade have missed too much compacted curriculum and may not be successful in the accelerated 8th grade classes.

What courses will my student take as part of Inquire?**5th Grade**

- Inquire Core Classes (English Language Arts, Social Studies, Math, Science)
- PE/Kick Start
- Music and Art

6th Grade

- Inquire Core Classes (English Language Arts, Math, History, Compacted Science)
- PE/Pre Athletics/Kick Start
- Elective - Band, Orchestra, Choir, Drama, Art

7th Grade

- Inquire Core Classes (English Language Arts and Reading, Math, History, Compacted Science)
- PE/Pre Athletics/Kick Start
- Elective - Band, Orchestra, Choir, Drama, Art, Dance, Technology Applications, College & Career Readiness, Teen Leadership
- Spanish/Chinese (high school credit)

8th Grade

- Inquire English, INQ U.S. History
- PreAP Algebra I (high school credit)
- PreAP Biology (high school credit)
- PE/Pre Athletics/Kick Start
- Elective - Band, Orchestra, Choir, Drama, Art, Dance, Technology Applications, College & Career Readiness, Teen Leadership
- Spanish/Chinese (high school credit)

When will my student learn Chinese/Spanish?

At the intermediate level, the Inquire core classes have time embedded into the class period for students to begin to learn Chinese/Spanish and complete standards-based activities, such as cultural studies, career exploration, etc. At the middle school level, students have a separate class period for their language studies.

How is the curriculum compacted?

- 5th grade, students begin learning study skills for the successful completion of the advanced courses they will be taking in the coming years. Additionally, teachers compact some units based on student performance to allow for additional time on more difficult units, project-based learning opportunities, and language studies.
- 6th grade, students learn the content for the regular 6th grade math & science courses as well as part of the regular 7th grade math & science courses.
- 7th grade, students learn the content for 7th and 8th grade math & science courses and take the 8th grade level STAAR math & science tests.
- 8th grade, students take Biology and Algebra 1, which will count towards their high school credits. (This curriculum is not compacted.)

What happens if my child is failing an Inquire class (language arts, math, science, social studies)?

- 5th and 6th grade, students struggling in Inquire classes will begin working with their teachers during the designated intervention times (potentially replacing the student's language studies or extra project opportunities for the time being).
- 5th - 8th grades, tutorials may be required
- 5th - 8th grades, a student who continues to struggle may be placed on probation. During the probation period an action plan will be developed with input from the student, parent, counselor and teacher team. Students who fail to show improvement may be removed from the program.

If my child is removed from the program, can they be readmitted?

No, once a student is removed from the program, readmission is not permitted.



ODYSSEY ACADEMY

A Bryan ISD Science, Technology, Engineering & Math Program

Odyssey Academy

Mission

Odyssey Academy is dedicated to preparing and inspiring 21st century STEM learners to meet the challenges of our global society through collaboration and innovative problem solving.

Goals

- Introduce students to the practical applications of STEM and various STEM related careers.
- Implement a distinctive, high-quality problem-based approach specific to Science, Technology and Math.
- Increase academic achievement including college and career readiness in Reading, Math and Science through problem-based learning activities.
- Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields.

Location and Contact Information

Sam Rayburn Intermediate (Grades 5th – 6th)

1048 N. Earl Rudder Frwy

979-209-6600

<https://rayburn.bryanisd.org/>

<https://sites.google.com/a/bryanisd.org/odyssey-academy/>

Stephen F. Austin Middle School (Grades 7th – 8th)

800 S. Coulter Dr.

979-209-6700

<https://sfaustin.bryanisd.org/>

<https://sites.google.com/a/bryanisd.org/odyssey-academy/>

Admission Procedures

At the beginning of each spring semester applications will become available. Families will be invited to attend a district showcase and an information night to learn more about the academy. After students complete and submit an application, the student will be evaluated using a variety of academic performance data. Timelines will vary year to year but will be posted on the BISD Advanced Academics website.

Student Expectations

- Have a passion for STEM!
- Come to school and class prepared to succeed.
- Stay organized and make a plan to use time wisely.
- Have determination to overcome challenges. Don't quit!

Student Continuing in the Program

Students do not need to reapply each year. If a student is not academically successful, the faculty will meet with the family to either create an action plan for improvement or place the student in a more appropriate setting. If a student does not demonstrate improvement they could be removed from the program.

Teacher Training

Throughout their time as an Odyssey teacher, teachers receive the following certification & training:

- National Institute of STEM Education Certification
- Texas ESL Certification
- 30 Hours of Initial GT Training
- 6-hour yearly GT update training
- Project Based Learning

Recommended Program Vertical Alignment

5th - 6th
Odyssey

- **Location:** Rayburn Intermediate
- **5th Grade**
 - BISD designed Project Based Learning Units
 - STEM Scopes
- **6th Grade**
 - BISD designed Project Based Learning Units
 - STEM Scopes: Dive-In Engineering
 - Compacted Math & Science Curriculum
- **Clubs/Organizations:** First Lego League Robotics, UIL Academics, Rocket Derby

7th - 8th
Odyssey

- **Location:** SFA Middle School
- **7th Grade**
 - Project Lead the Way (Design & Modeling) - Principles of Applied Engineering*
 - Compacted Math & Science Curriculum
- **8th Grade**
 - Project Lead the Way (Automation & Robotics) - Robotics Programming & Design*
 - Pre-AP Integrated Physics and Chemistry*
 - Pre-AP Algebra*
- **Clubs/Organizations:** FIRST Lego League Robotics, UIL Academics, Technology Student Association, SeaPerch, Rocket Derby, Toshiba Explorvision

9th - 12th
PLTW

- **Location:** Rudder High School
- Project Lead the Way courses
 - Introduction to Engineering Design
 - Engineering Science (Honors)
 - Civil Engineering & Architecture
 - Engineering Design and Development
- Advanced Placement Courses
 - AP Computer Science Principles (Pending Approval)
 - AP Capstone Diploma Program (Beginning 2019)

- Early College H.S.
- PreAP/Advanced Placement
- Up to 60 college credits at Blinn College
- Unique, small school experience

Bryan Collegiate
High School

- International Baccalaureate World School
- PreAP/Advanced Placement

Bryan High
School

- Project Lead the Way
 - STEM Focus
- PreAP/Advanced Placement
- AP Capstone Diploma Program

Rudder High
School

Frequently Asked Questions

What is Odyssey STEM Academy?

- Odyssey Academy is a STEM (Science, Technology, Engineering & Math) Academy. It provides an interdisciplinary, technology-rich environment which allows students to follow the “Mission to Mars” theme on a journey to colonize Mars throughout their four years in the program. The program is located at Sam Rayburn for grades 5-6 and Stephen F. Austin for grades 7-8

How can my student enroll in Odyssey?

- Students wishing to enroll in Odyssey must submit an application. Applications are made available at the beginning of the spring semester for the following year and can be accessed from your child’s counselor, Odyssey website, or from the district website.

How is a student selected to be in the program?

- Students are evaluated using a matrix. The matrix includes the latest STAAR testing results for math, science, and reading, student’s most recent report card grades and district based assessments.

Does my son/daughter have to reapply each year?

- No. If your son/daughter has been accepted, is attending the program and in good standing, they will stay in the program.

Where is Odyssey located?

- The 5th - 6th grade Odyssey is located at the Rayburn Intermediate Campus while the 7th - 8th Odyssey Academy is located on the Stephen F. Austin Middle School Campus.

We do not live in the Rayburn/SFA attendance zone. Can my student still attend?

- Yes, students accepted to the program will be given a district transfer.

Will transportation be provided if we do not live in the attendance zone?

- Yes, transportation will be provided for eligible BISD families. For more specific information, please contact the transportation department at (979) 209-7130.

What happens if my child is failing an Odyssey class (math, language arts, science, social studies)?

- All Odyssey students will be reviewed at the end of each semester. If a student is struggling academically in Odyssey classes, the Odyssey team will meet with the family to discuss continuing in the program or removal. The Odyssey team will make recommendations to the family in the best interest of the student.

If my child is removed from the program, can they be readmitted?

- Once a student is removed from the program, readmission is not permitted.

What is the difference between Odyssey classes, and PreAP or “regular”?

- All core (math, science, English, social studies) will have STEM themes and activities integrated throughout the year. There are also cross-disciplinary projects (a project students work on in two or more classes) completed during the year. Math and science courses use a compacted curriculum to accelerate students in order to prepare for high school level math and science courses in 8th grade. There is also an emphasis on students working collaboratively in all courses. The ability to work as a member of a team is an important future skill to work in the STEM area.

What STEM courses will my student take as part of Odyssey?

- 5th and 6th grade students will receive STEM content as an embedded part of courses. [STEMscopes](#), project based learning and enrichment will introduce students to STEM concepts.
- 7th grade students will continue to have STEM embedded into all courses and will also enroll in [Project Lead the Way](#). PLTW is embedded into the Principle of Applied Engineering course that students will be awarded a high school credit.
- 8th grade students will continue to have STEM embedded into all courses and will also enroll in [Project Lead the Way](#). PLTW is embedded into the Robotics I course that students will be awarded a high school credit.

Is my student required to take the STEM elective classes?

- Yes, students must be part of the STEM elective courses. Exceptions are made only if a student is required to enroll in some type of intervention that does not leave room for STEM in their schedule.

Will my student have an opportunity to earn high school credit?

- Yes, students will have the opportunity to earn high school credit for:
 - Pre-AP Physics (for qualifying students)
 - Pre-AP Algebra (for qualifying students)
 - Principles of Applied Engineering (7th Grade)
 - Robotics I (8th Grade)
 - Students may also choose to enroll in HS Art and/or Spanish I

Can my student enroll at any grade level for Odyssey?

- No, students can only apply for enrollment in 5th - 7th grade. Students who have not been in Odyssey prior to 8th grade have missed too much compacted curriculum and would likely not be successful in the accelerated 8th grade classes.

Are there extracurricular activities related to Odyssey that my student may participate in?

- Yes, in addition to school-wide extracurricular activities, Odyssey students can participate in [FIRST Lego League Robotics](#), UIL academic competitions, Toshiba Exploravision, and other competitions pertinent to the Odyssey theme and age level that will greatly benefit students.



Advanced Placement Program

Mission

The College Board's Advanced Placement Program® (AP®) enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement or both — while still in high school.

Goals

- Provide students a rigorous experience that will prepare them for any post-secondary goal
- Enable students to think creatively, critically, and develop original ideas
- Give students an opportunity to earn college credit
- Provide a variety of courses that meet student need and interest

Location and Contact Information

Bryan High School
3450 Campus Drive
979-209-2400
<https://bryanhs.bryanisd.org/>

Bryan Collegiate High School
1901 E. Villa Maria
979-209-2790
<https://bcollegiate.bryanisd.org/>

Rudder High School
3251 Austin's Colony Pkwy
979-209-7900
<https://rudderhs.bryanisd.org/>

College Board Website
<https://www.collegeboard.org/>

Admission Procedures

There is no application process in order to enroll in PreAP or AP courses. Students and parents need to make a request through the campus counselor to be enrolled in a course.

Student Expectations

Students will:

- Carefully review the course description to ensure understanding of the course
- Commit to a daily academic action plan; attend tutoring regularly if needed.
- Do their own work and exhibit academic honesty
- Analyze, synthesize, and manipulate knowledge and skills; think critically
- Engage in technology-assisted research and/or communications; increase advanced content area vocabulary; build portfolios if applicable
- Take the course AP exam at the end of the year

Students Continuing in the Program

To continue in PreAP or AP courses students just need to sign up with their counselor.

Teacher Training

Throughout their time as an Advanced Placement teacher, teachers receive the following certification & training:

- Content specific training from College Board
- 30 Hours of Initial GT Training
- 6-hour yearly GT update training

Course Guidebook Links

The course guidebooks provide course descriptions for all PreAP & AP courses offered.

[Click here](#) to access course catalogs for all grade levels.

Frequently Asked Questions

What is AP?

- The Advanced Placement Program (AP) is a collaborative effort between students, dedicated teachers, and committed high schools, colleges, and universities. Since its inception in 1955, the Program has allowed millions of students to take college-level courses and exams and to earn college credit or placement while still in high school.
- AP courses are available in a wide variety of subject areas. Each course is developed by a committee of college faculty and AP teachers and covers the information, skills, and assignments found in the corresponding college course.
- Each AP course has a corresponding exam that is administered in May. Based on their performance on the AP exam, students have the opportunity to earn credit or placement at most of the nation's colleges and universities. In Texas, public colleges must award credit for a score of 3 or higher on an AP exam. At private and out-of-state universities, credit is awarded at the discretion of the college.

Why should I take an AP course?

Taking an AP course(s):

- will allow you to study subjects in greater depth and detail than in academic classes and will give you the opportunity to earn college credit while in high school.
- and exam(s) can improve your chances of getting into your college of choice and can even help you minimize the cost of your overall college education.
- will help you develop the writing skills, problem solving skills, and time management skills necessary to be successful in college.

What are the requirements to take an AP Course?

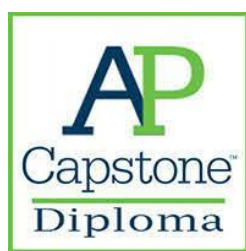
There are no requirements that students must meet to be eligible to take an AP course. Any student may take an AP course as long as she/he has met the general prerequisites for the course.

How do I register for a PreAP or AP course?

Just talk to your campus counselor about PreAP and AP courses that are available and choose the one(s) that is/are right for you.

How does taking an AP course help with college admission?

- Colleges and universities value students who take the most challenging courses available at their school – for many schools, AP courses are the most advanced courses offered.
- In fact, 85% of selective institutions report that a student's AP experience favorably impacts admissions decisions.
- AP courses on your transcript show colleges that you are intellectually curious, unafraid of hard work, and capable of learning the knowledge and skills expected of college students.
- AP courses also receive a higher weight on the 6.0 GPA scale used for college and scholarship applications.



AP CAPSTONE

A College Board Program at Bryan ISD

AP Capstone Program

Mission

AP Capstone™ is a diploma program based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

Goals

The AP Capstone™ program offers students the opportunity to:

- engage with rigorous college-level curricula focused on the skills necessary for successful college completion;
- synthesize information and apply skills in new situations and cross-curricular contexts;
- collect and analyze information with accuracy and precision;
- craft, communicate, and defend evidence-based arguments; and
- practice disciplined and scholarly research skills while exploring topics that appeal to their interests and curiosity

Location and Contact Information

Rudder High School

3251 Austin's Colony Parkway

979-209-7900

<https://rudderhs.bryanisd.org/>

More Information on AP Capstone

<https://apcentral.collegeboard.org/courses/ap-capstone>

Admissions Procedures

Students can enroll in the Capstone program in their sophomore or junior year. There is no application required. During the annual course registration process students just need to inform their counselor that they want to participate in the Capstone program. Transfers are available to Rudder in order to participate in the AP Capstone program

Student Expectations

AP Capstone Students will:

- Successfully complete all of the AP Capstone Program requirements
- Participate and complete all AP Research and Seminar course required activities
- work seriously to improve my writing skills, which involves writing, editing, revising, and asking for authorized assistance

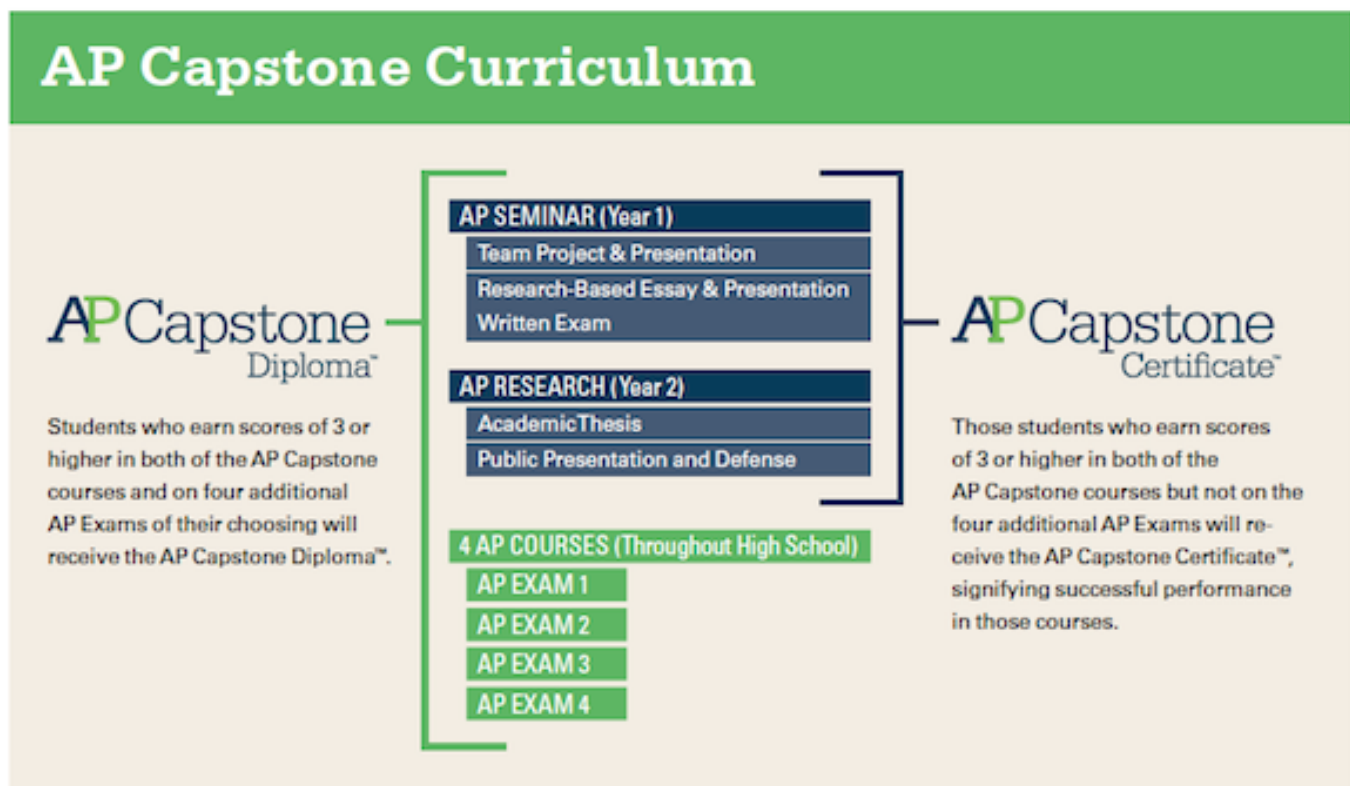
Students Continuing in the Program

To continue in AP Capstone courses, students just need to sign up with their counselor.

Teacher Training

Throughout their time as an Advanced Placement Capstone teacher, teachers receive the following certification & training:

- Capstone training from College Board
- Content specific training from College Board
- 30 Hours of Initial GT Training
- 6-hour yearly GT update training



Frequently Asked Questions

What is the AP Capstone program?

- The AP Capstone Program is for motivated sophomore and juniors who want to further their education beyond the typical classroom. To receive the AP Capstone diploma, students complete coursework and AP Research and Seminar exams. Additionally, students must earn a 3 or better on at least 4 other AP exams.

How is a student selected to be in the program?

- There is no application. Students elect to enroll.

Does my son/daughter have to reapply each year?

- No. They only need to continue to register for AP courses during course registration time.

We do not live in the Rudder High attendance zone. Can my student still attend?

- Yes, students accepted to the program will be given a district transfer.

Will transportation be provided if we do not live the attendance zone?

- Yes, transportation will be provided for eligible BISD families. For more specific information, please contact the transportation department at (979) 209-7130.

What happens to a Bryan High-zoned student who withdraws from AP Capstone courses?

- They will return to Bryan High School.

If my child is removed from the program, can they be readmitted?

- Once a student is removed from the program, readmission is not allowed.

Will my student have an opportunity to earn college credit?

- Yes. In Texas, all public institutions of higher education are required to grant college credit for students earning a 3 or better on an AP exam. This policy includes the AP Research and Seminar courses.

Can students take individual AP courses?

- Yes, students can work towards a Capstone certificate or not participate at all in the Capstone program.



International Baccalaureate

An IB World School at Bryan ISD

International Baccalaureate Program

Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Goals

- To develop critical thinking, collaboration, creativity, and problem solving across curricular lines
- To develop writing, research, and speaking skills
- To cultivate an international mindset by developing an understanding of other cultures and one's own perspectives
- To promote student awareness of and action on local and global issues.

Location and Contact Information

Bryan High School

3450 Campus Drive

979-209-2400

<https://bryanhhs.bryanisd.org/>

<http://bryanhighnorseman.com/ib>

<https://www.ibo.org/>

Admission Procedures

The IB Program at Bryan High School begins in the junior year. To be as prepared as possible, students should take a sequence of rigorous courses in the 8th, 9th, and 10th grades. For this reason, students not zoned for Bryan High School may attend Bryan High beginning in the 9th grade to ensure a seamless transition to the Diploma Programme. Students should complete the following steps:

Current 8th graders and students new to IB (current grades 9 & 10) should complete out an [IB Application](#). Decision letters will be mailed home. Students and parents must complete the decision letter and return decision letters to accept a spot in the program. The timeline will vary from year to year but will be posted on the BISD Advanced Academics website.

Student Expectations

IB students will:

- maintain good attendance and be in class on time
- abide by the rules and guidelines of Bryan High School, Bryan ISD, and the IBO
- not engage in any form of academic dishonesty (academic dishonesty can lead to removal from IB)
- meet the expectations set forth by each class
- actively participate in class daily by being prepared, listening actively, offering relevant comments, posing insightful questions, taking notes etc
- work seriously to improve my writing skills, which involves writing, editing, revising, and asking for authorized assistance
- actively seek assistance and/or tutoring when having academic problems
- submit quality work in a timely manner, meeting all deadlines for internal and external assessments
- participate in credit recovery or summer sessions needed in order to complete any identified course deficiencies
- continue language acquisition in a second language during the diploma years (See language policy)
- take PreIB English I and II as well as PreIB Algebra II
- sit for up to 2 IB exams at the end of the 11th grade, and all other exams at the end of the 12th grade (full diploma students)
- take at least 2 IB courses in each of the 11th and 12th grade years if pursuing individual courses rather than a full diploma. Failure to do so will result in removal from the IB program and immediate return to the campus for which the student is zoned.

Students continuing in the program

Students do not need to reapply each year. Students must maintain good academic standing and remain enrolled in at least two IB courses.

Teacher Training

Throughout their time as an International Baccalaureate teacher, teachers receive the following certification & training:

- Content specific training from International Baccalaureate
- 30 Hours of Initial GT Training
- 6-hour yearly GT update training

IB Parent & Student Handbook

<http://my.bryanisd.org/IBHandbook>

Frequently Asked Questions

What is the IB program?

- The International Baccalaureate (IB) Program is for motivated juniors and seniors who want to further their education beyond the typical classroom. To receive the IB diploma, students must complete their coursework and test in 6 subject areas: English, Foreign Language, Math, Science, History, and Arts/Electives. In addition, students complete the Theory of Knowledge (TOK) course, complete a 4,000 word Extended Essay on the subject of their choice, and participate in the Creativity, Action, and Service (CAS) program. Students are assessed both internally and externally using a variety of assessments - oral, written, projects, and examinations.

How is a student selected to be in the program?

- Students are evaluated using a matrix. The matrix includes the standardized tests, report card grades, and the application essay.

Does my son/daughter have to reapply each year?

- No. If your son/daughter has been accepted, is attending the program and in good standing, they will stay in the program

We do not live in the Bryan High attendance zone. Can my student still attend?

- Yes, students accepted to the program will be given a district transfer.

Will transportation be provided if we do not live in the attendance zone?

- Yes, transportation will be provided for eligible BISD families. For more specific information, please contact the transportation department at (979) 209-7130.

What happens to a Rudder-zoned student who gets out of IB/PreIB courses?

- They will return to Rudder.

What happens if my child is failing an IB or PreIB class (math, language arts, science, social studies)?

- Students struggling academically in IB (or PreIB) classes will be placed on probation. During the probation time an action plan will be put in place with input from the student and parent. Students who fail to show improvement could be removed from the program.

If my child is removed from the program, can they be readmitted?

- Once a student is removed from the program, readmission is not allowed.

What is the difference between IB and AP classes?

- The IB program offers a holistic approach to education, where all subjects teach not only content but also develop the learner profile, students who are Knowledgeable, Reflective, Caring, Inquirers, Open-minded, Thinkers, Balanced, Communicators, Principled, and Risk-Takers.

- Also, students participating in the program complete the Core Components, which consist of the Theory of Knowledge class, the Extended Essay, and the Creativity, Action, Service component.
- The coursework and exams in IB allow students to choose topics in their area of expertise and express a depth of knowledge in writing vs. multiple choice. In IB Courses, both “Internal Assessments” and “External Assessments” determine the student’s final grade/college credit in a course. AP grades, however, are determined by one exam taken at the end of the school year. For example, students take the IB exam in May of the junior and/or senior year. This is an External Assessment and comprises about 50-70% of the student’s IB grade (depending on the subject). The other 30-50% (sometimes more) is determined by written, oral, and/or portfolio work.

What is the difference between PreAP and PreIB courses?

- PreIB courses are designed with the topics and assessments of IB courses in mind. The TEKS are still covered, but the content and assessments are styled differently. For instance, IB English deals with translated works, and thus Pre-IB English classes read a translated work each year.

What courses will my student take as part of the IB Program?

- 3 (or 4) Higher Level IB courses and 3 (or 2) Standard Level Courses
 - HL English
 - HL History
 - Math (HL, SL or Math Studies SL)
 - Science (Biology HL/SL, Chemistry HL/SL, or Physics SL)
 - Foreign Language (Spanish, French, or German, all offered HL, SL, and ab initio)
 - Fine Arts/Elective (Visual Arts, Film, Theater, Music, or Economics - all offered HL and SL)
- Theory of Knowledge (spring semester of 11th grade and fall semester of 12th grade)
- Independent Study (fall of 11th grade and spring 12th grade) - used to work on Extended Essay, CAS, and various internal assessments)
- A sample 4-year plan can be found [here](#).

Will my student have an opportunity to earn college credit?

- Yes. In Texas, all public institutions of higher education are required to grant at least 24 hours of credit to entering students who have obtained an IB Diploma **and** received scores of at least 4 on all examinations taken to achieve the diploma (Texas Education Code [TEC] §51.968, 2005).
- Universities have the option to award some course credit regardless of a student’s IB Diploma status, and high scores in individual courses can result in course-specific credits. Policies for awarding course credit are defined by each university. Be sure to investigate the school you are interested in for the IB credit policy. To see an example of how IB transfers to college credit, follow the link below to Texas A&M University.
<http://testing.tamu.edu/TestingServices/media/Media/PDFs/AP-IB.pdf>

Can students in the IB program still participate in extracurricular activities?

- Yes, in fact, IB encourages participation in extracurricular activities and the community. Many of the IB students continue to play sports, participate in fine arts programs, and volunteer in the community.

Can students take individual IB courses?

- Yes. Students will need to complete the application and letter of intent. All IB rules and regulations pertinent to those course(s) still apply.



Project Lead the Way

Mission

Through PLTW programs, students develop in-demand, transportable skills – such as problem solving, critical and creative thinking, collaboration, and communication – that they will use both in school and for the rest of their lives, on any career path they take.

Location(s) and Contact Information

Rudder High School

3251 Austin's Colony Parkway

979-209-7900

<https://rudderhs.bryanisd.org/>

BISD Career & Technical Education Complex (CTEC)

6753 Mumford Rd

Bryan, TX 77807

[CTEC Website](#)

More Information on Project Lead the Way: <https://www.pltw.org/>

Admission Procedures

Under Construction - Thank you for your patience.

PLTW Pathways Offered in Bryan ISD

PLTW Engineering (<https://www.pltw.org/our-programs/pltw-engineering>)

Teaches students that real-world problems often have multiple solutions with many pathways to achieve success. With engaging courses like environmental sustainability, civil engineering and architecture, digital electronics, and aerospace engineering, you can empower your students to explore possibilities, experiment, learn from failure, and turn ideas into reality. PLTW Engineering encourages students to adopt a problem-solving mindset, engaging them in compelling, real-world challenges that help them become better collaborators and thinkers.

PLTW Biomedical Science (<https://www.pltw.org/our-programs/pltw-biomedical-science>)

Students are taking on these same real-world challenges – and they’re doing it before they even graduate from high school. Working with the same tools used by professionals in hospitals and labs, students engage in compelling, hands-on activities and work together to find solutions to problems. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

Student Expectations

Under Construction - Thank you for your patience.

Students continuing in the program

Under Construction - Thank you for your patience.

Teacher Training

Under Construction - Thank you for your patience.

Parent & Student Handbook

Under Construction - Thank you for your patience.

Frequently Asked Questions

Under Construction - Thank you for your patience.



BRYAN COLLEGIATE

Bryan Collegiate High School

Mission

At Bryan Collegiate, our mission is to provide students a supportive academic environment enabling all students to earn up to sixty college credit hours by their senior year and graduate on the new Foundation Graduation Plan with the Distinguished Level of Achievement. Our vision is to see that every student, especially those traditionally underrepresented in higher education, receive a strong educational foundation and are prepared to be successful in a post-secondary environment. We believe that by working with families, higher education, and community partners, students will not only succeed with our curriculum but will form a strong personal vision as they develop into life-long learners.

Goals

- To provide a rigorous and supportive curriculum that will enable students to become college ready by the end of their senior year.
- To provide an extensive support network while attending Bryan Collegiate that helps them develop the skills necessary to be successful after high school.
- To grow students in their social-emotional skills to enable them to successfully navigate the stresses of post-secondary education.
- To provide a path for all students to become Core Complete as certified by the Texas Higher Education Coordinating Board.

Location and Contact Information

Bryan Collegiate High School

1901 E. Villa Maria

979-209-2790

<https://bcollegiate.bryanisd.org/>

Admission Procedures

Applications are available after the first parent information night each December.. Students must submit an application and complete an in-person interview. The interview and acceptance process is typically completed in February with acceptance letters mailed to students by the end of February.. Timelines will vary year to year and should be published on the BISD Advanced Academics website.

Student Expectations

Bryan Collegiate students will:

- Maintain at least a 2.0 in Blinn courses. A 2.0 is equivalent to a grade of “C”.
- Complete all BCHS community service requirements for graduation.
- Take all Pre-AP, Honors, and Dual Credit courses as appropriate.
- Strive to complete all components of the Foundation Plan with Distinguished Level of Achievement
- Set aside time for homework every night to help ensure assignments are completed on time.
- Come prepared for every class every day and turn in all assignments on time.
- Apply to at least three four-year colleges or universities at the beginning of their senior year
- Complete and submit the Federal Application for Student Financial Aid (FAFSA), Texas Application for Student Financial Aid (TASFA) and/or scholarships after the college application process is complete during their senior year.
- Follow the BISD Student Code of Conduct and the Blinn Student Code of Conduct.
- Maintain satisfactory citizenship and attendance in all classes.
- Communicate with parents and staff regularly regarding progress, goals, questions, comments, and concerns.

Students continuing in the program

Students do not have to reapply each year to continue at BCHS. However, students must pass the reading section of the TSIA prior to their junior year and pass the writing and math TSIA sections prior to their senior year. Students must also remain in good academic standing with Blinn College.

Teacher Training

Throughout their time as Bryan Collegiate teacher, teachers receive the following certification & training:

- Content specific training from College Board
- Common Instructional Framework
- 30 Hours of Initial GT Training
- 6-hour yearly GT update Training
- AVID Summer Institute Training

Bryan Collegiate Parent & Student Handbook

<http://my.bryanisd.org/BCHSHandbook>

Frequently Asked Questions

What is Bryan Collegiate High School?

- Bryan Collegiate High School is an early college high school partnered with Blinn College and Texas A&M University. Our mission is to provide the opportunity to earn up to 60 hours of college credit for free to students who are identified as 'At-Risk', low socio-economic status, first generation college students, and students from demographic groups that are historically underrepresented in higher education.

How can my student get into Bryan Collegiate?

- All students must complete and submit an online application by the deadline. Applications are offered in English and in Spanish and can be found on the Bryan Collegiate Website.

Can my student still be considered for admission if my student is not "At-Risk", first generation, low income, etc...?

- All students who apply are considered for admission.

How is a student selected for admission?

- After submitting an application, students are scheduled for an in-person interview with two Bryan Collegiate faculty members and the students must also complete an in-person writing sample. After the interview, a student's file is reviewed and an admissions decision is reached. If the number of applications exceeds the number of seats in a cohort of students, then a lottery will be used for selection.

Are there any academic requirements for admission to BCHS?

- Bryan Collegiate does not use any academic criteria (STAAR scores, grades, attendance, etc...) for admission.

Are there any attendance or discipline requirements for admission to BCHS?

- BCHS does not use attendance or discipline records in making admission decisions.

What is the cost for the college courses that are offered by Blinn College?

- Attending Bryan Collegiate is of no cost to families. The tuition for college courses and fees are paid for by Bryan ISD and Blinn College, and the cost for textbooks is covered by Bryan ISD.

Are the college credits earned at Blinn College transferable to any college or university?

- Credits earned at Blinn College are guaranteed to transfer to any Texas public college or university. If a student wants to attend a private school or an out of state school, please contact the admissions office of the desired school for transfer information. The Texas Common Numbering System website can also help you identify how courses will transfer between colleges. <https://www.tccns.org/>

Is transportation provided to and from BCHS?

- Parents and students must provide their own transportation to and from BCHS each day. BCHS parking permits are available for a fee to students who provide proof of insurance and a valid driver's license.

Does my student have to reapply each year?

- No, once enrolled on the BCHS campus, a students' enrollment renews automatically from year to year.

If my child leaves BCHS, can they reapply and return to BCHS?

- This decision is made on a case-by-case basis.

What levels of course work are offered at BCHS?

- All core (math, science, English, social studies) courses offered at BCHS are at the PreAP/AP/Honors level. There is not an option to take on- level courses. These courses are offered in conjunction with a limited number of electives and dual credit classes.

Can students take summer courses at Blinn College?

- Summer school course selection must be approved by a BCHS academic advisor before registering for the course. Summer school courses are at the student and families' expense.

What extracurricular activities are available for BCHS students?

- While BCHS does not offer a comprehensive sports program, BCHS offers multiple learning communities, after school clubs, and an intramural soccer team. BCHS students will also be able to participate in UIL Golf, UIL Cross Country, and UIL Swimming at their home zoned campus (RHS/BHS).

How does the workload for students at BCHS compare to comprehensive high schools?

- The workload is significantly more for an early college student compared to a comprehensive high school student. Freshmen can expect to spend a minimum of 1 ½ hours on homework/studying per day; sophomores can expect to spend a minimum of 2 hours on homework/studying per day; juniors and seniors can expect to spend a minimum of 3 hours on homework/studying per day.

Why do students dismiss early on Friday?

- Students dismiss early each Friday to allow the BCHS staff to participate in professional development required of campuses designated as early college high schools.

We currently live outside of the Bryan ISD attendance zone. Can we still attend Bryan Collegiate?

- No, students who live outside of Bryan ISD are not eligible to apply for admission at BCHS.