

**Notice of Public Meeting  
The Board of Trustees  
Granbury ISD  
Monday, February 17, 2025  
5:00 PM**

A Public Meeting of the Board of Trustees of Granbury ISD will be held Monday, February 17, 2025, beginning at 5:00 PM in the Granbury ISD Board Room, 217 N. Jones St., Granbury, Texas 76048.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. CALL TO ORDER
2. CONVENE IN CLOSED SESSION under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.
  - a. Section 551.074 - to deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
    1. Personnel Recommendations
    2. Administrative Contracts
  - b. Section 551.071 Private consultation with the Board's Attorney
3. RECONVENE IN OPEN SESSION - 6:00 pm
4. INVOCATION
5. PLEDGES - U.S. Flag & Texas Flag
6. ACHIEVEMENT SPOTLIGHT
  - a. Spanish Campus and District Spelling Bee Wnners
  - b. Campus and District Spelling Bee Winners
  - c. Shottenkirk Seniors of the Month for January and February
  - d. GHS Senior Football Academic All State
  - e. GHS Senior Volleyball Academic All State
7. SUPERINTENDENT'S REPORT
8. DEMOGRAPHICS REPORT 3
9. PUBLIC COMMENTS  
Patrons who have duly registered per policy BED (LOCAL) may address the board regarding matters of concern/interest to the district. The board may not act upon any matter that is not listed under the action item portion of the agenda.
10. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION
  - a. Personnel Recommendations
  - b. Administrative Contracts
11. CONSENT AGENDA ITEMS
  - a. Consider previous meeting minutes for approval, including November's canvass meeting, December interview work sessions and previous board meetings. 32
  - b. Consider rescinding prior board censure of a Trustee. 44
  - c. Out of state travel requests from GHS for F1 and DECA 45
  - d. Updated District of Innovation Policy 49
  - e. Updated TASB Local policies: CAA, CDA, CY, DH, EHB, EHBB, FFG and GKA 69
  - f. Consider Budget Amendments 130
  - g. Consider the middle school course catalog and grade level sheets for 2025-2026. 133
12. DISCUSSION/ACTION
  - a. Consider approval of the 2025-2026 Academic Calendar 150
  - b. Consider approval of a Teacher Incentive Allotment payment plan 154
  - c. Updated Gifted and Talented Policy and Procedures manual for 2024-25 school year 157
  - d. Consider Budget Assumptions and Calendar for the 2025-2026 Budget. 237
  - e. Consider Renewal of Auditing Engagement for the 2024-2025 School Year. 243
13. REPORTS
  - a. Annual Granbury Education Foundation Report 252
  - b. CTE Report 253

c. Targeted Improvement Plans for Nettie Baccus Elementary and Granbury Middle School	262
d. Financial Statements for periods ending December 31, 2024 and January 31, 2025	271
e. Cash Flow and Investment Report for periods ending December 31, 2024 and January 31, 2025	276
14. ADJOURN	

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*If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.*

**On this notice was faxed or mailed to the news media who have previously requested such notice, posted on the GISD web page at [www.granburyisd.org](http://www.granburyisd.org), and an original was posted on an outside door at 3:00 p.m. at the School District Administration Building at 217 N. Jones St., Granbury, Texas.**

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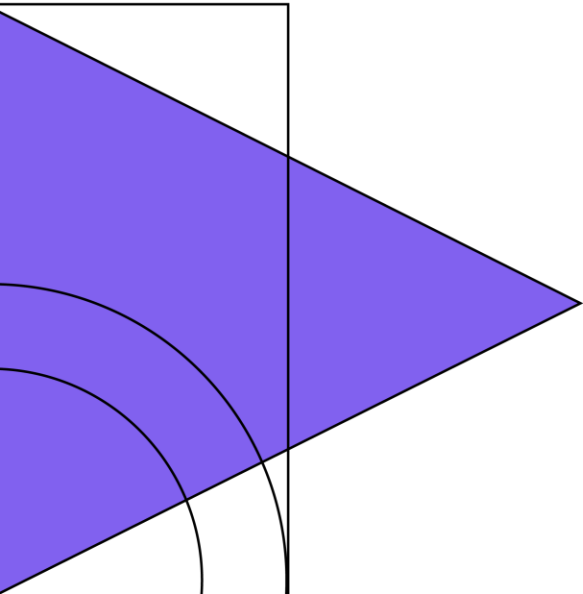
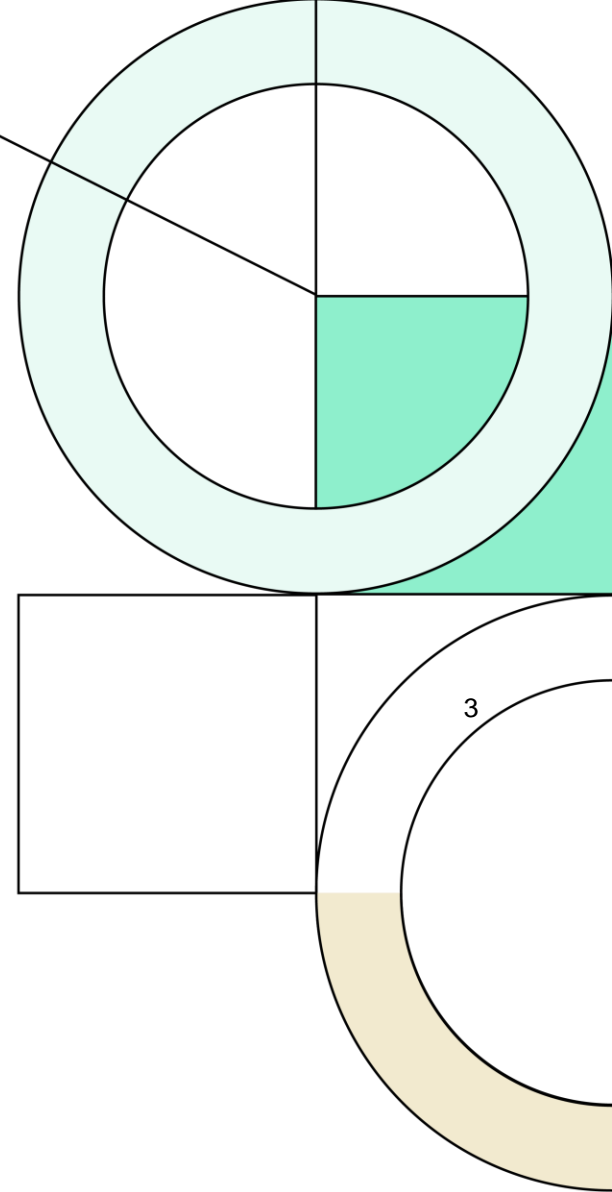
**Superintendent or Designee (For the Board of Trustees)**



**Granbury  
Independent  
School  
District**

**Fall 2024/25  
Demographic Report**

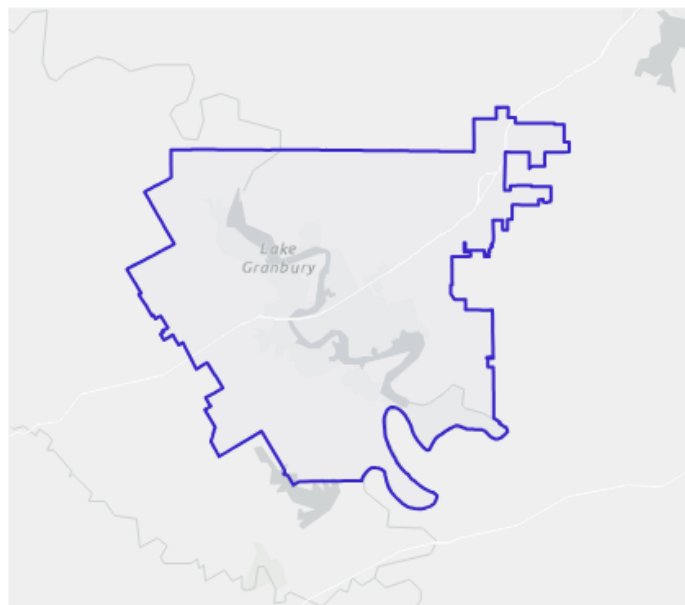
February 17<sup>th</sup>, 2025





# Population Trends and Key Indicators

GRANBURY ISD  
Area: 251.53 square miles



<b>63,992</b>	<b>26,015</b>	<b>2.43</b>	<b>48.2</b>	<b>\$81,770</b>	<b>\$341,528</b>	<b>120</b>	<b>91</b>	<b>49</b>
Population	Households	Avg Size Household	Median Age	Median Household Income	Median Home Value	Wealth Index	Housing Affordability	Diversity Index

## MORTGAGE INDICATORS



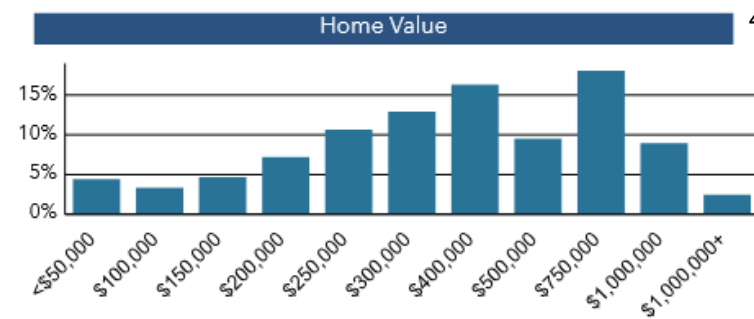
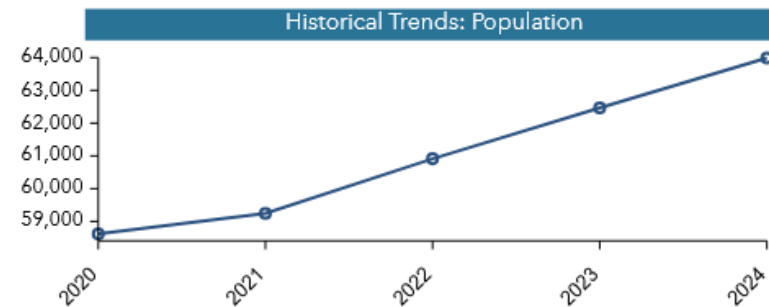
**\$13,503**

Avg Spent on Mortgage & Basics



**26.1%**

Percent of Income for Mortgage

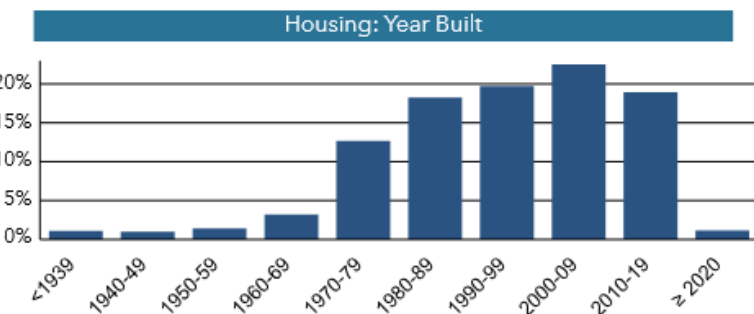
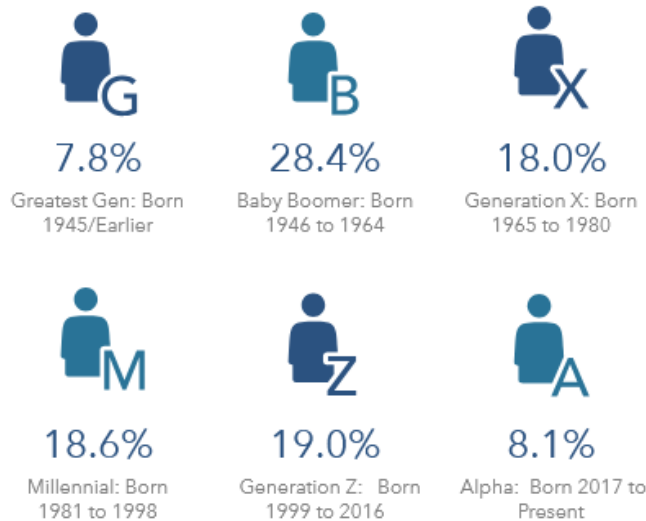


## POPULATION BY AGE



■ Under 18 (19.4%)
 ■ Ages 18 to 64 (52.0%)
 ■ Aged 65+ (28.6%)

## POPULATION BY GENERATION

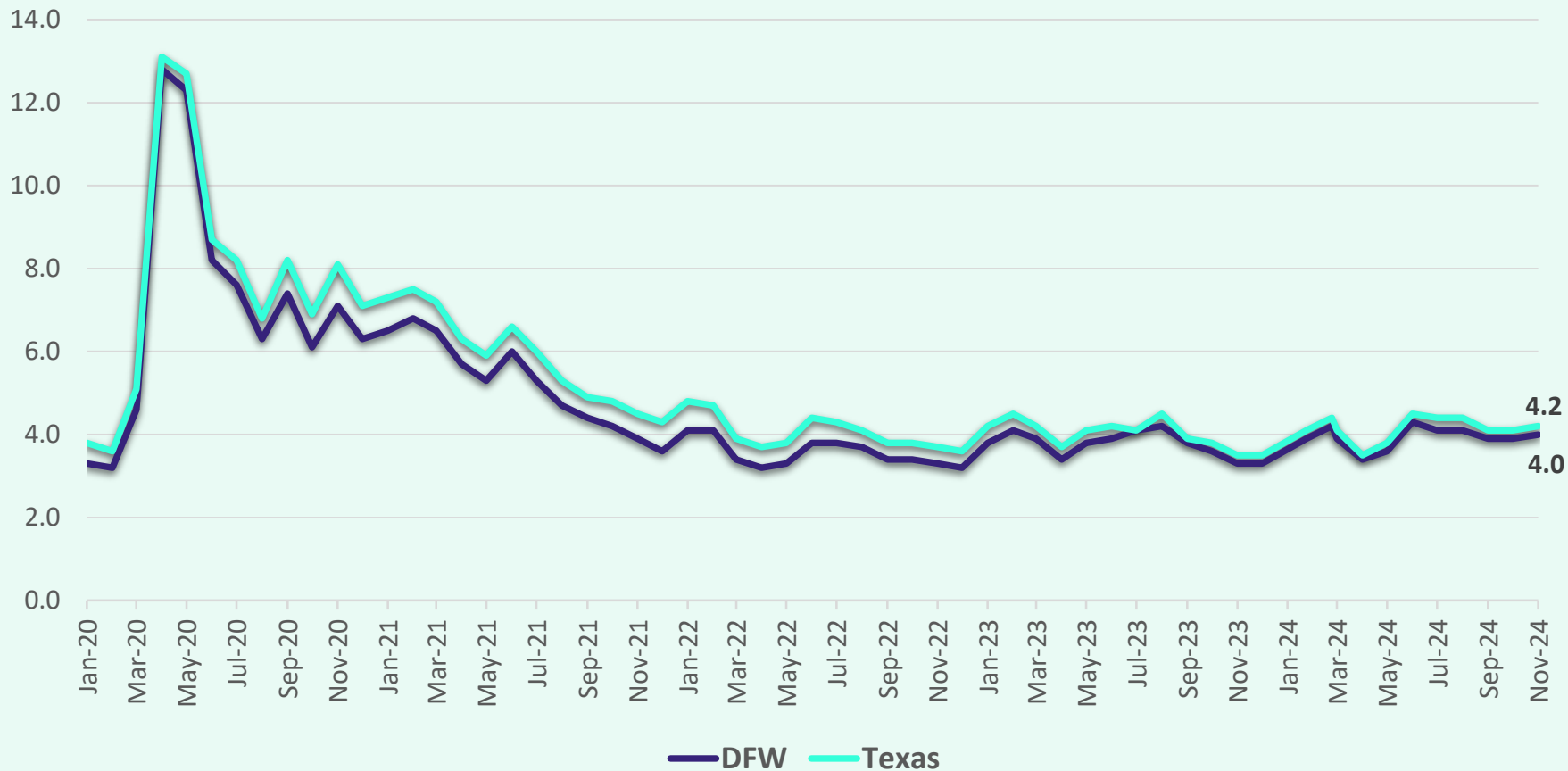


Source: This infographic contains data provided by Esri (2024, 2029), Esri-U.S. BLS (2024), ACS (2018-2022). © 2024 Esri

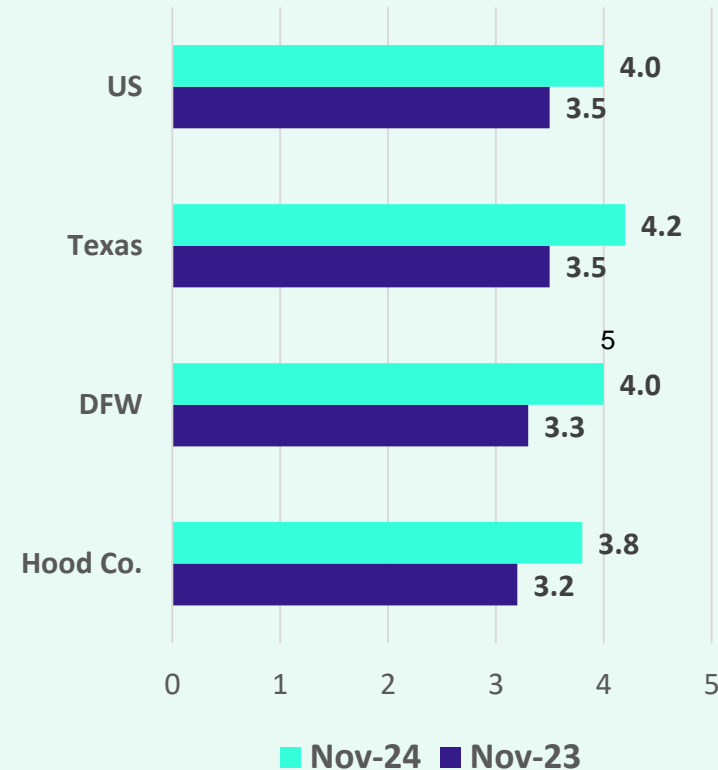


# Local Economic Conditions

### Unemployment Rate, Jan. 2020 - Nov. 2024



### Unemployment Rate, Year over Year





# Local Economic Conditions – Recent Project Announcements/Opening

## MARA GRANBURY



Mara acquired the 300 MW Hood County Data Center located in Granbury in January 2024. Improvements have been ongoing since the acquisition including converting 67% of site to immersion cooling, creating a more efficient operation. 19 jobs have been added as well bringing the total at the site to 21. Anticipated to create additional jobs in the near future.

Amazon is planning to build a 1.7 million-square-foot operations facility in Cleburne, located less than 30 miles from Granbury. The \$200 million project is expected to create between 800 and 1,000 jobs. Construction on the facility, located near the intersection of Chisholm Trail Parkway and West Industrial Boulevard, began in November 2024.

The project will likely have a significant economic impact on Cleburne and the surrounding area. Amazon’s operations employees across the United States have an average hourly wage of over \$22 an hour, well above Texas’ minimum wage of \$7.25 per hour.



*Amazon’s Cleburne site  
Illustrating construction  
as of January 2025* →





# Housing Activity by MSA

## Top 25 Housing Starts Markets (3Q2024)

Rank	Market	3Q24 Annualized Starts	3Q24 YOY Change	3Q19 Annualized Starts	Change from 2019
1	Dallas	46,635	11%	33,560	39%
2	Houston	38,128	14%	29,712	28%
3	Phoenix	23,399	50%	21,093	11%
4	Atlanta	18,338	6%	22,899	-20%
5	San Antonio	17,751	33%	13,180	35%
6	Austin	16,663	11%	17,409	-4%
7	Orlando	14,595	-2%	14,056	4%
8	Tampa	12,459	3%	12,144	3%
9	Charlotte	11,625	0%	11,837	-2%
10	Raleigh	11,045	12%	9,723	14%
11	Riverside/San Bernardino	10,871	-2%	9,377	16%
12	Las Vegas	10,870	22%	9,834	11%
13	Miami	10,603	44%	8,387	26%
14	Washington, DC	10,439	2%	12,980	-20%
15	Sarasota	10,387	10%	5,897	76%
16	Jacksonville	10,297	12%	8,506	21%
17	Nashville	9,887	17%	8,439	17%
18	Lakeland	8,556	29%	4,885	75%
19	Denver	8,291	22%	10,144	-18%
20	Portland	8,226	108%	5,143	60%
21	Seattle	7,814	37%	9,002	-13%
22	Minneapolis	7,121	13%	7,755	-8%
23	Sacramento	7,060	20%	5,856	21%
24	Chicago	6,947	19%	6,420	8%
25	Indianapolis	6,846	16%	5,874	17%

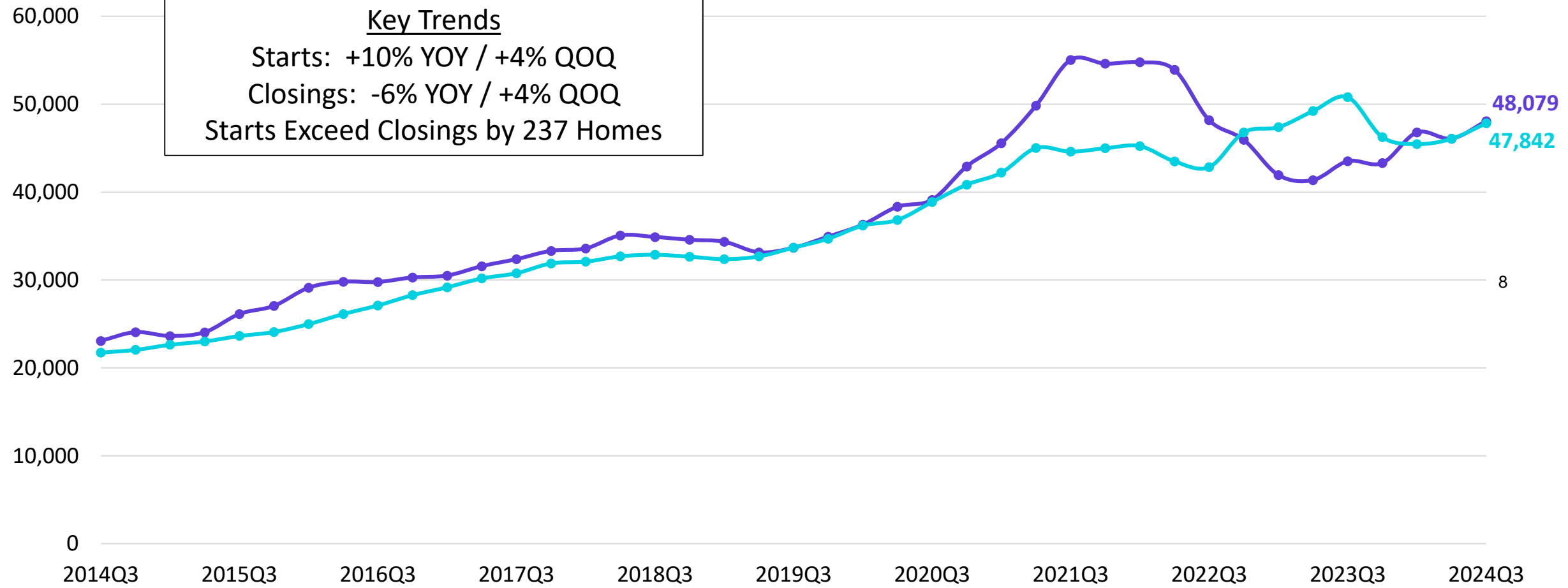
Source: Zonda



# DFW New Home Starts & Closings

### Annual Housing Starts vs. Annual Closings

Key Trends  
 Starts: +10% YOY / +4% QOQ  
 Closings: -6% YOY / +4% QOQ  
 Starts Exceed Closings by 237 Homes

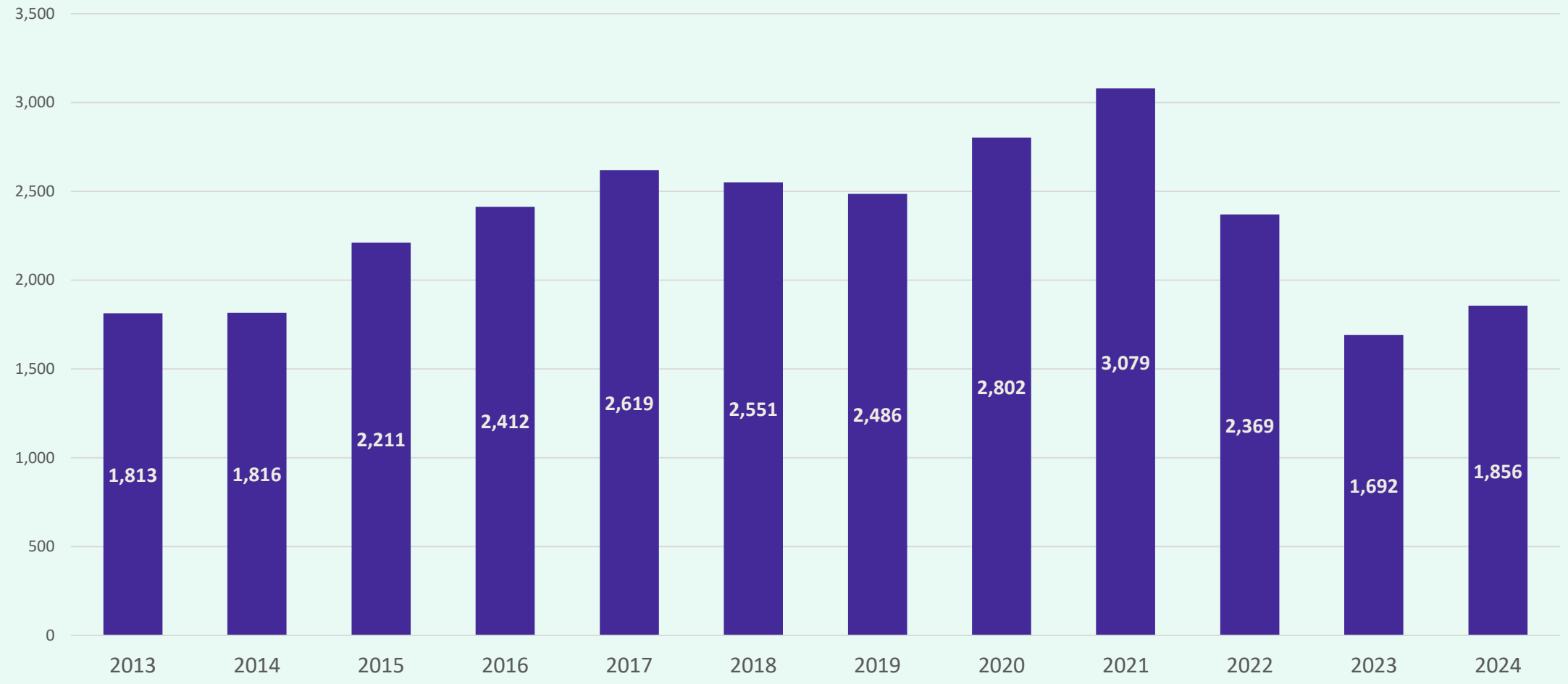


● Annual Housing Starts    ● Annual Closings



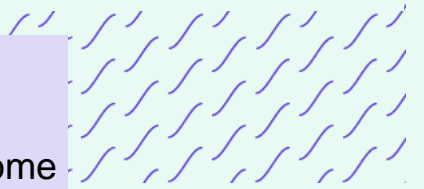
# Granbury ISD Housing Market Analysis

## District Annual Home Sales, 2013 – 2024



9

- Total home sales within Granbury ISD increased 9.7% YOY as inflation and interest rates stabilized in 2024
- New home sales within Granbury ISD accounted for nearly 13% of the total district home sales in 2024, a 2.3% increase over 2023

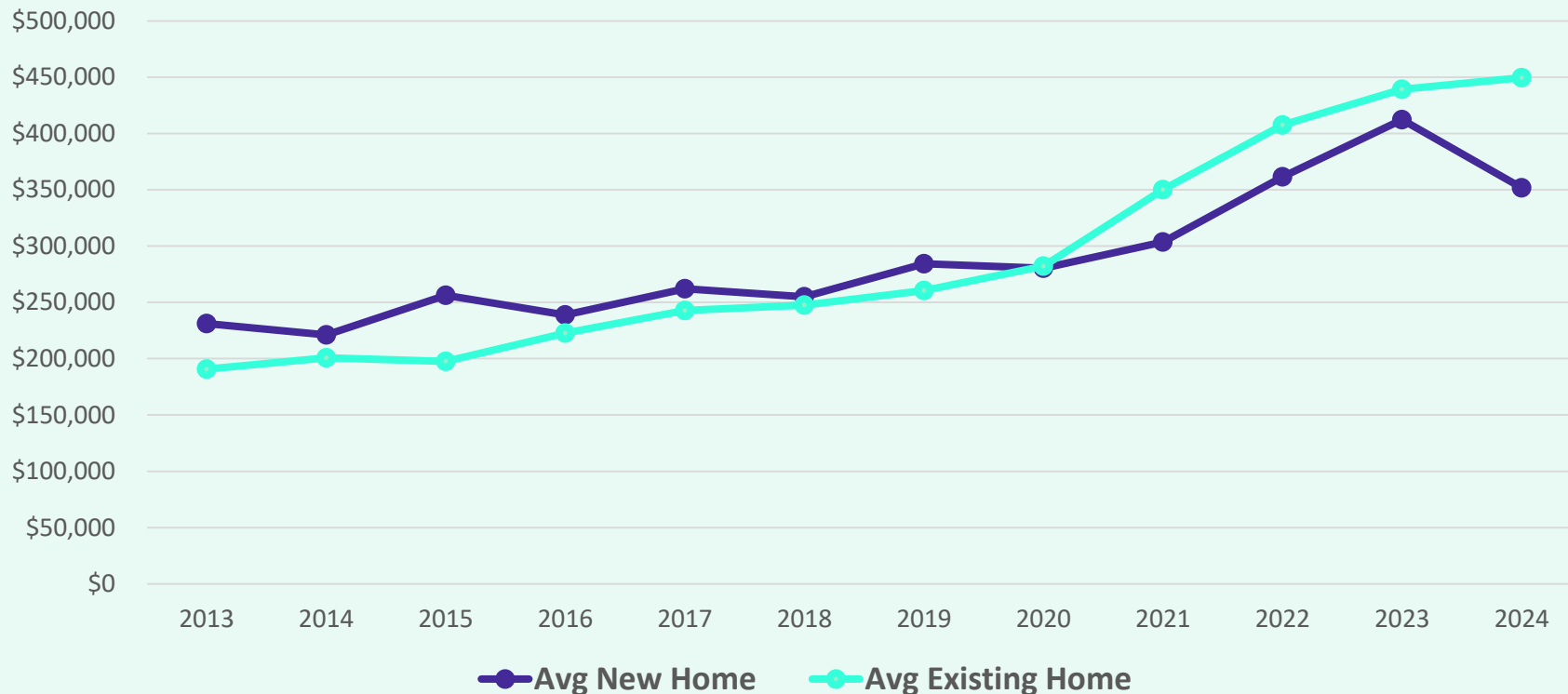




# Granbury ISD Housing Market Analysis

## Average New vs. Existing Home Sale Price, 2013 - 2024

### District New vs. Existing Home Sale Price, 2013 - 2024



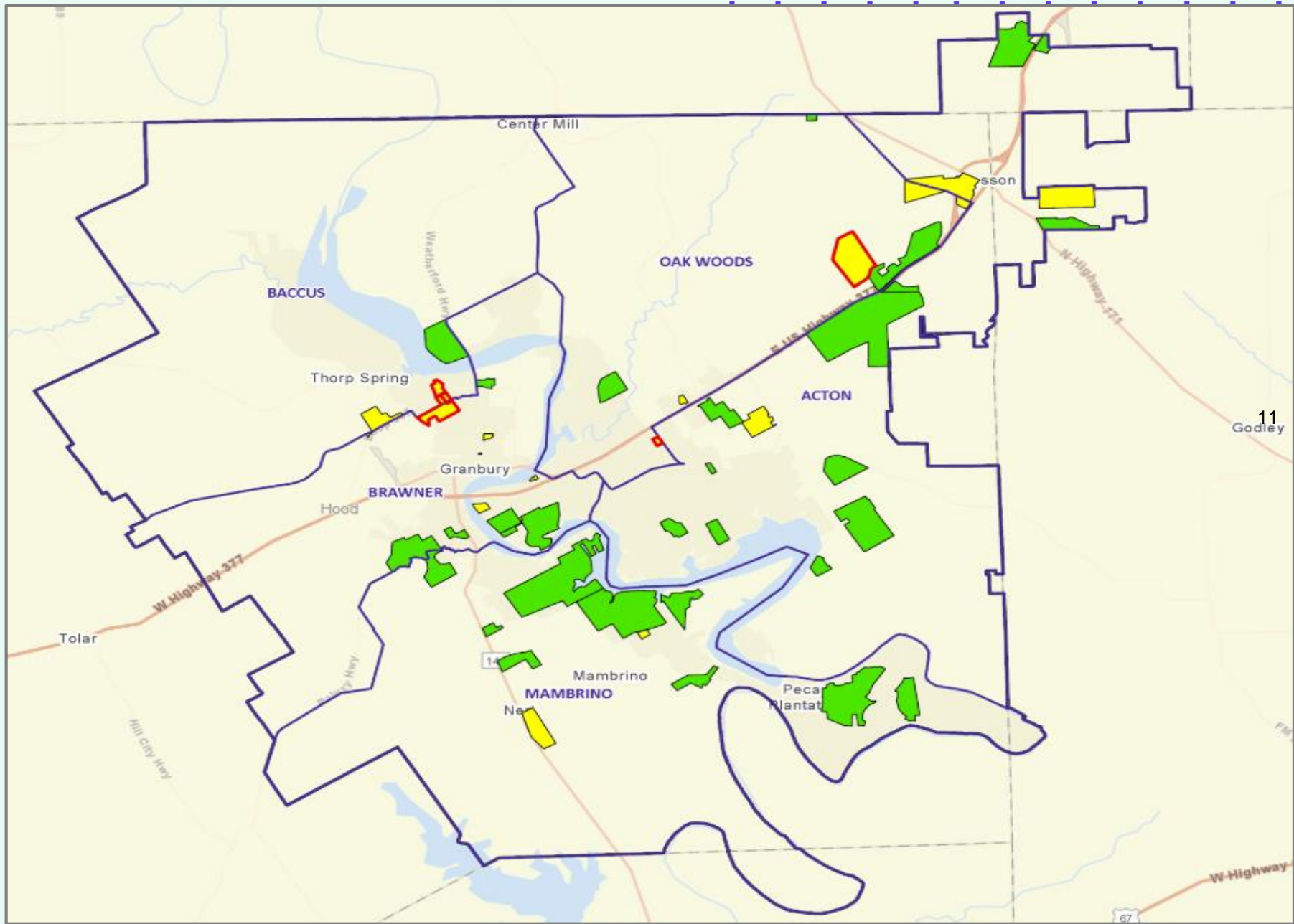
- The average new home sale price in Granbury ISD has risen 52% between 2013 and 2024, an increase of approximately \$120,000
- The average existing home sale price in Granbury ISD has more than doubled since 2013, increasing nearly \$260,000

	Avg New Home Price	Avg Existing Home Price
2013	\$231,204	\$190,634
2014	\$221,080	\$200,768
2015	\$256,314	\$197,559
2016	\$238,837	\$222,646
2017	\$262,088	\$242,822
2018	\$254,843	\$247,461
2019	\$284,201	\$260,498
2020	\$280,301	\$282,279
2021	\$303,465	\$350,116
2022	\$361,617	\$407,516
2023	\$412,295	\$439,288
2024	\$351,629	\$449,400



# District Housing Overview

- The district has 30 actively building subdivisions
- Within Granbury ISD there are 16 future subdivisions in various stages of planning
- Of these, groundwork is underway on approximately 400 lots within 5 subdivisions





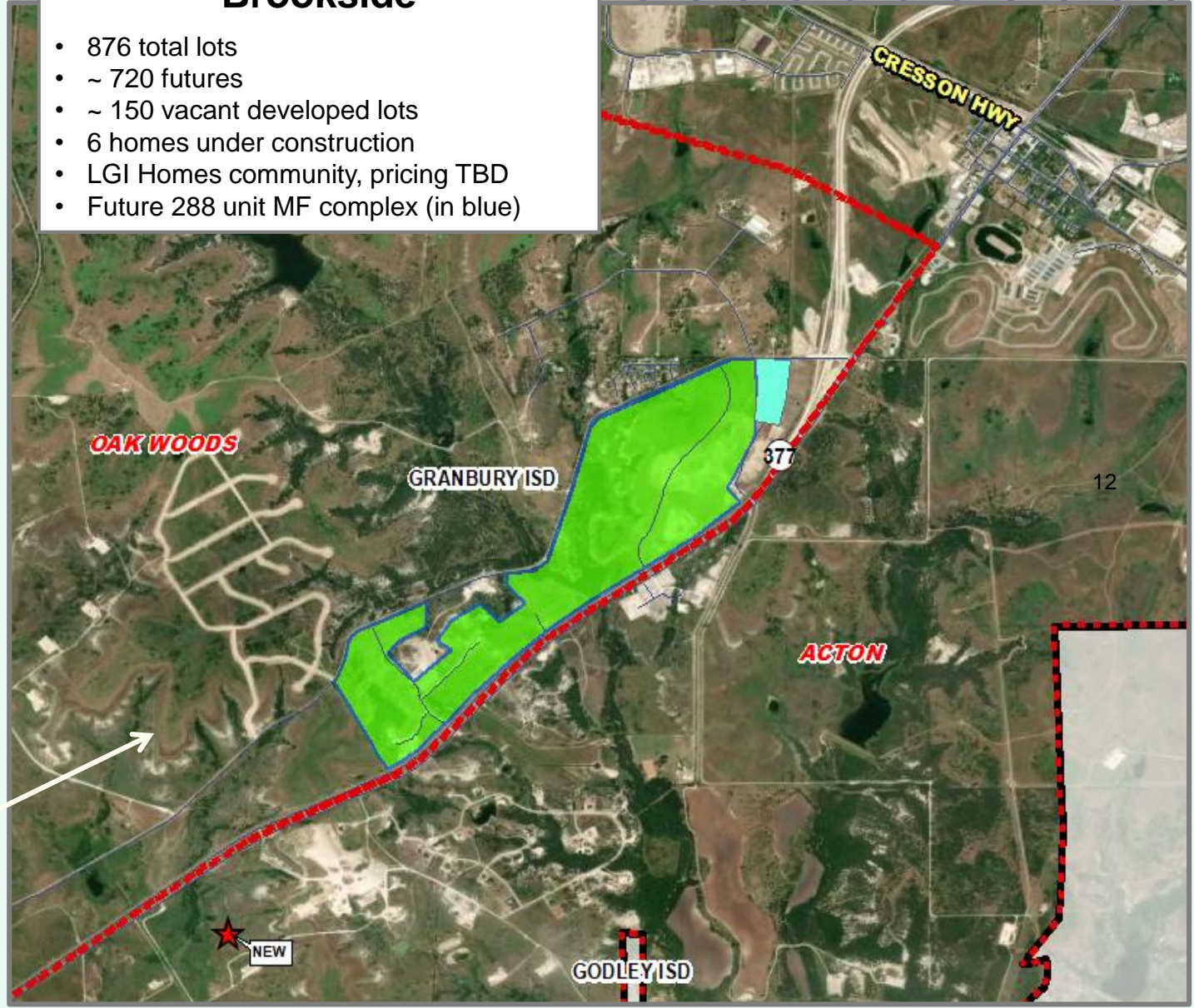
# Residential Activity

January 2025



**Brookside**

- 876 total lots
- ~ 720 futures
- ~ 150 vacant developed lots
- 6 homes under construction
- LGI Homes community, pricing TBD
- Future 288 unit MF complex (in blue)



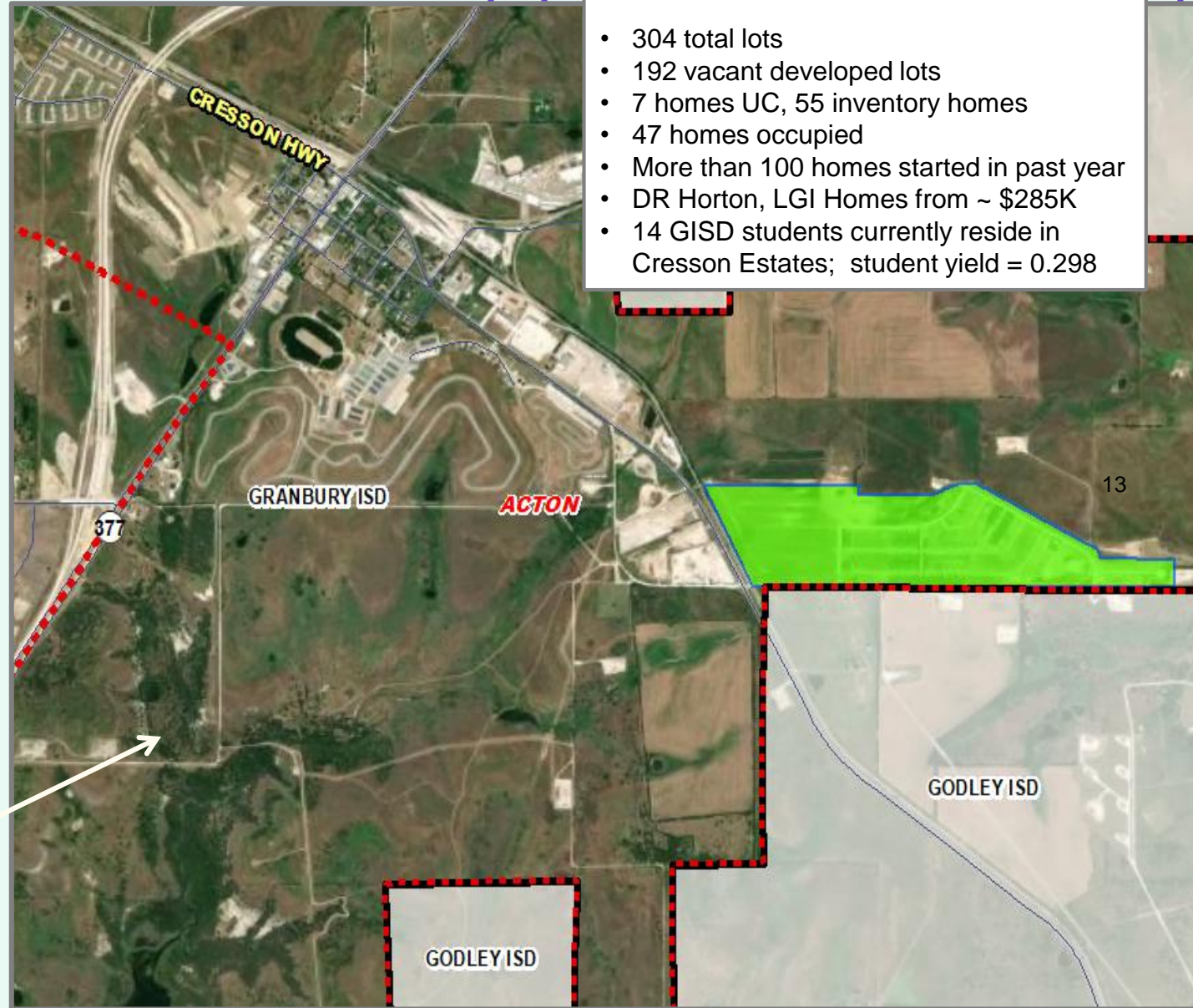


# Residential Activity

January 2025

## Cresson Estates

- 304 total lots
- 192 vacant developed lots
- 7 homes UC, 55 inventory homes
- 47 homes occupied
- More than 100 homes started in past year
- DR Horton, LGI Homes from ~ \$285K
- 14 GISD students currently reside in Cresson Estates; student yield = 0.298





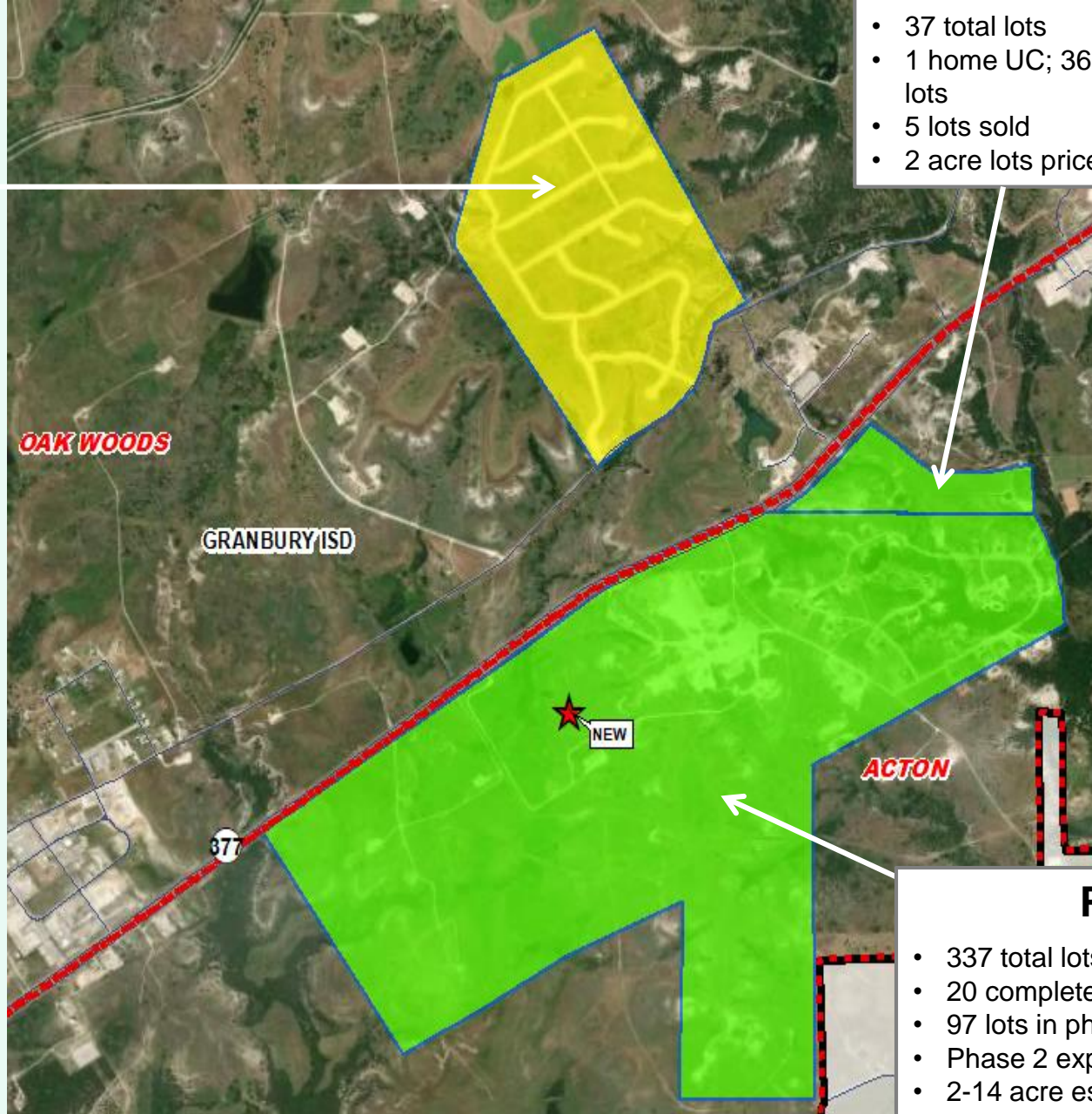
# Residential Activity

## Cougar Mountain Estates

- 172 total lots
- Roads and infrastructure are in; homebuilding imminent
- ~ 2 acre lots priced at ~ \$85K/acre

## Terraza Hills

- 37 total lots
- 1 home UC; 36 vacant developed lots
- 5 lots sold
- 2 acre lots priced from \$129,900



## Putteet Hill

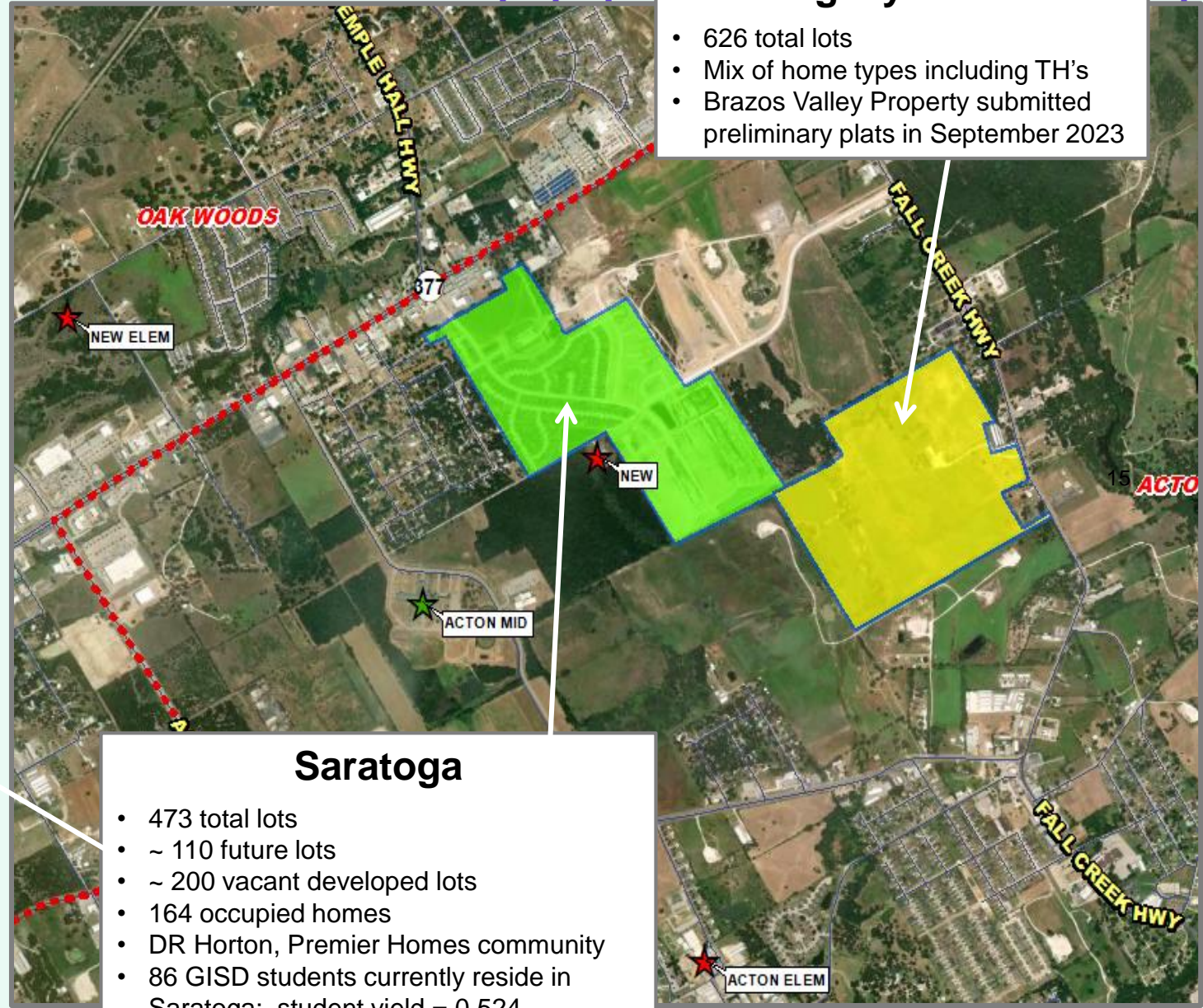
- 337 total lots
- 20 completed homes
- 97 lots in phase 1; 240 lots in phase 2
- Phase 2 expected to start in appx 2 years
- 2-14 acre estate lots; \$600K+





# Residential Activity

January 2025



## Legacy Ranch

- 626 total lots
- Mix of home types including TH's
- Brazos Valley Property submitted preliminary plats in September 2023

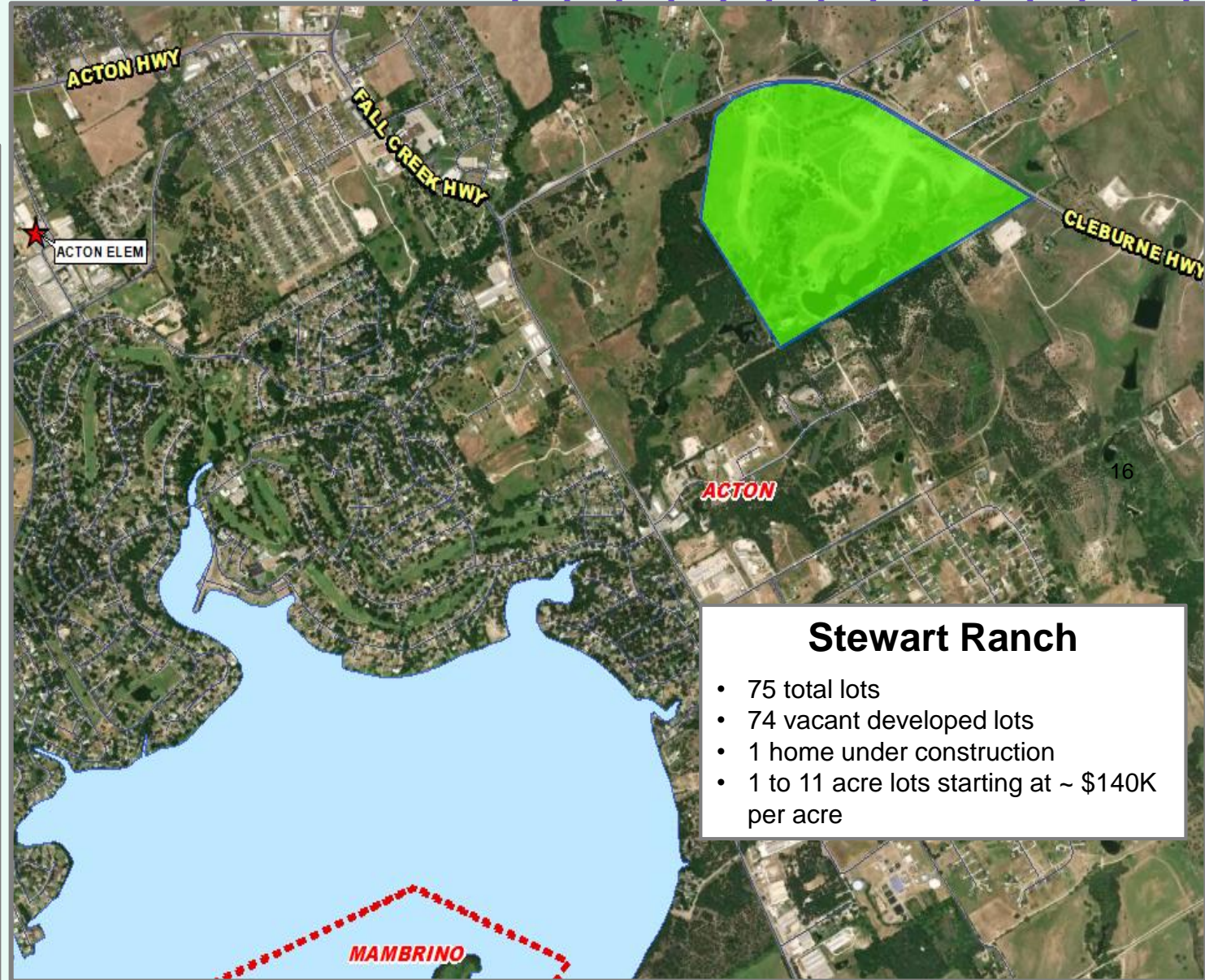
## Saratoga

- 473 total lots
- ~ 110 future lots
- ~ 200 vacant developed lots
- 164 occupied homes
- DR Horton, Premier Homes community
- 86 GISD students currently reside in Saratoga; student yield = 0.524



# Residential Activity

January 2025



**Stewart Ranch**

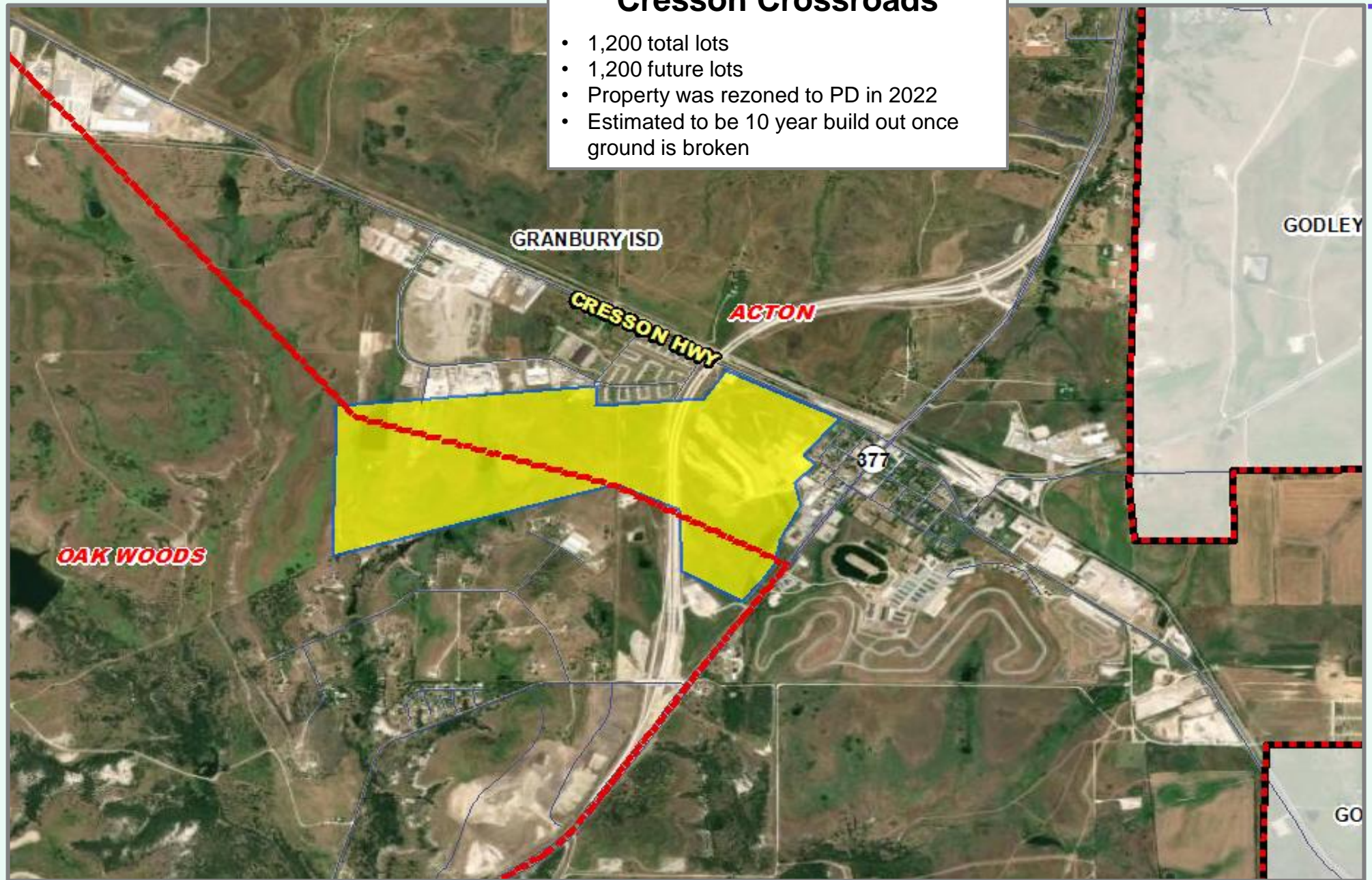
- 75 total lots
- 74 vacant developed lots
- 1 home under construction
- 1 to 11 acre lots starting at ~ \$140K per acre



# Residential Activity

## Cresson Crossroads

- 1,200 total lots
- 1,200 future lots
- Property was rezoned to PD in 2022
- Estimated to be 10 year build out once ground is broken





# Residential Activity

January 2025



### Cardinal Woods

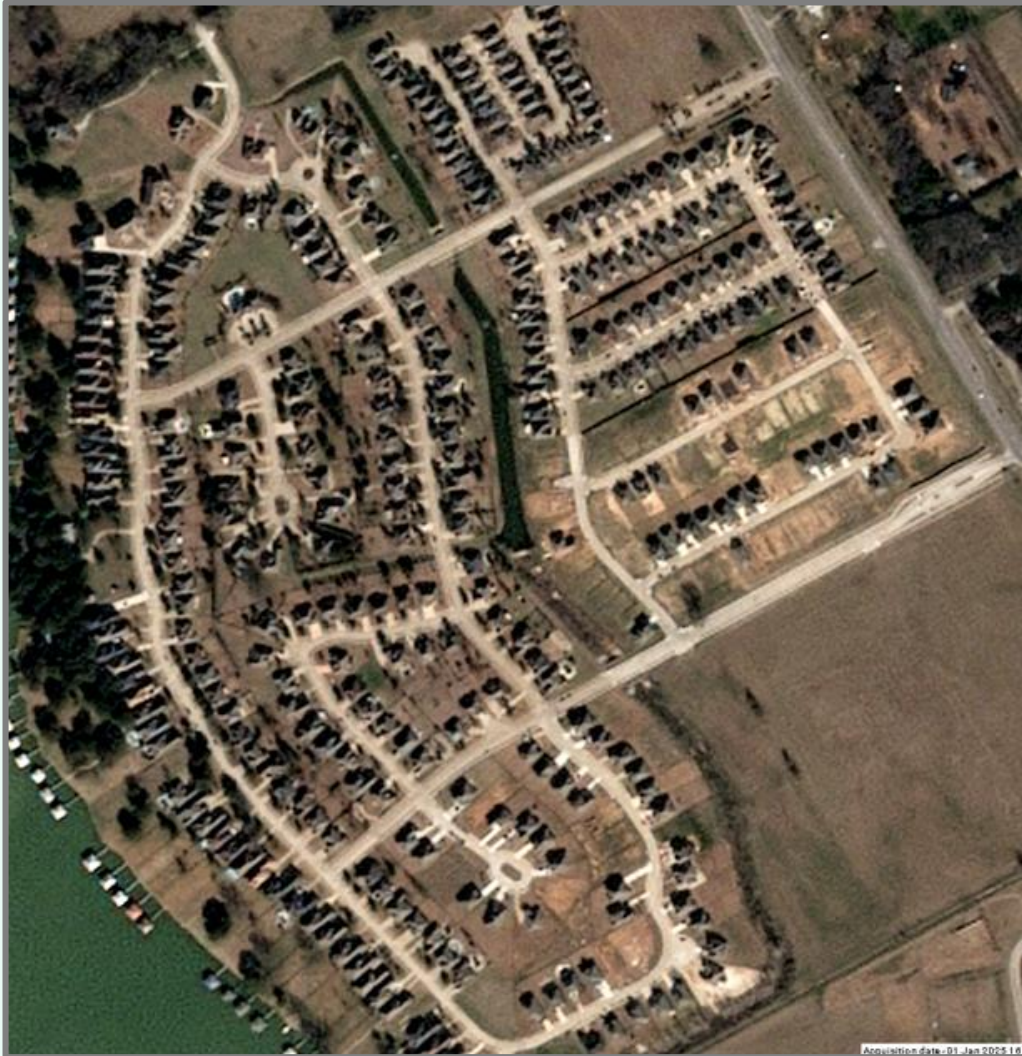
- 40 total homes
- 40 vacant developed lots
- Commercial planned for frontage along FM 4 (Acton Hwy)
- Homes sized 1,600 - 2,050 SF, pricing TBD





# Residential Activity

January 2025





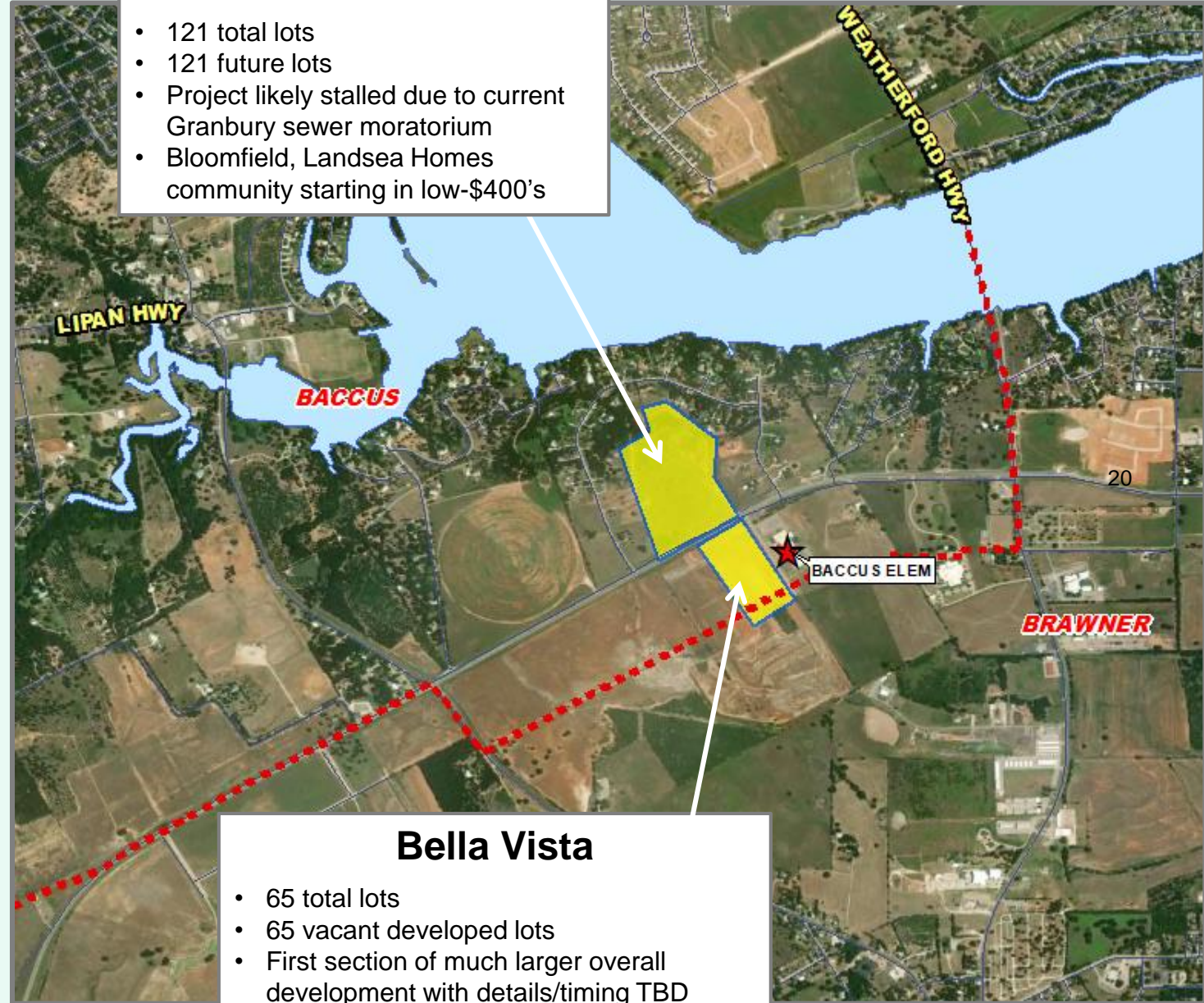
# Residential Activity

January 2025



**Eldorado**

- 121 total lots
- 121 future lots
- Project likely stalled due to current Granbury sewer moratorium
- Bloomfield, Landsea Homes community starting in low-\$400's



**Bella Vista**

- 65 total lots
- 65 vacant developed lots
- First section of much larger overall development with details/timing TBD



# Residential Activity

January 2025



### Morgan Storage Addition/Solaris

- 137 total lots
- 127 vacant developed lots
- 4 homes under construction
- 6 occupied homes
- Community features quarter acre lots; priced from \$400K



# Residential Activity

January 2025



## Sandstone Estates

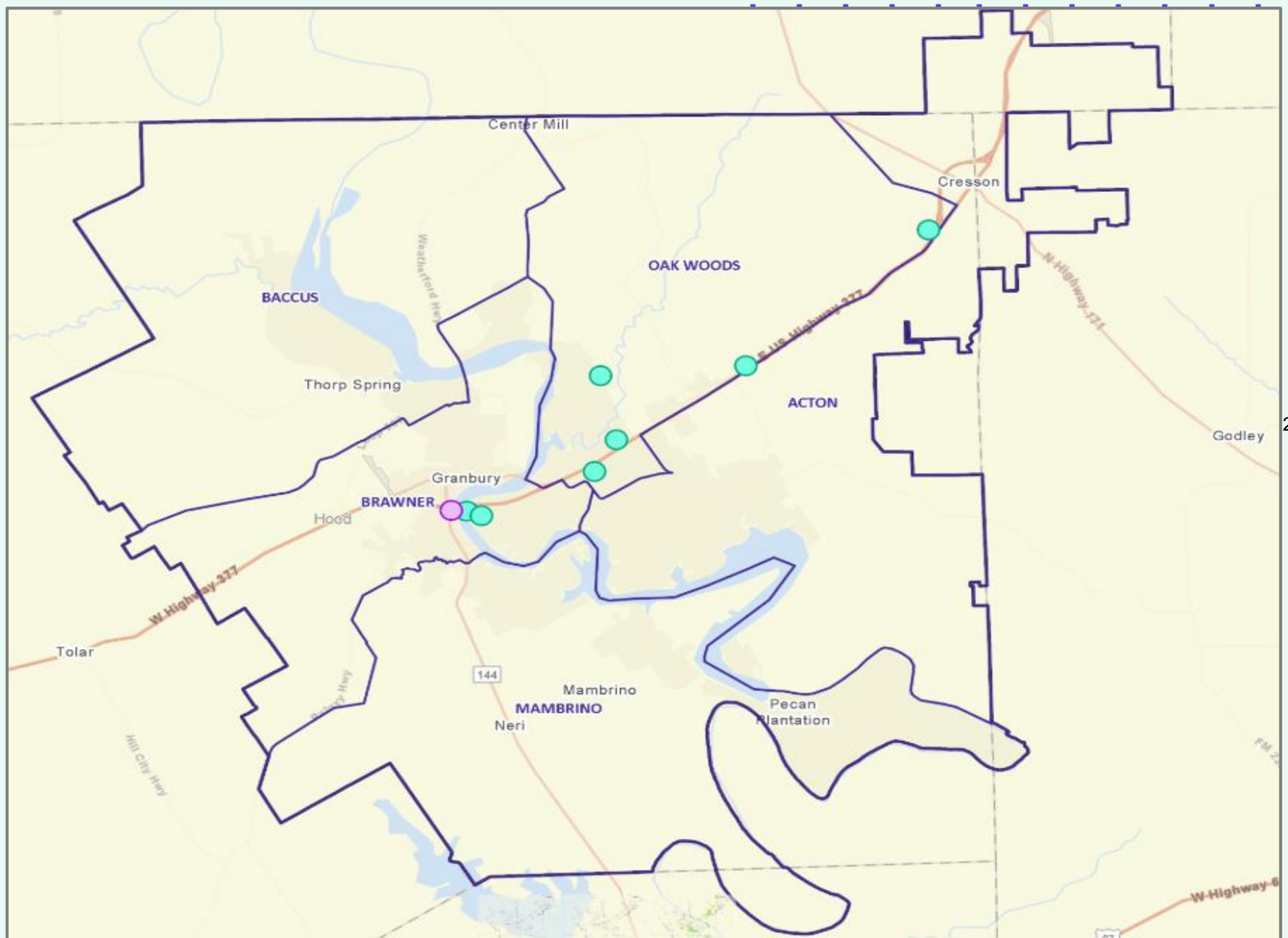
- 105 total lots
- 46 vacant developed lots
- 2 homes under construction
- 57 occupied homes
- DR Horton community priced from \$335K
- 21 GISD students currently reside in Sandstone Estates; student yield = 0.368





# District Multifamily Overview

- Dolce Vida Senior Living, 145 units, is currently under construction but will not impact the district
- There are more than 1,000 future multi-family units in various stages of planning across the district in 6 separate projects, however, 2 of these are for senior living (no district impact)



### Multi-Family Developments

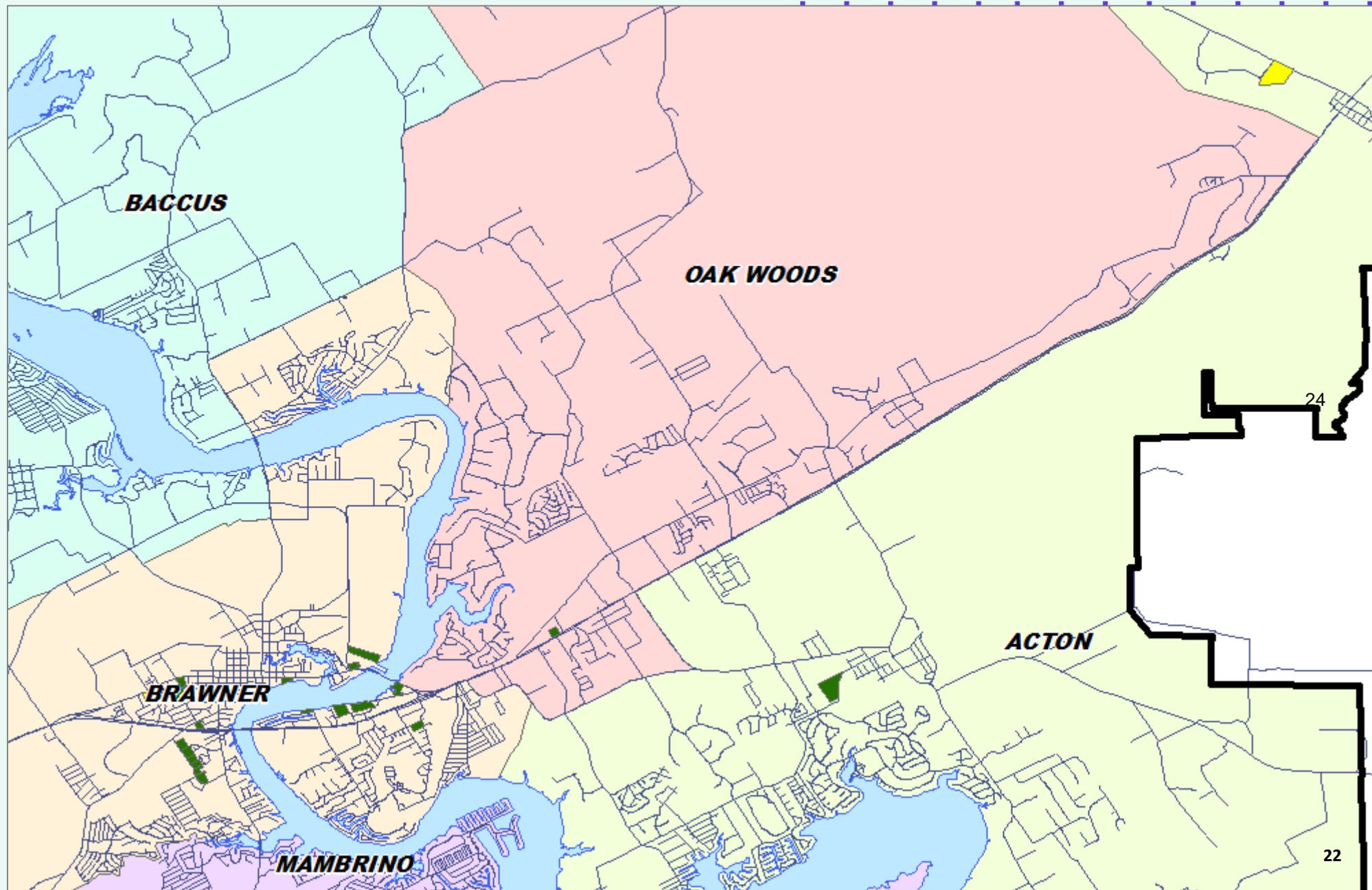
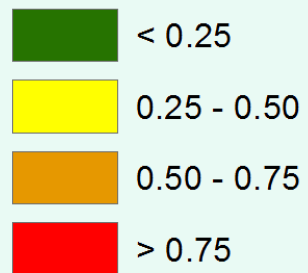
- FUTURE
- UNDER CONSTRUCTION



# District Multifamily Overview

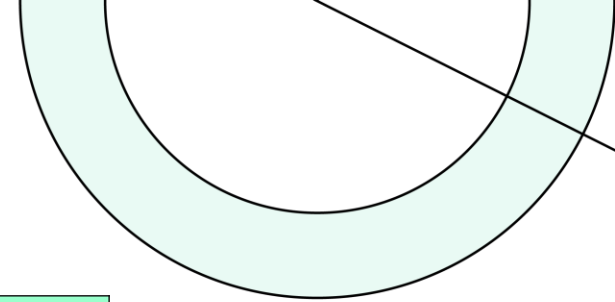
- There are 261 students residing in 1,881 multi-family units across the district
- The overall district multi-family yield is 0.139

## Multifamily Yield





# TEA Transfer Report



Transfers In From:	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	5 Year Change
Glen Rose ISD	N/A	N/A	N/A	11	10	N/A	N/A
Godley ISD	N/A	N/A	N/A	N/A	N/A	12	N/A
Tolar ISD	10	16	13	11	20	17	+7
Weatherford ISD	13	17	16	18	20	16	+3
<b>Total Transfers In*</b>	<b>44</b>	<b>67</b>	<b>50</b>	<b>74</b>	<b>88</b>	<b>78</b>	<b>+34</b>

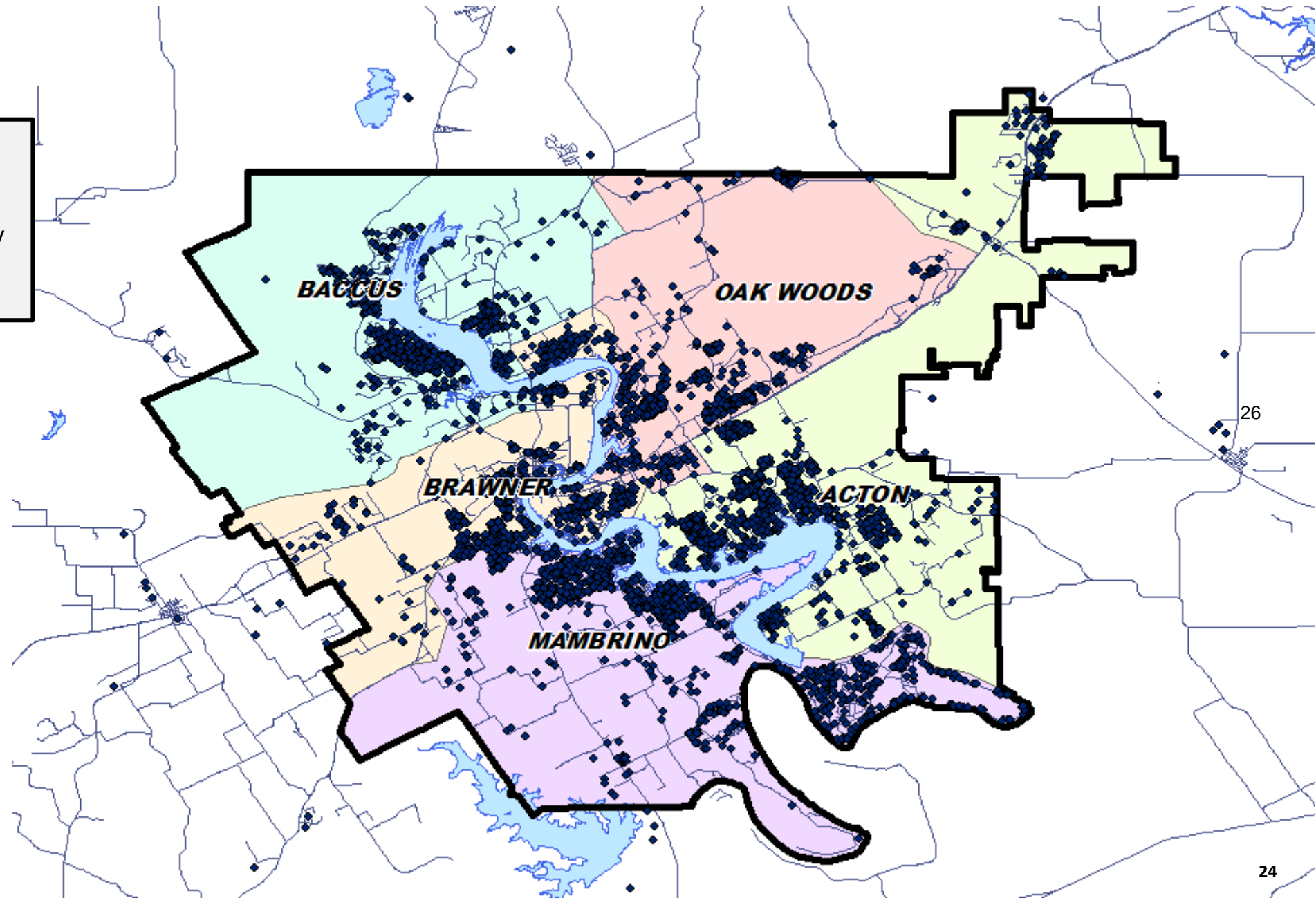
Transfers Out To:	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	5 Year Change
Aledo ISD	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Arlington ISD	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Bluff Dale ISD	20	13	12	10	12	N/A	-20
Brazos River Charter School	12	11	13	N/A	N/A	N/A	N/A
Brock ISD	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Cleburne ISD	N/A	10	17	16	N/A	N/A	N/A
Fort Worth Academy of Fine Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fort Stockton ISD	-	-	-	-	-	11	11
Glen Rose ISD	111	124	114	101	91	113	2
Godley ISD	70	76	89	96	88	77	7
Hallsville ISD - 1022904	N/A	13	25	19	22	31	31
Premier High School – 072801	132	121	153	150	149	131	-1
Roscoe Collegiate ISD	-	-	-	N/A	N/A	11	11
Tolar ISD	139	143	138	122	98	91	-48
Weatherford ISD	N/A	N/A	N/A	11	14	16	16
<b>Total Transfers Out*</b>	<b>562</b>	<b>576</b>	<b>634</b>	<b>592</b>	<b>579</b>	<b>566</b>	<b>-4</b>

\* Totals include additional districts, to comply with FERPA laws, some numbers are not available



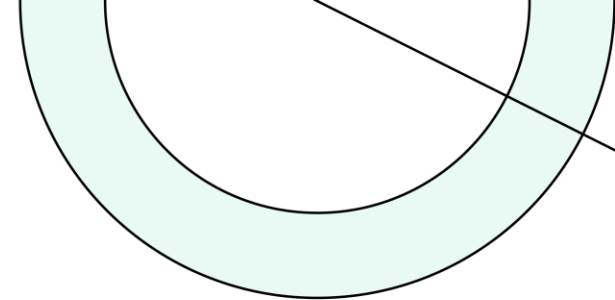
# Student Density

- There are 82 students that currently reside outside the district
- This represents approximately 1.0% of the total student population

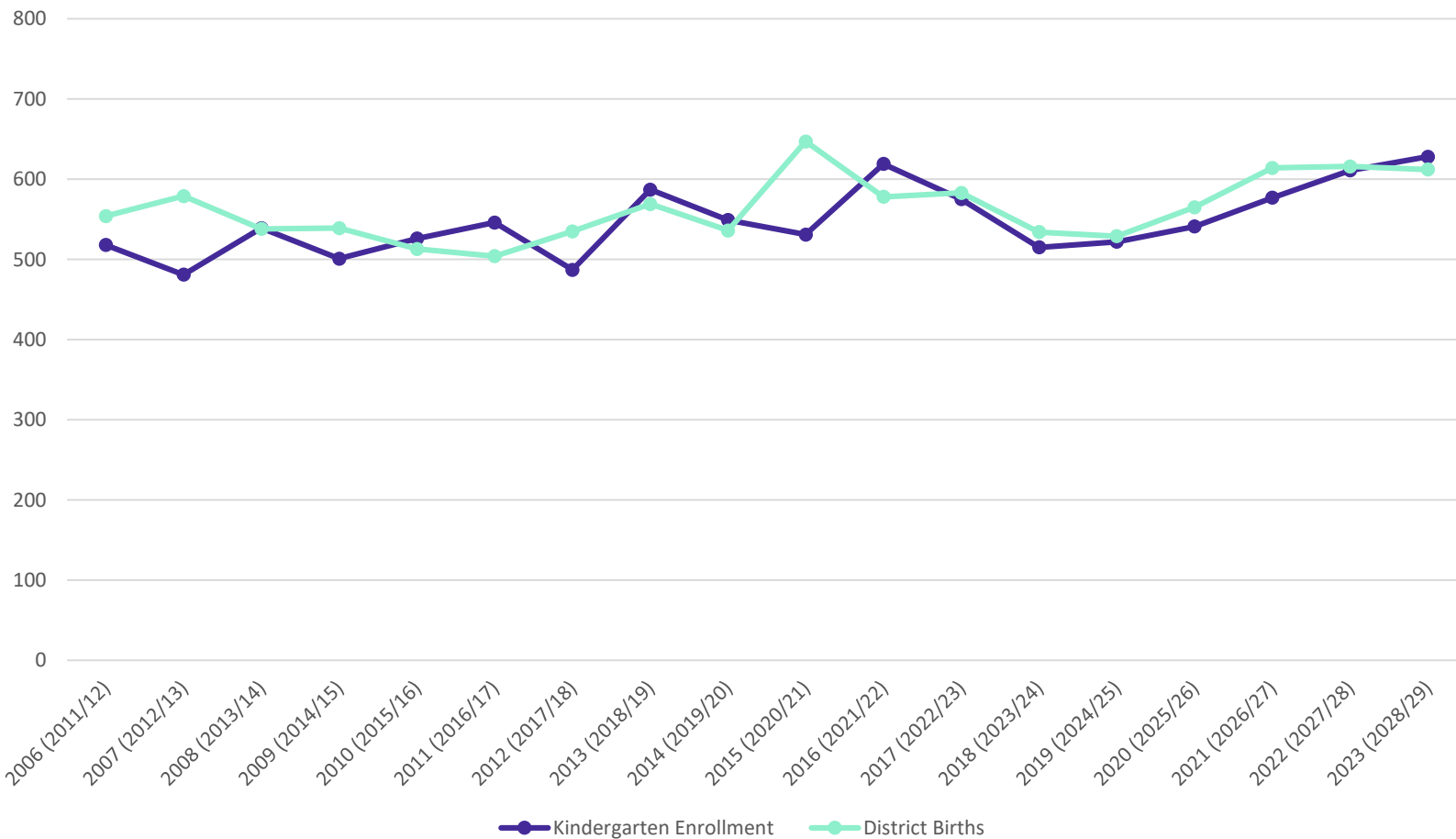




# Birth Rates



### KG Enrollment vs. District Births



Birth Year (School Year)	Kindergarten Enrollment	District Births	Ratio
2006 (2011/12)	518	554	0.935
2007 (2012/13)	481	579	0.831
2008 (2013/14)	539	538	1.002
2009 (2014/15)	501	539	0.929
2010 (2015/16)	526	513	1.025
2011 (2016/17)	546	504	1.083
2012 (2017/18)	487	535	0.910
2013 (2018/19)	587	569	1.032
2014 (2019/20)	549	536	1.024 27
2015 (2020/21)	531	647	0.821
2016 (2021/22)	619	578	1.071
2017 (2022/23)	575	583	0.986
2018 (2023/24)	515	534	0.964
2019 (2024/25)	522	529	0.987
2020 (2025/26)	541	565	0.958
2021 (2026/27)	577	614	0.940
2022 (2027/28)	611	616	0.992
2023 (2028/29)	628	612	1.026



# Annual Enrollment Change

Year	EE	Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Total Growth	Total Percent
2019/20	49	174	549	623	503	556	557	618	598	573	599	615	506	488	466	7,474	128	1.7%
2020/21	39	273	531	542	614	505	558	565	597	593	573	610	580	436	453	7,469	-5	-0.1%
2021/22	30	291	619	554	559	618	517	569	596	618	627	637	562	525	410	7,732	263	3.5%
2022/23	45	264	575	659	593	564	642	551	602	617	608	696	562	503	473	7,954	222	2.9%
2023/24	58	300	515	588	646	594	584	653	538	606	605	663	585	527	471	7,933	-21	-0.3%
2024/25	58	313	522	514	600	665	613	597	658	547	615	635	602	544	465	7,948	15	0.2%

\*Yellow Box = largest grade per year  
Green Box = second largest grade per year

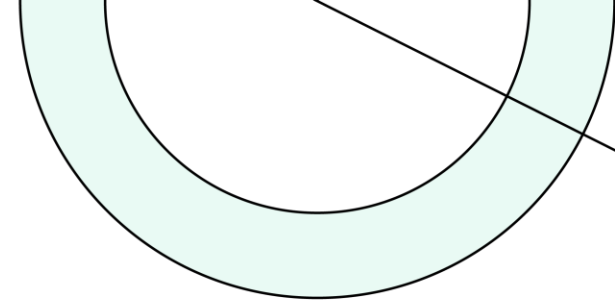
Year	EE	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	ELEM	MID	HIGH
3 year avg	1.186	1.037	0.997	1.044	1.027	1.006	1.033	1.034	1.030	1.026	1.007	1.104	0.881	0.913	0.926	1.023	1.021	0.956
2020/21	0.796	1.569	0.967	0.987	0.986	1.004	1.004	1.014	0.966	0.992	1.000	1.018	0.943	0.862	0.928	0.994	0.986	0.938
2021/22	0.769	1.066	1.166	1.043	1.031	1.007	1.024	1.020	1.055	1.035	1.057	1.112	0.921	0.905	0.940	1.048	1.049	0.970
2022/23	1.500	0.907	0.929	1.065	1.070	1.009	1.039	1.066	1.058	1.035	0.984	1.110	0.882	0.895	0.901	1.030	1.026	0.947
2023/24	1.289	1.136	0.896	1.023	0.980	1.002	1.035	1.017	0.976	1.007	0.981	1.090	0.841	0.938	0.936	0.992	0.988	0.951
2024/25	1.000	1.043	1.014	0.998	1.020	1.029	1.032	1.022	1.008	1.017	1.015	1.050	0.908	0.930	0.882	1.019	1.013	0.942

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- District Enrollment grew by 15 Students from the previous 2023-24 School Year
- Enrollment in the District’s Early Education & Pre-Kindergarten Programs remained strong from the increases seen from the previous 2022-23 School Year
- The Largest Grade Groups were in 3<sup>rd</sup> and 6<sup>th</sup> Grades this year.
- The largest year-over-year Cohort Increases were in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, & 9<sup>th</sup> Grades.



# Ten Year Forecast by Grade Level



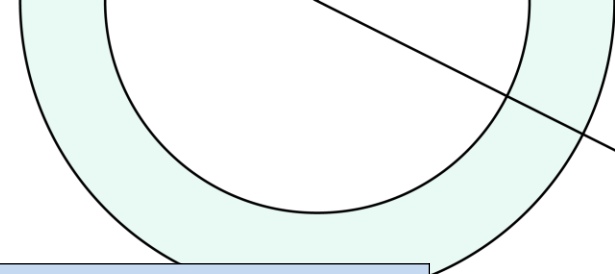
Year	EE	Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Total Growth	Total Percent
2019/20	49	174	549	623	503	556	557	618	598	573	599	615	506	488	466	7,474	128	1.7%
2020/21	39	273	531	542	614	505	558	565	597	593	573	610	580	436	453	7,469	-5	-0.1%
2021/22	30	291	619	554	559	618	517	569	596	618	627	637	562	525	410	7,732	263	3.5%
2022/23	45	264	575	659	593	564	642	551	602	617	608	696	562	503	473	7,954	222	2.9%
2023/24	58	300	515	588	646	594	584	653	538	606	605	663	585	527	471	7,933	-21	-0.3%
2024/25	58	313	522	514	600	665	613	597	658	547	615	635	602	544	465	7,948	15	0.2%
2025/26	55	296	541	539	534	611	684	627	611	675	559	672	594	534	499	8,031	83	1.0%
2026/27	55	302	577	558	561	556	642	717	650	631	702	611	629	527	490	8,208	177	2.2%
2027/28	55	309	611	602	586	587	582	673	736	676	660	768	572	559	482	8,458	250	3.0%
2028/29	55	316	628	630	622	606	612	607	696	765	702	722	717	508	515	8,701	243	2.9%
2029/30	55	307	645	650	650	641	619	627	632	724	804	767	675	637	468	8,901	200	2.3%
2030/31	55	322	654	665	668	668	662	641	659	664	756	868	716	600	586	9,184	283	3.2%
2031/32	55	328	667	674	686	687	691	682	674	695	697	826	810	636	553	9,361	177	1.9%
2032/33	55	322	681	689	700	709	711	712	715	708	728	760	771	720	586	9,567	206	2.2%
2033/34	55	336	696	705	716	724	734	732	743	753	741	796	710	683	655	9,779	212	2.2%
2034/35	55	348	709	716	735	746	752	759	764	783	789	810	743	629	622	9,960	181	1.9%

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Yellow box = largest grade per year  
Green box = second largest grade per year



# Ten Year Forecast by Campus



Campus Name	Capacity	History	Current	Enrollment Projections									
		2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
Acton Elementary	880	811	835	850	872	867	885	905	948	997	1,045	1,090	1,141
Mambrino Elementary	900	832	800	811	809	816	829	858	875	901	926	949	972
Nettie Baccus Elementary	660	472	598	605	623	617	624	639	650	658	668	680	701
Oak Woods Elementary	660	595	545	540	565	596	635	684	724	757	783	803	811
Emma Roberson PK	600	344	352	335	341	348	355	346	361	367	361	375	387
Brawner Elementary	750	890	752	746	758	761	748	762	777	790	796	801	808
Elementary Total	4,450	3,944	3,882	3,887	3,968	4,005	4,076	4,194	4,335	4,470	4,579	4,698	4,820
Elem. Growth		51	-62	5	81	37	71	118	141	135	109	119	122
Acton Middle School	1,125	917	931	937	1,033	1,095	1,154	1,157	1,112	1,120	1,164	1,224	1,301
Granbury Middle School	1,125	832	889	908	950	977	1,009	1,003	967	946	987	1,013	1,035
Middle Total	2,250	1,749	1,820	1,845	1,983	2,072	2,163	2,160	2,079	2,066	2,151	2,237	2,336
Middle Growth		-78	71	25	138	89	91	-3	-81	-13	85	86	99
Granbury High School	2,500	2,209	2,209	2,262	2,220	2,344	2,425	2,510	2,733	2,788	2,800	2,807	2,767
STARS Accelerated H. S.	73	32	37	37	37	37	37	37	37	37	37	37	37
H. S. Total	3,198	2,241	2,246	2,299	2,257	2,381	2,462	2,547	2,770	2,825	2,837	2,844	2,804
H. S. Growth		7	5	53	-42	124	81	85	223	55	12	7	-40
TOTAL	9,898	7,934	7,948	8,031	8,208	8,458	8,701	8,901	9,184	9,361	9,567	9,779	9,960
Student Growth		-20	14	83	177	250	243	200	283	177	206	212	181

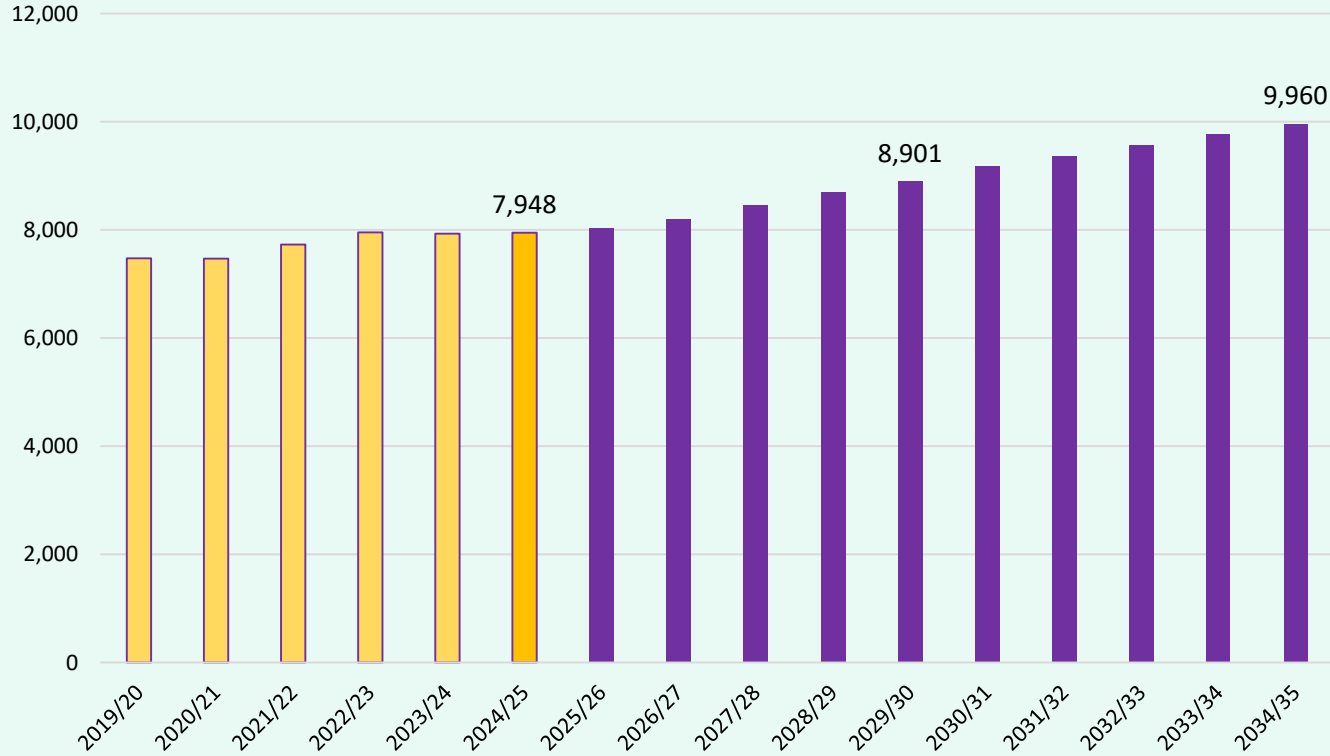
30

Yellow box - Exceeding Building Capacity



# Key Takeaways

Granbury ISD Enrollment Forecast



- 2024 new home starts within GISD increased 33% over 2023 totals as interest rates and overall inflation began to ease
- The district has 30 actively building subdivisions with nearly 1,600 lots available to build on
- GISD has 16 future subdivisions with more than 8,200 lots in the planning stages <sup>31</sup>
- Groundwork is currently underway on roughly 400 lots within 5 subdivisions
- Granbury ISD is forecasted to enroll approximately 8,900 students by the 2029/30 School Year and nearly 10,000 students by the 2034/35 School Year



For:	Board of Trustees
Date:	February 17, 2025
Action:	Consent

To: Board of Trustees	From: Board Secretary
RE: Previous Board Meeting Minutes for Approval	

SUMMARY:

Previous Board Meeting Minutes for your approval:

November Canvass meeting, Board Interview Sessions, December Regular Board meeting,

TAPR hearing meeting, and Special January meeting.

RECOMMENDATION:

The recommendation is to approve all as presented.

Respectfully,

Billy Wimberly  
Board Secretary

**Minutes of Canvass Meeting  
The Board of Trustees  
Granbury ISD  
Tuesday, November 12, 2024  
8:00 AM**

---

A Canvass Meeting of the Board of Trustees of Granbury ISD was held Tuesday, November 12, 2024, beginning at 8:00 AM in the Granbury ISD Board Room, 217 N. Jones St., Granbury, Texas 76048.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Presiding Officer

Barbara Townsend, President

**Other Board Members Present**

Courtney Gore  
Karen Lowery  
Billy Wimberly

**School Officials Present**

Dr. Ann Dixon, Interim Superintendent

**Board Members Absent**

Nancy Alana  
Mike Moore

**Call to Order- 8:02a.m. - GISD Board Room**

President Barbara Townsend called the meeting to order and noted that a quorum of board members were present, that the meeting was duly called, and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 55.

**Discussion/Action**

Dr. Dixon recommended to the Board to certify the election for Trustee Place 3 and Place 4. A summary of election results from Hood, Somervell, Parker and Johnson counties were presented.

Place 3: Tim Bolton received 17,599 votes  
Bret Deason received 10,253 votes

Place 4: Courtney Gore received 16,436 votes  
Jaci Lopez received 11,691 votes

Superintendent Secretary Davelyn Davis recited the oath of office with the Newly Elected Board Members.

Presiding Officer Barbara Townsend certified that the figures on the county returns correspond with the figures on the spreadsheet.

There were no Public Comments regarding Agenda Items.

Meeting Adjourned at 8:07a.m.

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Board President

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Board Secretary

**Minutes of Special Meeting  
The Board of Trustees  
Granbury ISD  
Monday, December 2, 2024**

---

A Special Meeting was held Monday, December 2, 2024, beginning at 4:30 PM at the Granbury ISD Board Room, 217 N. Jones St., Granbury, Texas 76048.

Presiding Officer .....Courtney Gore, Board President

**Board Members Present**

Tim Bolton  
Barbara Townsend  
Mike Moore  
Nancy Alana  
Karen Lowery  
Billy Wimberly

**Board Members Absent**

None

Call to order at 4:30pm and a quorum of board members was present.  
Public Comments-No one signed up to speak.  
Recess - Convene in Closed Session  
Executive/Closed Meeting ( Texas Government Code Section 551.074)  
Candidate Interviews  
Adjourned at 8:30pm.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

**Minutes of Special Meeting  
The Board of Trustees  
Granbury ISD  
Tuesday, December 3, 2024**

---

A Special Meeting was held Tuesday, December 3, 2024, beginning at 4:30 PM at the Granbury ISD Board Room, 217 N. Jones St., Granbury, Texas 76048.

Presiding Officer.....Courtney Gore, Board President

**Board Members Present**

Tim Bolton  
Barbara Townsend  
Mike Moore  
Nancy Alana  
Karen Lowery  
Billy Wimberly

**Board Members Absent**

None

Call to order at 4:30pm and a quorum of board members was present.  
Public Comments-No one signed up to speak.  
Recess - Convene in Closed Session  
Executive/Closed Meeting ( Texas Government Code Section 551.074)  
Candidate Interviews  
Adjourned at 8:32pm.

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Board President

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Board Secretary

**Minutes of Special Meeting  
The Board of Trustees  
Granbury ISD  
Wednesday, December 4, 2024**

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A Special Meeting was held Wednesday, December 4, 2024, beginning at 4:30 PM at the Granbury ISD Board Room, 217 N. Jones St., Granbury, Texas 76048.

Presiding Officer.....Courtney Gore, Board President

**Board Members Present**

Tim Bolton  
Barbara Townsend  
Mike Moore  
Nancy Alana  
Karen Lowery  
Billy Wimberly

**Board Members Absent**

None

Courtney Gore called the meeting to order at 4:22pm and noted a quorum of board members were present.  
Public Comments-No one signed up to speak.  
Recess - Convene in Closed Session  
Executive/Closed Meeting ( Texas Government Code Section 551.074)  
Candidate Interviews  
The meeting adjourned at 8:57pm.

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Board President

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Board Secretary

**Minutes of Special Meeting  
The Board of Trustees  
Granbury ISD  
Sunday, December 8, 2024**

---

A Special Meeting was held Sunday, December 8, 2024, beginning at 2 PM at the Meeting Room located at 530 E. Pearl St. Granbury, Texas 76048.

Presiding Officer.....Courtney Gore, Board President

**Board Members Present**

- Tim Bolton
- Barbara Townsend
- Mike Moore
- Nancy Alana
- Karen Lowery
- Billy Wimberly

**Board Members Absent**

None

- Call to order at 2pm and a quorum of board members was present.
- Public Comments-No one signed up to speak.
- Recess - Convene in Closed Session
- Executive/Closed Meeting ( Texas Government Code Section 551.074)
  - Candidate Interview
- Adjourned at 4:22pm.

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Board President

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Board Secretary

**Minutes of Special Meeting  
The Board of Trustees  
Granbury ISD  
Tuesday, December 10, 2024**

---

A Special Meeting was held Tuesday, December 10, 2024, beginning at 5 PM at the Meeting Room located at 530 E. Pearl St. Granbury, Texas 76048.

Presiding Officer.....Courtney Gore, Board President

**Board Members Present**

Tim Bolton  
Barbara Townsend  
Mike Moore  
Nancy Alana  
Karen Lowery  
Billy Wimberly

**Board Members Absent**

None

Call to order at 5pm and a quorum of board members was present.  
Public Comments-No one signed up to speak.  
Recess - Convene in Closed Session  
Executive/Closed Meeting ( Texas Government Code Section 551.074)  
Candidate Interview  
Adjourned at 9:07pm.

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Board President

---

Board Secretary

Public Meeting  
December 16, 2024 5:00pm

Granbury ISD Board Room  
217 N. Jones St.  
Granbury, Texas 76048

Board Members

Nancy Alana: Present  
Tim Bolton: Present  
Courtney Gore: Present  
Karen Lowery: Present  
Mike Moore: Present  
Barbara Townsend: Present  
Billy Wimberly: Present

Courtney Gore, Board President, called the meeting to order at 5pm.

CONVENE IN CLOSED SESSION at 5:02pm  
under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.

2.b.1. Staff Recommendations

RECONVENE IN OPEN SESSION AT 5:56pm, recess until 6:00pm

INVOCATION led by Dr. Dixon with a video presentation & song “Thank God For Kids”.

PLEDGES to the US and TX Flags were presented by Oak Woods Elementary School.

ACHIEVEMENT SPOTLIGHT

Junior Optimist Club officers

Shottenkirk Senior of the Month

Presentation of the Annual Financial Audit Report for year ending August 31, 2024 was presented by Snow Garret Williams Firm.

Public Hearing for FIRST Report was presented by Emmett Whitefield, Chief Financial Officer

At 6:40pm, the Public Hearing ended and the Open Meeting began.

Dr. Ann Dixon spoke during Public Comments to the community and staff.

During the Superintendent’s Report, Dr. Dixon recognized MCJROTC and the Granbury Robotics for their recent competition excellence. In a field of 36 teams, three top awards were brought home to Granbury High School.

## Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION

- Consider and possible action to name lone finalist for the position of Superintendent of Granbury Independent School District.

Move to name the lone finalist, Dr. Courtney Morawski, for the position of Superintendent of GISD. This motion, made by Tim Bolton and seconded by Mike Moore, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea  
Yea: 7, Nay: 0

- Consider Staff Recommendations

Staff Retirement: David Brister

Staff Transfer: Ashley Gill

Staff New Hire(s): Dayna Morgan-McCully

Move to approve staff recommendations as discussed.

This motion, made by Mike Moore and seconded by Nancy Alana, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea  
Yea: 7, Nay: 0

Staff Resignations: Samantha Brown and Jocelyn Cummons

Move to accept the staff resignations as presented. This motion, made by Nancy Alana and seconded by Mike Moore, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea  
Yea: 7, Nay: 0

## CONSENT AGENDA ITEMS

Move to approve the consent agenda items as presented. This motion, made by Barbara Townsend and seconded by Karen Lowery, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea  
Yea: 7, Nay: 0

### DISCUSSION BEFORE VOTE:

Pull 13 c- B. Townsend.

Pull 13 b, 13e, T. Bolton

Consent items were:

- Consider previous Board meeting minutes: November regular board meeting and December grievance meeting
- Consider EIC Local Policy changes
- Consider Budget Amendments
- Consider Approval of the listing of the 401e of e CTE's Student-built airplane
- Consider Approval of the MRPC Agreement SY 25-26

Donations received from the community include: Many Mansions, HEB, Brookshire's, Kroger, MKP Development, First United Methodist Church, Berry and Berry Dental Associates, Lauren and Tim Thorne, Heritage Insurance Solutions, Hyde Law Firm/Hood County News, Lonestar Legacy Care, VFW Post 7835, Granbury Boys Basketball Booster Club, GHS Lady Pirate Soccer Booster Club, and Granbury Families for a total of \$24,595.97.

## DISCUSSION/ACTION

- Consider a date change of the January board meeting

Move to approve the January Board meeting for TAPR, budget amendment and personnel report for January 13th at 5:00 pm to accommodate the calendar conflicts in January. This motion, made by Tim Bolton and seconded by Nancy Alana, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea  
Yea: 7, Nay: 0

- Consider for Approval Amendments to the District of Innovation plan

Move to approve the amendments to the District of Innovation Plan as proposed. This motion, made by Nancy Alana and seconded by Tim Bolton, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea  
Yea: 7, Nay: 0

- Consider for approval 2025-2026 GHS Course Catalog and pick sheets

Move to approve the 2025-2026 GHS Course Catalog and pick sheets as presented. This motion, made by Billy Wimberly and seconded by Karen Lowery, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea  
Yea: 7, Nay: 0

Discussion Highlights: Adding Astronomy and Basic Construction, matches our new GPA system, and connects to our district goals and campus improvement plans.

- Consider approval of a MOU with UT Southwestern- Agenda item struck from the record and tabled.
- Discuss and possible approval to rescind prior action to declare as surplus the real property consisting of seven acres, more or less, of unimproved property in Hood County, described as Lot 2, Block 1, Acton Elementary School Addition, located at 2850 Acton School Road, Granbury, TX 76049.

Move to approve to rescind the prior action declaring the seven acres of unapproved property near Acton Elementary located at 2850 Acton School Road, Granbury TX 76049 as surplus. This motion, made by Barbara Townsend and seconded by Mike Moore, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea  
Yea: 7, Nay: 0

- Consider approval of the Annual Financial Audit Report for the year ending August 31, 2024

Move to approve the Annual Financial Audit Report for the year ending August 31, 2024 as presented. This motion, made by Nancy Alana and seconded by Barbara Townsend, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea  
Yea: 7, Nay: 0

Nancy Alana would like to commend the outstanding job of Emmett Whitefield and his team. Tim Bolton would like to second that.

## REPORTS

- GISD 2025-2026 Technology Plan presented by Brent Wilson, Tech. Director
- Financial Statements & Cash Flow and Investment Reports for period ending November 30, 2024 were presented by Emmett Whitefield

MEETING adjourned at 7:30pm.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

Special Meeting  
Friday, January 17, 2025 11:30 AM Central

Granbury ISD Board Room  
217 N. Jones St.  
Granbury, Texas 76048

Nancy Alana: Present  
Tim Bolton: Present  
Courtney Gore: Present  
Karen Lowery: Absent  
Mike Moore: Present  
Barbara Townsend: Present  
Billy Wimberly: Absent

Present: 5, Absent: 2.

1. Courtney Gore called the meeting to order at 11:35am and noted that a quorum of Board Members was present.

2. Invocation was led by Mike Moore. Pledges was led by Courtney Gore.

3. There were no Public Comments.

4.a. Consideration and action to approve the hiring of Dr. Courtney Morawski as Superintendent and approval and signing of final contract.

Motion to approve the hiring of Dr. Courtney Morawski as Superintendent and approval and signing of the final contract. This motion, made by Tim Bolton and seconded by Nancy Alana, Passed.

Karen Lowery: Absent, Billy Wimberly: Absent, Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Mike Moore: Yea, Barbara Townsend: Yea  
Yea: 5, Nay: 0, Absent: 2

5. The Meeting adjourned at 11:37 am.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary



GISD BOARD OF TRUSTEES

For:	Board of Trustees
Date:	February 17, 2025
Action:	Approval

To:	Board of Trustees	From:	Tim Bolton
RE:	Rescinding board censure		

**SUMMARY:**

Consider rescinding of prior board member censure.

**RECOMMENDATION:**

It is recommended that the Board rescind the censure of Trustee K. Lowery.

Respectfully submitted,

Tim Bolton



For:	Board of Trustees
Date:	Feb. 17, 2025
Action:	Consent

To:	Board of Trustees	From:	Todd Gibson, CTE Director
RE:	Consider a GHS Staff Out of State Travel Request		

SUMMARY: After fairing well at the F1 in Schools Regional competition in December 2024, the team qualified for the National Finals event in April 2025. This will be the second year in a row that the team has traveled to Charlotte, NC for the National competition after a four year break in the USA due to COVID.

The competition has taken on a new name: STEM Racing, and will no longer be referred to as F1 in Schools. The top 2-3 teams from the national competition will qualify for the World Finals that will take place in the Fall of 2025 at location yet to be determined. The competition has existed at Granbury ISD since 2013, and GHS has competed in several National Finals and World Finals including Austin (2013), Abu Dhabi (2014), Singapore (2015), Kuala Lumpur (2017), and Abu Dhabi (2019).

**RECOMMENDATION:**

It is Recommended that the Board approve the request as presented.

Respectfully submitted,

Todd Gibson, CTE Director



Granbury ISD  
Request for Out of State Travel

Name of group or organization: F1 in Schools

Date of request: 1-14-2025

Date of departure and return: 4-6-2025 to 4-9-2025

Destination: Charlotte, NC

Purpose of trip, i.e., event to be attended, instructional value of the trip:  
F1 in Schools National Competition


Estimation of total trip cost: \$7,500 46

Estimation of district's cost of trip: \$2,000

Estimation of organizations cost of trip: \$5,500

District employee sponsor and organization: Jon Allen

Number of students/employees participating: 7

Signature of district employee sponsor: 

**For Office Use Only**

Approved

Denied

Reason, if denied:

Board or Designee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Cost Projections

- Registration: \$1,500 approximately
- Flights: Seven tickets at \$350 each =\$2,450
- Hotel: Four rooms for three nights at \$200 per night =\$2,400
- Meals: Seven people - 3 meals x 3 days x \$10 per meal=\$630
- Misc. Travel Expenses & Fees: baggage fees, transfers, etc.=\$500

Total is \$7,480, but the only thing set in stone is the Registration.



For:	Board of Trustees
Date:	Feb. 17, 2025
Action:	Consent

To:	Board of Trustees	From:	Todd Gibson, CTE Director
RE:	Consider a GHS Out of State Travel Request		

SUMMARY: In the few short years since revitalizing, the Granbury DECA Chapter is one of the fastest growing chapters in the state and as well as earning recognition for Chapter member participation. DECA is the business student organization preparing future leaders for success through competitive events, professional development, and other unique opportunities that will help them in their future careers. At the District competition held January 15<sup>th</sup>, Granbury had 51 students compete in 20 events with 23 students advancing to the State competition coming up in March. Students that move forward from the State competition will compete in the International Competition during April 25<sup>th</sup> – 30<sup>th</sup> in Orlando, Florida. Granbury has already secured four invitations to attend the professional development academies and expecting students to compete in the School Based Enterprise and Stock Market events with possibly more! We are expecting to have nine students and up to three adults to attend with estimated expenses around \$14,000. The support from GISD and the business community has been a huge factor in our rapid growth and student success.

Kylee Peterson, DECA Sponsor

**RECOMMENDATION:**

It is Recommended that the Board approve the request as presented.

Respectfully submitted,

Todd Gibson, CTE Director



**Granbury ISD**  
**Request for Out of State Travel**

**Name of group or organization:** \_\_\_\_\_

**Date of request:** \_\_\_\_\_

**Date of departure and return:** \_\_\_\_\_

**Destination:** \_\_\_\_\_

**Purpose of trip, i.e., event to be attended, instructional value of the trip:**

\_\_\_\_\_  
\_\_\_\_\_

**Estimation of total trip cost:** \_\_\_\_\_

**Estimation of district's cost of trip:** \_\_\_\_\_

**Estimation of organizations cost of trip:** \_\_\_\_\_

**District employee sponsor and organization:** \_\_\_\_\_

**Number of students/employees participating:** \_\_\_\_\_

**Signature of district employee sponsor:** \_\_\_\_\_

**Signature of campus principal:** \_\_\_\_\_

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***For Office Use Only***

Approved

Denied

Reason, if denied: \_\_\_\_\_  
\_\_\_\_\_

**Board or Designee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Director of Human Resources**

<b>For: Board of Trustees</b>
<b>Date: February 10, 2025</b>
<b>Action: Discussion/Action</b>

<b>To: Dr. Courtney Morawski, Superintendent</b>	<b>From: Wes Jones, HR Director</b>
	<b>Date: February 17, 2025</b>
	<b>RE: Local Policy Change (DOI)</b>

**SUMMARY:**

The local policies are derived from the district's updated District of Innovation (DOI) plan, which received approval in December. All legal policies affected by the district's exemptions will be updated, with a note at the top referencing the DOI plan. For local policies, we only incorporate DOI exemption provisions if they are already part of a policy impacted by the exemption. Consequently, the attached packet contains several policies marked for deletion or revision, as provisions related to DOI exemptions are generally no longer included in local policies.

**RECOMMENDATION:**

Approval of the (local) policies supporting our DOI

**Respectfully submitted,**

*Wes Jones*

**Wes Jones  
Director of Human Resources**

## PROPOSED REVISIONS

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~~**Note:** — This local policy has been revised in accordance with the District's innovation plan.<sup>4</sup>~~

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### Personnel Duties

The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

### Posting Vacancies

The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.

### Applications

All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.

[For information related to the evaluation of criminal history records, see DBAA.]

### Employment of Contractual Personnel

The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.

The Board retains final authority for employment of contractual personnel; however, from June 1 to September 30, the Board delegates to the Superintendent the authority to employ classroom teachers. The Superintendent shall inform the Board of any persons offered a term contract under this authority.

[See DCA, DCB, DCC, and DCE as appropriate]

### Employment of Noncontractual Personnel

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**Note:** For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).

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The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis.  
[See DCD]

### Retired Educators

~~The District shall pay retired educators hired to work in the District less than the Texas Education Agency (TEA) minimum salary scale. The District shall pay the retired educators the Teacher Retirements System (TRS) of Texas surcharge. [See DEA]~~

**Employment  
Assistance  
Prohibited**

No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

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<sup>4</sup>~~Innovation Plan: <https://www.granburyisd.org/>~~

## DELETE POLICY

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~~**Note:** — This local policy has been revised in accordance with the District's innovation plan.<sup>4</sup>~~

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~~**Maximum  
Probationary  
Contract Period**~~

~~In accordance with the District's innovation plan, the District is exempt from state law regarding the maximum length of time an experienced teacher may be employed on a probationary contract. At the recommendation of the Superintendent, a probationary contract may be renewed for one additional one-year period, for a total of two years, for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the District.~~

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~~<sup>4</sup>Innovation Plan: <https://www.granburyisd.org/>~~

### PROPOSED REVISIONS

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~~**Note:** — This local policy has been revised in accordance with the District's innovation plan.<sup>4</sup>~~

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	<p>The Superintendent shall recommend an annual compensation plan for all District employees. The compensation plan may include wage and salary structures, stipends, benefits, and incentives. [See also DEAA] The recommended plan shall support District goals for hiring and retaining highly qualified employees. The Board shall review and approve the compensation plan to be used by the District. The Board shall also determine the total compensation package for the Superintendent. [See BJ series]</p>
<b>Pay Administration</b>	<p>The Superintendent shall implement the compensation plan and establish procedures for plan administration consistent with the budget. The classification of each job title within the compensation plan shall be based on the qualifications, duties, and market value of the position.</p>
<del>Retired Educators</del>	<del>In accordance with the District's innovation plan, retired educators hired to work in the District shall be paid less than the TEA minimum salary scale. The District shall pay the retired educators TRS surcharge. [See DC]</del>
Annualized Salary	<p>The District shall pay all salaried employees over 12 months in equal monthly or semi-monthly installments, regardless of the number of months employed during the school year. Salaried employees hired during the school year shall be paid in accordance with administrative regulations.</p>
Pay Increases	<p>The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. Any pay adjustments for individual employees shall be determined within the approved budget following established procedures.</p>
<i>Midyear Pay Increases</i>	<p>A contract employee's pay may be increased after performance on the contract has begun only if authorized by the compensation plan of the District or there is a change in the employee's job assignment or duties during the term of the contract that warrants additional compensation. Any such changes in pay that do not conform with the compensation plan shall require Board approval. [See DEA(LEGAL) for provisions on pay increases and public hearing requirements.]</p>
Contract Employees	
Noncontract Employees	<p>The Superintendent may grant a pay increase to a noncontract employee after duties have begun because of a change in the em-</p>

ployee's job assignment or to address pay equity. The Superintendent shall report any such pay increases to the Board at the next regular meeting.

**Pay During Closing**

If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date, then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure. [See EB for the authority to close schools.]

Premium Pay  
During Disasters

Nonexempt employees who are required to work to mitigate the reason for an emergency closing shall be paid at the rate of one and one-half times their regular rate of pay for all hours worked up to 40 hours per week. All other nonexempt employees who are required to work during an emergency closing shall be paid their regular rate of pay.

Overtime for time worked over 40 hours in a week shall be calculated and paid according to law. [See DEAB] The Superintendent shall approve payments and ensure that accurate time records are kept of actual hours worked during emergency closings.

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<sup>4</sup> Innovation Plan: <https://www.granburyisd.org/>

### PROPOSED REVISIONS

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**Note:** This local policy has been revised in accordance with the District's [innovation plan. \[See AF\(LOCAL\)\]](#) ~~innovation plan.~~<sup>4</sup>

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**Suspension with or Without Pay**

In accordance with the District's innovation plan, a term contract employee may be suspended with or without pay and placed on administrative leave by the Superintendent during an investigation of alleged misconduct by the employee or at any time the Superintendent determines that the District's best interest will be served by the suspension.

**Appeal**

An employee placed on suspension without pay may appeal the decision in accordance with DGBA(LOCAL).

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<sup>4</sup>Innovation Plan: <https://www.granburyisd.org/>

## PROPOSED REVISIONS

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~~**Note:** This local policy has been revised in accordance with the District's innovation plan.<sup>4</sup>~~

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### **Superintendent's Authority**

All personnel are employed subject to assignment and reassignment by the Superintendent or designee when the Superintendent determines that the assignment or reassignment is in the best interest of the District. Reassignment shall be defined as a transfer to another position, department, or facility that does not necessitate a change in the employment contract of a contract employee. Any change in an employee's contract shall be in accordance with policy DC.

Any employee may request reassignment within the District to another position for which he or she is qualified.

### **Campus Assignments**

The principal's criteria for approval of campus assignments and reassignments shall be consistent with District policy regarding equal opportunity employment, and with staffing patterns approved in the District and campus plans. [See BQ series] In exercising their authority to approve assignments and reassignments, principals shall work cooperatively with the central office staff to ensure the efficient operation of the District as a whole.

~~In accordance with the District's local innovation plan exemption regarding SBEC certification [see DBA], the Superintendent shall have the authority to approve a request by the principal for a qualified individual with experience in a career and technical education (CTE) field; a science, technology, engineering, arts, and mathematics (STEAM) field; a foreign language field; or a field that addresses certain elective courses to fill a teaching assignment in one of those areas. All other teaching assignments shall require certification in accordance with state law. [See DBA]~~

### **Supplemental Duties**

Noncontractual supplemental duties for which supplemental pay is received may be discontinued by either party at any time. An employee who wishes to relinquish a paid supplemental duty may do so by notifying the Superintendent or designee in writing. Paid supplemental duties are not part of the District's contractual obligation to the employee, and an employee shall hold no expectation of continuing assignment to any paid supplemental duty.

### **Work Calendars and Schedules**

Subject to the Board-adopted budget and compensation plan and in harmony with employment contracts, the Superintendent shall determine required work calendars for all employees. [See DC, EB]

Daily time schedules for all employees shall be determined by the Superintendent or designee and principals.

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~~<sup>4</sup>Innovation Plan: <https://www.granburyisd.org/>~~

### PROPOSED REVISIONS

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**Note:** ~~This local policy has been revised in accordance with the District's innovation plan.~~<sup>4</sup>

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**Principals**

~~In accordance with the District's innovation plan, the District is exempt from state laws regarding principal appraisal.~~ The District shall appraise principals using a local appraisal process ~~and evaluation criteria, including a portfolio,~~ developed in accordance with ~~law the District's innovation plan~~ and administrative regulations.

**Other Campus Administrators**

Campus administrators other than principals shall be appraised according to a local appraisal process determined by each administrator's position and job responsibilities and developed in accordance with law and administrative regulations.

**Frequency**

District principals and other campus administrators shall be appraised annually.

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<sup>4</sup> ~~Innovation Plan: <https://www.granburyisd.org/>~~

### PROPOSED REVISIONS

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**Note:** ~~This local policy has been revised in accordance with the District's innovation plan.<sup>4</sup>~~

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**School Start Date**

~~In accordance with the District's innovation plan, the District is exempt from the state law that generally prohibits instruction for students from beginning before the fourth Monday in August. The District shall determine the start date for each school year based on the needs of the student and local community.~~

**School Calendar**

The Superintendent shall be authorized to approve variations from the Board-adopted school calendar, as necessary.

**School Closure**

The Board delegates to the Superintendent the authority to close schools for reasons of public health and safety.

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<sup>4</sup> ~~Innovation Plan: <https://www.granburyisd.org/>~~

### PROPOSED REVISIONS

#### Loss of Class Time

The District shall not remove a student from a regularly scheduled class for tutoring or test preparation for more than ten percent of the school days on which the class is offered without a parent's written consent.

#### Interruptions

**In accordance with the District's innovation plan, the District shall be exempt from the state law that limits the number of nonemergency announcements that can be made during the school day.**

The District shall limit nonacademic activities that interrupt and distract from the academic process and shall enforce ~~the following restrictions:~~ **limits on selling or solicitation during class time.** [For fundraising activities, see FJ]

- ~~1. Announcements, other than emergency announcements, shall be made over the public address system only once during the school day.~~
- ~~2. Selling or solicitation shall not be permitted during class time. [For fundraising activities, see FJ]~~

## DELETE POLICY

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~~**Note:** This local policy has been revised in accordance with the District's innovation plan.<sup>4</sup>~~

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### ~~Class Size Ratio~~

~~In accordance with the District's innovation plan, the District is exempt from state law requiring a district not to enroll more than 22 students in a kindergarten–grade 4 class. If enrollment exceeds the 22:1 ratio in a kindergarten–grade 4 class, the District shall provide written notification to parents of students in the class.~~

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<sup>4</sup>Innovation Plan: <https://www.granburyisd.org/>

### PROPOSED REVISIONS

<b>Authority</b>	<p>The Superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.</p> <p>A resident student who becomes a nonresident during the course of a semester shall be required to submit a transfer request if he or she wishes to remain enrolled in the District.</p>
<b>Transfer Requests</b>	<p>A nonresident student wishing to transfer into the District shall file an application for transfer each school year with the Superintendent <del>or designee</del>. Transfers shall be granted for one regular school year at a time.</p>
Factors	<p>In approving transfers, the Superintendent <del>or designee</del> shall consider availability of space and instructional staff and the student's disciplinary history and attendance records.</p>
Transfer Agreements	<p>A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District.</p> <p><b>In accordance with the District's innovation plan, the District is exempt from the requirement for transfers to be for a one-year period. Therefore, a violation of the terms of the agreement may result in revocation of the agreement during the school year or a transfer request not being approved the following year.</b></p>
<b>Tuition</b>	<p>If the District charges tuition, the amount shall be set by the Board, within statutory limits.</p>
Waivers	<p>The Board may waive tuition for a student based on financial hardship upon written application by the student, parent, or guardian. [See FP]</p>
Nonpayment	<p>The District may initiate withdrawal of students whose tuition payments are delinquent.</p>
<b>Appeals</b>	<p>Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.</p>

### PROPOSED REVISIONS

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~~**Note:** This local policy has been revised in accordance with the District's innovation plan.<sup>4</sup>~~

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#### Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

#### Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

#### ~~Campus Behavior Coordinator~~

~~In accordance with the District's innovation plan, the District is exempt from the state law requiring that a single person at each campus be designated to serve as the campus behavior coordinator (CBC). The principal shall have the authority to assign more than one person CBC responsibilities to promote a more collaborative approach to student discipline and consistently monitor school discipline and parental contact.~~

#### Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they

have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

**“Parent” Defined**

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

**General Discipline Guidelines**

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
  - a. The seriousness of the offense;
  - b. The student’s age;
  - c. The frequency of misconduct;
  - d. The student’s attitude;
  - e. The potential effect of the misconduct on the school environment;
  - f. Requirements of Chapter 37 of the Education Code; and
  - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

**Corporal Punishment**

Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.

Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.

Guidelines

Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.
2. Corporal punishment shall be administered only by the principal or designee.
3. The instrument to be used in administering corporal punishment shall be approved by the principal.
4. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

Disciplinary  
Records

The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.

**Physical Restraint**

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**Note:** A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

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Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

**Video and Audio  
Monitoring**

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to  
Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

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<sup>4</sup> ~~Innovation Plan: <https://www.granburyisd.org/>~~

## PROPOSED REVISIONS

---

**Note:** This local policy has been revised in accordance with the District's innovation plan. [See AF(LOCAL)]

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### Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

### Ejection or Exclusion from District Property under Education Code 37.105

In accordance with the District's innovation plan, the District is exempt from the state law regarding refusal of entry to or ejection from District property. A District official shall not be required to provide a person refused entry to or ejected from property under the District's control prior verbal warning or written information explaining the right to appeal such refusal of entry or ejection.

A person may appeal refusal of entry to or ejection from District property in accordance with the District's grievance process. [See FNG and GF]

~~In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.~~

~~A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]~~

### Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

### Prohibitions

Tobacco and  
E-Cigarettes

The District prohibits smoking and the use of tobacco products and e-cigarettes on District property, in District vehicles, or at school-related activities.

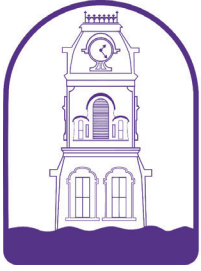
Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

*Exceptions*

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]



# GRANBURY

INDEPENDENT SCHOOL DISTRICT

<b>For:</b>	<b>Board of Trustees</b>
<b>Date:</b>	<b>February 12, 2025</b>
<b>Action:</b>	<b>Consent</b>

<b>TO:</b>	<b>Granbury ISD Board of Trustees</b>
<b>From:</b>	<b>Dr. Courtney Morawski</b>
<b>Date:</b>	<b>February 12, 2025</b>
<b>RE:</b>	<b>Update 124 TASB local policies</b>

**SUMMARY:**

The following LOCAL policies updates based on LEGAL updates:

- CAA- Fiscal Management Goals and Objectives: Financial Ethics
- CDA- Other Revenues: Investments
- CY- Intellectual Property
- DH- Employee Standards of Conduct
- EHB- Curriculum Design: Special Programs
- EHBB- Special Programs: Gifted and Talented Students
- FFG- Student Welfare: Child Abuse and Neglect
- GKA- Community Relations: Conduct on School Premises

**RECOMMENDATION:**

**It is the recommendation of the administration to approve the above local policies as presented.**

**Dr. Courtney Morawski  
Superintendent**

## (LOCAL) Policies Packet

For your convenience, this file contains *only* the local policies from your school district's TASB update packet.

### What is in this packet?

- Instruction sheet for recommended (LOCAL) policies
- Explanatory Notes for recommended (LOCAL) policies
- Clean copies of recommended (LOCAL) policies
- Annotated (redlined) copies of recommended (LOCAL) policy changes

### This is not the full update packet.

To retrieve your district's full update packet, log in to Policy Online® and visit My Policy Manual > Local Manual Updates > Numbered Updates.

### What is in the full update packet?

The full update packet contains:

- A summary of the overall policy update
- (LEGAL) policies and (EXHIBIT) documents that describe the statutory framework in which your local policies must operate
- Instructions and Explanatory Notes for every policy change, not just the (LOCAL) policies
- Guidance on how to:
  - Present recommended policy changes to the board
  - Keep minutes
  - Notify TASB of board action
  - Maintain your historical record
  - Update your administrative regulations

### Copyright and Disclaimer

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This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

Instruction Sheet  
TASB Localized Policy Manual Update 124

**Granbury ISD**

<b>Code</b>	<b>Type</b>	<b>Action To Be Taken</b>	<b>Note</b>
CAA	(LOCAL)	Replace policy	Revised policy
CDA	(LOCAL)	Replace policy	Revised policy
CY	(LOCAL)	Replace policy	Revised policy
DH	(LOCAL)	Replace policy	Revised policy
EHB	(LOCAL)	Replace policy	Revised policy
EHBB	(LOCAL)	Replace policy	Revised policy
FFG	(LOCAL)	Replace policy	Revised policy
GKA	(LOCAL)	Replace policy	Revised policy

# Explanatory Notes

## TASB Localized Policy Manual Update 124

### Granbury ISD

#### **CAA(LOCAL) FISCAL MANAGEMENT GOALS AND OBJECTIVES: FINANCIAL ETHICS**

Recommended revisions to this local policy at Federal Awards Disclosure are to align text with updated rules regarding federal grants found in the Code of Federal Regulations. This guidance became effective October 1, 2024, and is reflected in CBB(LEGAL). The phrase "or designee" is recommended for deletion throughout the policy, except in places where the designation of another individual could be in place of the superintendent or board president and not just the superintendent as is the case in most other policies.

The Legal Issues in Update 124 memo, available with your Update 124 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

#### **CDA(LOCAL) OTHER REVENUES: INVESTMENTS**

The section on Sellers of Investments is recommended for revision to specify that representatives with distributors of investment pools must be registered with the Texas State Securities Board, have membership in the Securities Investor Protection Corporation, and be in good standing with the Financial Industry Regulatory Authority. Distributors of investment pools must also be registered in good standing with the Municipal Securities Rulemaking Board.

The Legal Issues in Update 124 memo, available with your Update 124 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

#### **CY(LOCAL) INTELLECTUAL PROPERTY**

Revisions are recommended throughout this local policy to clarify the circumstances under which the district's intellectual property may be used and where ownership of intellectual property lies when material is created by a district employee. Other recommended revisions clarify how district employees may use other copyrighted material, including copyrighted material used for performances and displays in instruction.

#### **DH(LOCAL) EMPLOYEE STANDARDS OF CONDUCT**

The provisions addressing tobacco and e-cigarettes are recommended for revision to include nicotine products regardless of whether the product contains tobacco. This language aligns with the language included in the Model Employee Handbook.

The Legal Issues in Update 124 memo, available with your Update 124 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

#### **EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS**

Recommended revisions to this local policy on Special Programs reflect updated Administrative Code rules addressing dyslexia and related disorders, specifically inclusion of references to the *Dyslexia Handbook* and admission, review, and dismissal (ARD) committee decisions.

#### **EHBB(LOCAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS**

Changes to the Texas State Plan for the Education of Gifted/Talented Students, approved by the State Board of Education in September 2024, prompted updates in terminology throughout this local policy. Recommended revisions at Funding are to align the text with requirements in the Education Code and in Administrative Code rules.

# Explanatory Notes

## TASB Localized Policy Manual Update 124

### Granbury ISD

#### FFG(Local)

#### STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Under Reporting Child Abuse and Neglect, a new subsection on Oral Reports is recommended to comply with revisions to the Family Code and Administrative Code. Recommended revisions at Making a Report are to clarify new requirements in the Education Code stating that reporting individuals must provide their name and contact information when making a report. The policy still states that the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law.

#### GKA(Local)

#### COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Recommended language prohibiting electronic vaporizing devices has been added to the Tobacco and E-Cigarettes section of this local policy.

The Legal Issues in Update 124 memo, available with your Update 124 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

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**Note:** See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
    - for Board members — BBF
    - for employees — DH
  - Financial conflicts of interest:
    - for public officials — BBFA
    - for all employees — DBD
    - for vendors — CHE
  - Compliance with state and federal grant and award requirements: CB, CBB
  - Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
  - Systems for monitoring the District's investment program: CDA
  - Budget planning and evaluation: CE
  - Compliance with accounting regulations: CFC
  - Activity fund management: CFD
  - Criminal history record information for employees: DBAA, DC
  - Disciplinary action for fraud by employees: DCD, DCE, and DF series
- 

**Fraud and Financial Impropriety**

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

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3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

**Financial Controls and Oversight**

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

**Fraud Prevention**

The Superintendent shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with

law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

*Protection from Retaliation*

Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]

**Fraud Investigations**

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.

Response

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.

When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards Disclosure

In connection with federal awards, the District shall promptly disclose in writing whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal award. [See CBB]

**Analysis of Fraud**

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.



**Investment Authority**

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved  
Investment  
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

**Safety**

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No indi-

vidual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

**Diversity**

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

**Funds/Strategies**

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

**Operating Funds**

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary

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objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

**Custodial Funds** Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

**Debt Service Funds** Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

**Capital Project Funds** Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

**Special Revenue Funds** Investment strategies for special revenue funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

**Safekeeping and Custody** The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

**Sellers of Investments** Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers and representatives with distributors of investment pools shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).

**Soliciting Bids for CDs** In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

**Interest Rate Risk** To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

**Internal Controls**

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

**Annual Review**

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

**Annual Audit**

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

INTELLECTUAL PROPERTY

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<b>Intellectual Property</b>	All copyrights, trademarks, and other intellectual property rights belonging to the District shall remain with the District at all times. Except as provided by law, policy, or written authorization from the Superintendent, the use of District intellectual property shall be limited to District-related purposes.
Students	A student shall retain all rights to their own work created as part of instruction or using District technology resources.
Employees <i>District Ownership</i>	As an agent of the District, an employee, including a student employee, shall not have rights to work created on District time or using District technology resources. The District shall own any work or work product created by a District employee in the course and scope of District employment, including the right to obtain patents or copyrights.
<i>Employee Ownership</i>	A District employee shall own any work or work product produced on personal time and with personal equipment and materials, including the right to obtain patents or copyrights.
<i>Exception</i>	The Superintendent shall have the authority to permit use of District materials and equipment in developing the employee's own projects, provided the employee agrees in writing to grant to the District a nonexclusive, nontransferable, perpetual, royalty-free, District-wide license to use the work, or permits the District to be listed as co-author or co-inventor if the District contribution to the work is substantial. District materials do not include student work, all rights to which are retained by the student.
Independent Contractors	The District may hire an independent contractor for specially commissioned works under a written works-made-for-hire agreement that provides that the District shall own the work product created under the agreement, as permitted by copyright law. Independent contractors shall comply with copyright law in all works commissioned.
Return of Intellectual Property	Upon the termination of any person's association with the District, all permission to possess, receive, or modify the District's intellectual property shall also immediately terminate. All such persons shall return to the District all intellectual property, including but not limited to any copies, no matter how kept or stored, and whether directly or indirectly possessed by such person.
<b>Copyright</b>	Unless the proposed use of a copyrighted work is an exception under the "fair use" guidelines maintained by the Superintendent, the District shall require an employee or student to obtain a license or permission from the copyright holder before copying, modifying, displaying, performing, distributing, or otherwise employing the copyright holder's work for instructional, curricular, or extracurricular purposes.

lar purposes. This policy does not apply to any work sufficiently documented to be in the public domain.

**Technology Use**

Use of District technology in violation of any law, including copyright law, is prohibited. Only appropriately licensed images, applications, programs, or other software may be used with District technology resources. The District's technology resources shall not be used to post, publicize, or duplicate information in violation of copyright law. The Superintendent shall employ all reasonable measures to prevent the use of District technology resources in violation of the law. Any person using District technology resources in violation of law shall lose user privileges in addition to other sanctions. [See BBI and CQ]

**Performances and Displays**

The display and performance of copyrighted material, including motion pictures, dramatic works, musical performances, or other audio and visual works, may only occur as part of instructional activities and in accordance with the following:

- As a regular part of teaching and directly related to the curriculum;
- During face-to-face teaching activities;
- When viewed in a classroom or designated place of instruction; and
- With a lawfully made copy or through authorized access.

**Designated Agent**

The District shall designate an agent to receive notification of alleged online copyright infringement and shall notify the U.S. Copyright Office of the designated agent's identity. The District shall include on its website information on how to contact the District's designated agent and a copy of the District's copyright policy. Upon notification, the District's designated agent shall take all actions necessary to remedy any violation. The District shall provide the designated agent appropriate training and resources necessary to protect the District.

If a content owner reasonably believes that the District's technology resources have been used to infringe upon a copyright, the owner may notify the designated agent.

**Trademark**

The District protects all District and campus trademarks, including names, logos, mascots, and symbols, from unauthorized use.

**School-Related Use**

The District grants permission to students, student organizations, parent organizations and other District-affiliated school-support or booster organizations to use, without charge, District and campus trademarks to promote a group of students, an activity or event, a

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campus, or the District, if the use is in furtherance of a school-related business or activity. The Superintendent shall determine what constitutes use in furtherance of a school-related business or activity and is authorized to revoke permission if the use is improper or does not conform to administrative regulations.

Public Use

Members of the public, outside organizations, vendors, commercial manufacturers, wholesalers, and retailers shall not use District trademarks without written authorization from the Superintendent. Any production of merchandise with District trademarks for sale or distribution must be pursuant to a trademark licensing agreement and may be subject to the payment of royalties.

Any individual, organization, or business that uses District or campus trademarks without appropriate authorization may be subject to legal action.



Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

**Violations of Standards of Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

**Weapons Prohibited**

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

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shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

**Safety Requirements** Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

**Harassment or Abuse** An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

**Relationships with Students** An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

**Tobacco and Nicotine Products and E-Cigarettes** An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs / Notice of Drug-Free Workplace** As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances

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during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments,  
Convictions, and  
Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

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1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
  - Dishonesty; fraud; deceit; theft; misrepresentation;
  - Deliberate violence;
  - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
  - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
  - Felony driving while intoxicated (DWI); or
  - Acts constituting abuse or neglect under the Texas Family Code.

**Dress and Grooming**

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.



**Dyslexia and Related Disorders**

The District shall comply with all applicable state rules regarding students with dyslexia and related disorders, including the “Dyslexia Handbook” and the provision of dyslexia instruction for students with dyslexia or a related disorder as determined by the student’s admission, review, and dismissal committee.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.



<b>Referral</b>	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the identification procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
<b>Identification Criteria</b>	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
<b>Assessments</b>	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
<b>Selection</b>	A placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
<b>Notification</b>	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

<b>Reassessment</b>	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
<b>Transfer Students</b>	When a student identified as gifted by a previous school district enrolls in the District, the placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.
Interdistrict	[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
<b>Furloughs</b>	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.  In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
<b>Exit Provisions</b>	The District shall monitor student performance in response to gifted and talented program services. If at any time the placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.
<b>Appeals</b>	A parent, student, or educator may appeal any final decision of the placement committee regarding services in the gifted and talented program. Appeals shall be made first to the placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
<b>Program Evaluation</b>	The District shall annually evaluate the effectiveness of the District's gifted and talented 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, school counselors, students in the gifted and talented program, and the community.

**Funding**

The Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program are spent providing and enhancing the District's program and that a method accounting for expenditures related to the gifted and talented program is established and aligns with the Texas Education Agency's financial compliance guidance.

**Community Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.



**Program to Address  
Child Sexual Abuse,  
Trafficking, and  
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child  
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

**Oral Reports**

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

**Restrictions on Reporting**

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

**Making a Report**

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of DFPS at 800-252-5400 or the [Texas Abuse Hotline website](#)<sup>1</sup>;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

**Confidentiality**

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

**Immunity**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report Suspected Child Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities Regarding Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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<sup>1</sup> Texas Abuse Hotline website: <http://www.txabusehotline.org>



**Access to District Property**

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

**Ejection or Exclusion under Education Code 37.105**

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

**Off-Campus Activities**

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

**Prohibitions**

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products, e-cigarettes, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

*Exceptions*

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]





## (LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes **moved text**.
- Revision bars appear in the right margin to show sections with changes.

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**Note:** While the annotation software competently identifies simple changes, large or complicated changes — as in an extensive rewrite — may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

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For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

### Contact us:

School Districts and Education Service Centers, call 800-580-7529 or email [policy.service@tasb.org](mailto:policy.service@tasb.org).

Community Colleges, call 800-580-1488 or email [colleges@tasb.org](mailto:colleges@tasb.org).

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

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**Note:** See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
  - for Board members— BBF
  - for employees— DH
- Financial conflicts of interest:
  - for public officials— BBFA
  - for all employees— DBD
  - for vendors— CHE
- Compliance with state and federal grant and award requirements: CB, CBB
- Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
- Systems for monitoring the District's investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: DBAA, DC
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

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**Fraud and Financial Impropriety**

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

FISCAL MANAGEMENT GOALS AND OBJECTIVES  
FINANCIAL ETHICS

CAA  
(LOCAL)

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

**Financial Controls and Oversight**

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

**Fraud Prevention**

The Superintendent ~~or designee~~ shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent ~~or designee~~, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure

may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

*Protection from Retaliation*

Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]

**Fraud Investigations**

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.

Response

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent ~~or designee~~ shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent ~~or designee~~ shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.

When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards Disclosure

~~The~~ In connection with federal awards, the District shall promptly disclose, ~~in a timely manner~~ in writing ~~to the federal awarding agency or pass-through entity, all violations~~ whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations ~~potentially affecting~~ found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal ~~grant~~ award. [See CBB]

**Analysis of Fraud**

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent ~~or designee~~ shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent ~~or designee~~ shall ensure that

appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

**Investment Authority**

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved  
Investment  
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

**Safety**

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month

period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

**Diversity**

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

**Funds/Strategies**

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

Operating Funds	Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Special Revenue Funds	Investment strategies for special revenue funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
<b>Safekeeping and Custody</b>	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
<b>Sellers of Investments</b>	<p>Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]</p> <p>Representatives of brokers/dealers <a href="#">and representatives with distributors of investment pools</a> shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). <a href="#">Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).</a></p>
<b>Soliciting Bids for CDs</b>	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

**Interest Rate Risk**

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

**Internal Controls**

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

**Annual Review**

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

**Annual Audit**

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

<b>Intellectual Property</b>	All copyrights, trademarks, and other intellectual property rights <del>be- longing to the District</del> shall remain with the District at all times. <del>Ex- cept as provided by law, policy, or written authorization from the Superintendent, the use of District intellectual property shall be lim- ited to District-related purposes.</del>
Students	A student shall retain all rights to <del>their own</del> work created as part of instruction or using District technology resources.
Employees <i>District Ownership</i>	As an agent of the District, an employee, including a student em- ployee, shall not have rights to work <del>he or she creates</del> created on District time or using District technology resources. The District shall own any work or work product created by a District employee in the course and scope of <del>his or her</del> District employment, including the right to obtain <del>patents or</del> copyrights.
<i>Employee Ownership</i>	<del>If the employee obtains a patent for such work, the employee shall grant a non-exclusive, non-transferable, perpetual, royalty-free, Districtwide license to the District for use of the patented work.</del> A District employee shall own any work or work product produced on <del>his or her own personal</del> time, <del>away from his or her job</del> and with personal equipment and materials, including the right to obtain pa- tents or copyrights.
<i>Permission A District employee may apply to the</i> Exception	The Superintendent <del>or designee</del> shall have the authority to permit use of District materials and equipment in <del>his or her creative devel- oping the employee's own</del> projects, provided the employee agrees <del>either</del> in writing to grant to the District a <del>non-exclusive, non-transfer- able</del> nonexclusive, nontransferable, perpetual, royalty-free, District- wide license to use the work, or permits the District to be listed as co-author or co-inventor if the District contribution to the work is substantial. District materials do not include student work, all rights to which are retained by the student.
<del>Works Made for Hire</del> Independent Contractors	The District may hire an independent contractor for specially com- missioned <del>work(s)</del> works under a written works-made-for-hire agreement that provides that the District shall own the work prod- uct created under the agreement, as permitted by copyright law. In- dependent contractors shall comply with copyright law in all works commissioned.
Return of Intellectual Property	Upon the termination of any person's association with the District, all permission to possess, receive, or modify the District's intellec- tual property shall also immediately terminate. All such persons shall return to the District all intellectual property, including but not limited to any copies, no matter how kept or stored, and whether directly or indirectly possessed by such person.

## Copyright

Unless the proposed use of a copyrighted work is an exception under the “fair use” guidelines maintained by the Superintendent ~~or designee~~, the District shall require an employee or student to obtain a license or permission from the copyright holder before copying, modifying, displaying, performing, distributing, or otherwise employing the copyright holder’s work for instructional, curricular, or extracurricular purposes. This policy does not apply to any work sufficiently documented to be in the public domain.

### Technology Use

~~All persons are prohibited from using~~ Use of District technology in violation of any law, including copyright law, ~~is prohibited~~. Only appropriately licensed ~~images, applications, programs, or other software~~ may be used with District technology resources. ~~No person shall use the~~ The District’s technology resources shall not be used to post, publicize, or duplicate information in violation of copyright law. The ~~Board shall direct the Superintendent or designee to~~ shall employ all reasonable measures to prevent the use of District technology resources in violation of the law. ~~All persons~~ Any person using District technology resources in violation of law shall lose user privileges in addition to other sanctions. [See BBI and CQ]

### ~~Electronic Media~~

~~Unless a license or permission is obtained, electronic media in the classroom~~ Performances and Displays

The display and performance of copyrighted material, including motion pictures ~~and other audiovisual~~, dramatic works, ~~must be used in~~ musical performances, or other audio and visual works, may only occur as part of instructional activities and in accordance with the following:

- As a regular part of teaching and directly related to the ~~course of~~ curriculum;
- During face-to-face teaching activities ~~as defined by law~~;
- When viewed in a classroom or designated place of instruction; and
- With a lawfully made copy or through authorized access.

### Designated Agent

The District shall designate an agent to receive notification of alleged online copyright infringement and shall notify the U.S. Copyright Office of the designated agent’s identity. The District shall include on its ~~Web site~~ website information on how to contact the District’s designated agent and a copy of the District’s copyright policy. Upon notification, the District’s designated agent shall take all actions necessary to remedy any violation. The District shall provide the designated agent appropriate training and resources necessary to protect the District.

If a content owner reasonably believes that the District’s technology resources have been used to infringe upon a copyright, the owner may notify the designated agent.

**Trademark**

The District protects all District and campus trademarks, including names, logos, mascots, and symbols, from unauthorized use.

School-Related Use

The District grants permission to students, student organizations, parent organizations and other District-affiliated school-support or booster organizations to use, without charge, District and campus trademarks to promote a group of students, an activity or event, a campus, or the District, if the use is in furtherance of a school-related business or activity. The Superintendent ~~or designee~~ shall determine what constitutes use in furtherance of a school-related business or activity and is authorized to revoke permission if the use is improper or does not conform to administrative regulations.

Public Use

Members of the ~~general~~ public, outside organizations, vendors, commercial manufacturers, wholesalers, and retailers shall not use District trademarks without ~~the written permission of~~ authorization from the Superintendent ~~or designee~~. Any production of merchandise with District trademarks for sale or distribution must be pursuant to a trademark licensing agreement and may be subject to the payment of royalties.

Any individual, organization, or business that uses District ~~or campus~~ trademarks without appropriate authorization ~~shall~~ may be subject to legal action.

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

**Violations of Standards of Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

**Weapons Prohibited**

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action. ~~[See the CKE series]~~ [see the CKE series];
2. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent ~~or~~ designee.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

**Safety Requirements** Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

**Harassment or Abuse** An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

**Relationships with Students** An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

**Tobacco and Nicotine Products and E-Cigarettes** ~~An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]~~

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs / Notice of Drug-Free Workplace** As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered “under the influence” of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee’s job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee’s personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee’s child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments,  
Convictions, and  
Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for

any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
  - Dishonesty; fraud; deceit; theft; misrepresentation;
  - Deliberate violence;
  - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
  - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
  - Felony driving while intoxicated (DWI); or
  - Acts constituting abuse or neglect under the Texas Family Code.

**Dress and Grooming**

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

**Dyslexia and Related Disorders**

The District shall comply with all applicable state rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test regarding students with dyslexia and related disorders, including the “Dyslexia Handbook” and the provision of dyslexia instruction for students with dyslexia or a related disorder as determined by the student’s admission, review, and dismissal committee.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

<b>Referral</b>	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the <del>assessment</del> identification procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
<b>Identification Criteria</b>	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
<b>Assessments</b>	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
<b>Selection</b>	A <del>selection</del> placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
<b>Notification</b>	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

<b>Reassessment</b>	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
<b>Transfer Students</b>	When a student identified as gifted by a previous school district enrolls in the District, the <del>selection</del> placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.
Interdistrict	[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
<b>Furloughs</b>	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.  In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
<b>Exit Provisions</b>	The District shall monitor student performance in response to gifted and talented program services. If at any time the <del>selection</del> placement committee or a parent determines <del>it is in the best interest of the student to exit</del> the program <del>is not meeting the student's educational needs</del> , the committee shall meet with the parent and student before finalizing an exit decision.
<b>Appeals</b>	A parent, student, or educator may appeal any final decision of the <del>selection</del> placement committee regarding <del>selection for or exit from</del> services in the gifted and talented program. Appeals shall be made first to the <del>selection</del> placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
<b>Program Evaluation</b>	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus im-

provement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

**Funding**

The ~~District's~~ Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program ~~shall address effective use of funds for programs~~ are spent providing and ~~services consistent with the standards in the state plan~~ enhancing the District's program and that a method accounting for expenditures related to the gifted and talented ~~students~~ program is established and aligns with the Texas Education Agency's financial compliance guidance.

**Community Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

**Program to Address  
Child Sexual Abuse,  
Trafficking, and  
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child  
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

#### Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

#### Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

#### Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of ~~the Texas Department of Family and Protective Services (DFPS)~~ at (800)-252-5400 or the [Texas Abuse Hotline Website](#)<sup>1</sup>;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.

[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

**Confidentiality**

~~In accordance with state law, the~~The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

**Immunity**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report  
Suspected Child  
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities  
Regarding  
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

Granbury ISD  
111901

STUDENT WELFARE  
CHILD ABUSE AND NEGLECT

FFG  
(LOCAL)

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<sup>1</sup> Texas Abuse Hotline ~~Website~~website: <http://www.txabusehotline.org>

DATE ISSUED: ~~10/21/2021~~1/29/2025  
UPDATE 418124  
FFG(LOCAL)-A

128

Adopted:

4 of 4

**Access to District Property**

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

**Ejection or Exclusion under Education Code 37.105**

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

**Off-Campus Activities**

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

**Prohibitions**

Tobacco and  
E-Cigarettes

The District prohibits smoking and the use of tobacco products ~~and~~, e-~~cigarettes~~, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

*Exceptions*

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]



**2024-2025  
Budget Amendment #5  
General Operating**

February 17, 2025 Meeting Proposed Budget Amendment #5		Increase	Decrease	Net Effect
<b>Object</b>	<b>Revenue</b>			
5700	Revenue Generated	0	0	
5800		0	0	
5900		0	0	
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Function</b>	<b>Expenses</b>			
11	AMS - Amend funds from SD for spring rewards trip	2,000	0	
	Emma - Amend funds for employee travel and supplies	3,500	0	
	<b>Overall effect on Function 11</b>	<b>5,500</b>	<b>0</b>	<b>5,500</b>
12	<b>Overall effect on Function 12</b>	<b>0</b>	<b>0</b>	<b>0</b>
13	AMS - Amend funds from SD for spring rewards trip	0	2,000	
	<b>Overall effect on Function 13</b>	<b>0</b>	<b>2,000</b>	<b>(2,000)</b>
21	<b>Overall effect on Function 21</b>	<b>0</b>	<b>0</b>	<b>0</b>
23	Emma - Amend funds for employee travel and supplies	1,000	0	
	<b>Overall effect on Function 23</b>	<b>1,000</b>	<b>0</b>	<b>1,000</b>
31	SPED - Amend funds for TASB membership for 504	0	950	
	<b>Overall effect on Function 31</b>	<b>0</b>	<b>950</b>	<b>(950)</b>
32	<b>Overall effect on Function 32</b>	<b>0</b>	<b>0</b>	<b>0</b>
33	<b>Overall effect on Function 33</b>	<b>0</b>	<b>0</b>	<b>0</b>
34	Facilities - Amend funds for maintenance vehicle repairs	565	0	
	<b>Overall effect on Function 34</b>	<b>565</b>	<b>0</b>	<b>565</b>
36	<b>Overall effect on Function 36</b>	<b>0</b>	<b>0</b>	<b>0</b>
41	SPED - Amend funds for TASB membership for 504	950	0	
	<b>Overall effect on Function 41</b>	<b>950</b>	<b>0</b>	<b>950</b>
51	Facilities - Amend funds for maintenance vehicle repairs	0	565	
	Emma - Amend funds for employee travel and supplies	0	4,500	
	<b>Overall effect on Function 51</b>	<b>0</b>	<b>5,065</b>	<b>(5,065)</b>
52	<b>Overall effect on Function 52</b>	<b>0</b>	<b>0</b>	<b>0</b>
53	<b>Overall effect on Function 53</b>	<b>0</b>	<b>0</b>	<b>0</b>
61	<b>Overall effect on Function 61</b>	<b>0</b>	<b>0</b>	<b>0</b>
71	<b>Overall effect on Function 71</b>	<b>0</b>	<b>0</b>	<b>0</b>
81	<b>Overall effect on Function 81</b>	<b>0</b>	<b>0</b>	<b>0</b>
91	<b>Overall effect on Function 91</b>	<b>0</b>	<b>0</b>	<b>0</b>
93	<b>Overall effect on Function 93</b>	<b>0</b>	<b>0</b>	<b>0</b>
99	<b>Overall effect on Function 99</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Total</b>	<b>8,015</b>	<b>8,015</b>	<b>0</b>

Other Donations from Community:

Donation from Optimist Club of Granbury to the GISD Childrens Charity account to fund child nutrition negative accounts.	456.38
Donation from an anonymous donor to the GISD Childrens Charity account to fund child nutrition negative accounts at the Baccus campus	300.00
Donation from the Acton Elementary PTO for the fourth grade field trip to Austin	6,426.75
Donation from Barry and Ann Van Duzee to GMS to fund the outdoor ropes course repair	2,500.00
Donation from Optimist Club of Granbury to GMS to fund the outdoor ropes course repair	500.00
Donation from Julia Pannell to GMS in appreciation for the art back drop for winners ceremony	60.00
Donation from Granbury Pirate Boys Golf Booster Club to the Pirate Boys Golf team to supplement travel	3,300.00
Donation from Lady Pirate Golf Booster Club to the Lady Pirate Golf team to supplement travel	2,100.00
Donation from Stowaways Booster Club to the Stowaways Drill team for team gear	1,895.52
Donation from Rockbury, Inc.(Cheryl Wenrich) to the GHS Bleacher Creatures to purchase supplies	50.00
Donation from Derek & Dannielle Thomas to the GHS Bleacher Creatures to purchase overalls	65.00
Donation from Kelly Jeffrey to the GHS Auto Tech department for supplies	200.00
Donation from American Legion 491 to the MCJROTC Rifle and PT team	1,636.53
Donation from Optimist Club of Granbury to the GHS JR Optimist Club to fund Uncrustables for the athletic department	800.00
Donation from Christian Brothers (Michael and Donna Loter) to the Community Relations department for employee appreciation gift cards	100.00
Total Donations from Community	<b>20,390.18</b>

**Granbury Independent School District**

**Fiscal Year 2024-2025**

	<b>Adopted Budget</b>	<b>Prior Budget Amendments</b>	<b>Budget Amendment 2/17/2025</b>	<b>Revised Budget</b>
<b>REVENUE</b>				
5700 Local Revenue	76,026,730	-	-	76,026,730
5800 State Revenue	16,002,246	-	-	16,002,246
59/7900 Federal Programs/Other Sources	1,872,965	-	-	1,872,965
<b>Total</b>	<b>93,901,941</b>	<b>-</b>	<b>-</b>	<b>93,901,941</b>
<b>EXPENDITURES</b>				
11 Instruction & Instr. Related Services	56,019,573	(43,119)	5,500	55,981,954
12 Instructional Resources & Media Serve	814,295	(2,000)	-	812,295
13 Curriculum & Instr. Staff Development	810,677	(17,223)	(2,000)	791,454
21 Instructional Leadership	1,168,517	1,125	-	1,169,642
23 School Leadership	4,425,860	2,000	1,000	4,428,860
31 Guidance, Counseling & Evaluation Serve	2,604,355	(1,375)	(950)	2,602,030
32 Social Work Services	-	0	-	-
33 Health Services	571,762	0	-	571,762
34 Student (Pupil) Transportation	4,113,609	990,000	565	5,104,174
35 Food Service	-	0	-	-
36 Co curricular/Extracurricular Activities	2,229,788	0	-	2,229,788
41 General Administration	3,135,945	28,002	950	3,164,897
51 Plant Maintenance and Operations	9,050,561	300	(5,065)	9,045,796
52 Security & Monitoring Services	1,688,178	0	-	1,688,178
53 Data Processing Services	1,629,021	(144,675)	-	1,484,346
61 Community Services	52,911	0	-	52,911
71 Debt Service (M&O)	39,158	176,965	-	216,123
81 Facilities Acquisition	57,500	1,217,665	-	1,275,165
91 Contracted Instruction Services - Chapter 41	3,740,231	0	-	3,740,231
93 Shared Services Arrangement	-	0	-	-
99 Other Governmental Charges	1,750,000	0	-	1,750,000
00 Other Uses	-	0	-	-
<b>Total Budgeted Expenditures</b>	<b>93,901,941</b>	<b>2,207,665</b>	<b>-</b>	<b>96,109,606</b>
<b>Excess Revenue over (Under) Expenditures</b>	<b>-</b>	<b>(2,207,665)</b>	<b>-</b>	<b>(2,207,665)</b>



**OFFICE OF SUPERINTENDENT**

<b>For:</b>	<b>Board of Trustees</b>
<b>Date:</b>	<b>February 17, 2025</b>
<b>Action:</b>	<b>Consent</b>

<b>TO: Board of Trustees</b>
<b>From: Tammy Clark</b>
<b>Date: February 17, 2025</b>
<b>RE: Granbury Middle School Course Catalog for the 2025-26 school year</b>

**SUMMARY:**

Granbury Middle School principals have reviewed and updated the current course catalog for the 2025-2026 school year. Our catalog includes course offerings to meet the diverse needs of our students and set them up for success. This catalog is aligned to our mission and strategic planning setting up the middle school students to be ready to transition to the High School well.

**RECOMMENDATION:**

It is recommended that the Board approve the proposed course catalog and pick sheets for the 2024-25 school year.

**Respectfully submitted,**

**Tammy Clark**  
**Assistant Superintendent**



**REQUIRED COURSES:**

- 601 READING / LANGUAGE ARTS
- 602 MATH
- 603 SCIENCE
- 604 SOCIAL STUDIES 6
- 609 TECHNOLOGY IN ACTION

*The following information will be used by a committee to place students in Honors RLA and/or in Honors Math*

- \*\* Successful Completion of 5th Grade Courses: Math and/or RLA
- \*\*MAP Growth Scores
- \*\*STAAR Scores
- \*\*Common Assessment Scores
- \*\*District Benchmark Scores

**Physical Education**

*All students MUST choose one PE elective:*

- \_\_\_ 60PG **GIRLS'** FITNESS & WELLNESS (PE)
- \_\_\_ 60PB **BOYS'** FITNESS & WELLNESS (PE)
- ..... **OR** .....
- \_\_\_ 61PG **GIRLS'** PRE-ATHLETICS  
(FOR ASPIRING ATHLETES)
- \_\_\_ 61PB **BOYS'** PRE-ATHLETICS  
(FOR ASPIRING ATHLETES)

**ELECTIVE COURSES**

*Elective Choices are listed below.*

**NUMBER YOUR CHOICES 1, 2, & 3.**

*You will ONLY be scheduled into ONE of the choices.*

**\*\*NUMBERS ONLY, NO CHECKS\*\***

*If it is determined that a student needs intervention in reading or math, he/she will be placed in a mandatory reading or math intervention class in place of an elective.*

\_\_\_ 605G **GIRLS'** CHOIR

\_\_\_ 605B **BOYS'** CHOIR

\_\_\_ 606 ART A

\_\_\_ 607 BAND

*Specific band classes will be assigned by band director; based on instrument.*

**ADDITIONAL INFORMATION**

**SCHEDULE CHANGES:** Course selections made during pre-registration are considered FINAL. Any request for a change in a course after spring pre-registration must be made in writing. The random changing of courses at the beginning of school will not be honored due to the impact these changes have on classroom enrollment and the disruption of classroom instruction.

Granbury ISD reserves the right to change course selections depending on test results, individual school staffing & other factors which may impact course offerings. When selecting courses, it is the responsibility of the parent & the student to make certain that the courses selected are the ones they want.

Equal opportunities are provided by GISD for all students without regard to race, color, national origin, sex, & handicapping conditions.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Parent email:** \_\_\_\_\_



NAME: \_\_\_\_\_

ID: \_\_\_\_\_

**REQUIRED COURSES:**

- 701 READING/LANGUAGE ARTS
- 702 MATH
- 703 SCIENCE
- 704 SOCIAL STUDIES 7
- J709 PROJECT SUCCESS

*The following information will be used by a committee to place students in Honors RLA and/or in Honors Math*

\*\*Successful completion of 6th Grade Courses: Math and/or RLA

\*\*District Benchmark Scores

\*\*STAAR Scores

\*\*MAP Growth Scores

\*\*Common Assessment Scores

**You will choose a total of 3 electives from the list below  
NUMBER THEM 1, 2, & 3 (3 will be an alternate)**

\_\_\_ 705G **GIRLS'** BEG CHOIR  
*(1st time taken)*

\_\_\_ 705B **BOYS'** BEG CHOIR  
*(1st time taken)*

\_\_\_ 715JG **GIRLS'** ADV CHOIR  
*(2nd time - specific classes assigned by director)*

\_\_\_ 715JB **BOYS'** ADV CHOIR  
*(2nd time - specific classes assigned by director)*

\_\_\_ 708 THEATER ARTS

\_\_\_ 707 BEG BAND  
*(1st time taken)*

\_\_\_ 717 ADV BAND  
*(2nd time taken - specific classes assigned by director)*

\_\_\_ 706 ART A  
*(1st time taken)*

\_\_\_ 716 ART B  
*(2nd time taken)*

\_\_\_ 7YB YEARBOOK  
*application submitted \_\_ YES \_\_ NO*

*\*\*You MUST choose an elective from this column in 7th grade and/or in 8th grade.\*\**

\_\_\_ 71PG **GIRLS'** ATHLETICS

\_\_\_ 71PB **BOYS'** ATHLETICS

\_\_\_ 70PG **GIRLS'** FITNESS & WELLNESS (PE)

\_\_\_ 70PB **BOYS'** FITNESS & WELLNESS (PE)

\_\_\_ 70PA Partner PE (AMS Only)  
Girls & Boys - *Application Only*  
*Application submitted \_\_ YES \_\_ NO*

\_\_\_ 70D DANCE

*\*\*If it is determined that a student needs intervention in reading or math, he/she will be placed in a mandatory reading or math intervention class in place of an elective.*

\_\_\_ 7 AVID  
*application submitted \_\_ YES \_\_ NO*

**ADDITIONAL INFORMATION**

**SCHEDULE CHANGES:** Course selections made during pre-registration are considered FINAL. Any request for a change in a course after spring pre-registration must be made in writing. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.

Granbury ISD reserves the right to change course selections depending on test results, individual school staffing & other factors which may affect course offerings. When selecting courses, it is the responsibility of the parent & the student to make certain that the courses selected are the ones they want.

Equal opportunities are provided by GISD for all students without regard to race, color, national origin, sex, & handicapping conditions.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

135

**Parent Signature:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Parent email:** \_\_\_\_\_



NAME: \_\_\_\_\_

ID: \_\_\_\_\_

The following information will be used by a committee to place students in Honors RLA and/or in Algebra 1

**REQUIRED COURSES:**

- 801 READING/LANGUAGE ARTS
- 802 MATH
- 803 SCIENCE
- 804 SOCIAL STUDIES 8

- \*\*Successful completion of 7th Grade Courses: Math and/or RLA
- \*\*District Benchmark Scores
- \*\*MAP Growth Scores
- \*\*STAAR Scores
- \*\*Common Assessment Scores

**You will choose a total of 4 ELECTIVES from the list below;  
NUMBER THEM 1, 2, 3 & 4 (4 will be an alternate)**

- \_\_\_ J815G **GIRLS' CHOIR**  
*(specific classes assigned by director)*
- \_\_\_ J815B **BOYS' CHOIR**  
*(specific classes assigned by director)*

*\*\*If it is determined that a student needs intervention in reading or math, he/she will be placed in a mandatory reading or math intervention class in place of an elective.*

- \_\_\_ J807 **BEG BAND**  
*(1st time taken)*
- \_\_\_ J817 **ADV BAND**  
*(2nd & 3rd year - specific classes assigned by director)*

*\*\*If you did NOT take a PE in 7th grade, you MUST take an elective from this column.\*\**

- \_\_\_ J816 **ART 1**
- \_\_\_ **8 YEARBOOK**  
*application submitted \_\_YES \_\_NO*

- \_\_\_ J81PG **GIRLS' ATHLETICS**
- \_\_\_ J81PB **BOYS' ATHLETICS**

- \_\_\_ J808 **THEATER ARTS 1**  
*(1st time taken)*
- \_\_\_ J818 **THEATER ARTS 2**  
*(2nd time taken)*  
*Theater Production by invitation only*

- \_\_\_ J81S **HS SPANISH 1**  
*(Must pass 7th grade RLA STAAR)*
- \_\_\_ J83S **HS SPANISH 3**  
*(Advanced Spanish for Native Speakers only)*

- \_\_\_ J80PG **GIRLS PE**
- \_\_\_ J81PB **BOYS PE**
- \_\_\_ J80D **DANCE 1 (1st time taken)**
- \_\_\_ J81D **DANCE 2 (2nd time taken)**

- \_\_\_ J819 **PRINCIPLES OF APPLIED ENGINEERING**
- \_\_\_ J809 **PRINCIPLES OF AG**
- \_\_\_ **8 AVID**      \_\_\_ *Returning AVID Student*  
                             \_\_\_ *New to AVID*  
                                     \_\_\_ *Application Submitted*  
                                     \_\_\_ *yes \_\_no*

- \_\_\_ **70PA Partner PE (AMS Only)**  
*Girls & Boys - Application Only*  
*Application submitted \_\_ YES \_\_ NO*

**ADDITIONAL INFORMATION**

**SCHEDULE CHANGES:** Course selections made during pre-registration are considered FINAL. Any request for a change in a course after spring pre-registration must be made in writing. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.

Granbury ISD reserves the right to change course selections depending on test results, individual school staffing & other factors which may affect course offerings. When selecting courses, it is the responsibility of the parent & the student to make certain that the courses selected are the ones they want.

Equal opportunities are provided by GISD for all students without regard to race, color, national origin, sex, & handicapping conditions.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Parent email:** \_\_\_\_\_

# 6th Grade Courses

As students progress through Middle School, they begin to plan for their future. Students in the 6th grade begin to find their interests, strengths, and weaknesses. These will develop through course selections, speakers and presenters, specialized programs.

## Required Courses

The following prerequisites will be used to place students in Honors RLA and/or in Honors Math 6.

- \*\*MAP Growth Scores
- \*\*Math STAAR Scores
- \*\*Reading STAAR Scores
- \*\*Common Assessment Scores
- \*\*District Benchmark Scores

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### **6TH GRADE RLA**

This course is designed to build upon prior knowledge from previous grades in the areas of reading, written language, research, thinking, and oral language. Students will be reading and writing daily and be exposed to various types of literature. Students will take a state-mandated (STAAR) test at the end of the year.

### **6TH GRADE MATH**

In addition to strengthening prior learning in math, the primary focal points of Grade 6 math are using ratios to describe direct proportional relationships involving numbers, geometry, measurement, probability, and adding and subtracting decimals and fractions. Students will take a state-mandated (STAAR) math assessment at the end of the year.

### **6TH GRADE SCIENCE**

The content in the 6th-grade science course is heavily weighted on physical science. Students will be involved with investigations and field experiences at least 40% of the time. Some of the content in this course will appear on a state-mandated assessment (STAAR) at the end of the 8th grade course.

### **6TH GRADE SOCIAL STUDIES**

In Grade 6, students study people, places, and societies of the contemporary world. The course also enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation.

### **6TH GRADE FITNESS AND WELLNESS**

Boys and girls will be divided into separate classes.

Classes meet every day and each student is expected to change into shorts, shirt, shoes, and socks every day. Students are expected to strive for 100% participation. Each student needs to

set a fitness goal for the year. The students will be tested on the one-mile run in the fall and again in the spring. Various sports will be covered throughout the year. Education for life wellness will be incorporated for students.

### **6TH GRADE FITNESS AND WELLNESS FOR ASPIRING ATHLETES (PRE-ATHLETICS)**

A Pre-Athletic Fitness and Wellness Course is available for students interested in pursuing athletics during 7th and 8th grade in middle school.

### **6TH GRADE TECHNOLOGY IN ACTION**

This required technology course for all 6th-grade students will allow students to enhance and learn a variety of skills necessary to be successful in both their educational journey, as well as prepare them for the future. This course will encompass keyboarding, STEAM activities, AVID, Google Academy, Xello Individual Career Interests, Digital Portfolios, and more.

## **Fine Arts Electives**

### **CHOIR 6**

Students learn how to sing, how to read music, and how to perform. Students will do a fall and winter concert, have an opportunity to compete at a Solo and Ensemble Contest, sing as a group in a contest, and perform a spring program. Learning is stressed within the framework of being part of a team. There are required choir performances throughout the school year which are reflected in the course grade.

### **BAND 6**

Band 6 is open to any student in the 6th grade regardless of musical background or experience. The beginning band classes provide instruction on basic music theory as well as the fundamentals of how to play the following instruments: flute, oboe, clarinet, bassoon, saxophone, trumpet, trombone, baritone, tuba, and percussion. Students will have an opportunity to try out the different instruments in the spring of their 5th-grade year or when school begins in the fall. Once an instrument is chosen for that individual student it is their responsibility to furnish that instrument. Schools will provide some of the more expensive instruments (tuba, baritone, bassoon, oboe) for a one-time fee at the beginning of each year. There are required band performances throughout the school year that are reflected in the course grade.

### **ART**

This course is designed to provide an appreciation for art and to emphasize techniques in problem-solving, and creative thinking through development of the following skills:

Perception- activities that help students illustrate themes through direct observation, personal experience using the elements and principles of art.

Creative Expression- activities illustrating original artwork using a variety of media: pencil, printmaking, paint, sculpture, ceramics, fiber-art, photographic, imaginary, and electronic media-generated art.

Historical/Cultural Heritage- activities that expose students to art from different historical eras and cultural influences.

Response/Evaluation- comparing and analyzing artworks of others and self through group and individual critiques and shows.

## **Pre-Placement Classes for Grades 6-8**

### **MATH INTERVENTION**

In this course, students will receive necessary math intervention for meeting their individual needs to ensure success in the classroom and on mandatory assessment.

### **READING INTERVENTION**

The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. This class helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

### **DYSLEXIA INTERVENTION**

It is a sequential program designed specifically for students with dyslexia to develop their language skills. Only students that require this type of intervention will be chosen to be enrolled in this course.

## 7th Grade Courses

In the 7th grade, students can use the information gained in 6th grade to either continue along the path they have chosen or select a different elective in which they are interested. Students in the 7th grade will continue to find and expand on their interests and strengths to help them with this process.

School-sponsored extracurricular activities will begin in full force in the 7th grade. Students in the 7th grade will also begin their High School Graduation Plan. This plan will be revisited every year until the student graduates. During the Course Selection Process, students will talk to their parents about interests, select an Endorsement for planning courses, and begin the process of their 4-year Graduation Plan.

## Required Courses

The following prerequisites will be used to place students in Honors RLA and/or in Honors Math 7.

- \*\*Successful Completion of Honors 6th Grade Course Math and/or RLA (85 or better)
  - \*\*MAP Growth Scores
  - \*\*Math STAAR Scores
  - \*\*Reading STAAR Scores
  - \*\*Common Assessment Scores
  - \*\*District Benchmark Scores
- 

### **7TH GRADE RLA**

This course is designed to build upon prior knowledge from previous grades in the areas of reading, written language, research, thinking, and oral language. Students will be reading and writing on a daily basis and be exposed to various types of literature. Students will take a state-mandated (STAAR) test at the end of the year.

### **7TH GRADE HONORS RLA**

This rigorous course is designed for students who love ELA! In this course, students will learn all of the same TEKS as a standard ELA course but they will engage in additional academic challenges. Students will take a state-mandated (STAAR) math assessment toward the end of the year.

### **7TH GRADE MATH**

In addition to strengthening prior learning in math, the primary focal points at Grade 7 are using direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. Students will take a state-mandated (STAAR) math assessment toward the end of the year.

### **7TH GRADE HONORS MATH**

7th Grade Honors Math is a challenging course for high-achieving students who demonstrate a high level of math proficiency. The course will include math standards from both 7th and 8th grades and will accelerate students through the state curriculum. Students will take state-mandated (STAAR) math assessment toward the end of the year.

### **7TH GRADE SCIENCE**

The content in the 7th grade science course is heavily weighted on physical organisms and the environment. Students will be involved with investigations and field experiences at least 40% of the time. Some of the content in this course will appear on a state-mandated assessment (STAAR) at the end of the 8th grade course.

### **7TH GRADE SOCIAL STUDIES**

In Grade 7, students study the history of Texas from early times to the present. The course also enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation.

### **7TH GRADE PROJECT SUCCESS (HIGH SCHOOL CREDIT)**

This 7th-grade project-based class integrates Career and Technical Education (CTE) knowledge and skills, general employability skills, and community service projects. Through hands-on projects and activities, students will develop essential skills, explore career pathways, learn about community service organizations, and foster personal growth. This course aims to produce a growth mindset, inspire students to pursue their passions and help them make informed decisions about their academic and career pathways in future years.

## **Athletics/PE Electives**

### **BOYS' ATHLETICS OR GIRLS' ATHLETICS**

The athletic program offers three sports for young men – football, basketball, and track. Three sports are offered for young ladies – volleyball, basketball, and track. The young men and ladies who choose to take athletics should be competitive, disciplined, responsible, and dependable. Student athletes must make passing grades in order to participate along with having a physical on file before the student can work out. Parents are expected to provide transportation to/from before or after school practices.

### **FITNESS AND WELLNESS**

Boys and girls will be divided into separate classes. Classes meet every day and each student is expected to change into shorts, shirt, shoes, and socks every day. Students are expected to strive for 100% participation. Each student will be asked to set a fitness goal for the year. Various sports will be covered throughout the year. Education for life wellness will be incorporated for students.

## **PE DANCE FOR BOYS AND GIRLS**

This class is designed to teach students the basic technique and skills in Jazz, Lyrical, and Hip Hop. In each dance form studied, students will learn dance routines, have a few opportunities to learn how to create dance choreography in group assignments, as well as, become prepared for high school dance class or Drill Team. Students are introduced to basic dance vocabulary, dance technique and movement. Students are required to dress out and participate every day.

## **PARTNER PE FOR BOYS AND GIRLS (AMS Only)**

Partner PE provides physical education strategies for grades 6-8 activities pairing age-appropriate peers in an integrated setting. Modifications for students with developmental and physical disabilities will be made so all students will be able to participate in units of instruction including basketball, flag football, kickball, soccer, baseball, volleyball, and many others. Partner PE uses a framework for implementing best practices in adapted physical education. Application required for students to participate in the class.

## **Fine Arts Electives**

### **CHOIR**

Seventh-grade choirs are divided into boys' choir and girls' choir. Choir continues the study of how to sing correctly, how to read music, and how to perform, and a higher level of excellence is expected of the seventh-grade choir. We do a fall concert, audition for All-Region Choir, sing a Christmas concert, participate in Solo and Ensemble Contest, sing for Concert and Sight-Reading Contest, and perform a spring program. There are some outside rehearsals and all of the programs are outside the school day. There are required choir performances throughout the school year that are reflected in the course grade.

### **BAND**

Students enrolled in band will be placed into sections according to instrument and ability. Band placement will be based on results from auditions held in May. An emphasis is placed on rhythmic accuracy and note reading as well as tone production and technique for each instrument. Students with no prior band experience will be placed in a beginner band section. All bands will perform in a Holiday and Spring Concert as well as have an end of the year band trip. In addition, members of the band will perform at various football games and participate in the UIL Concert and Sight Reading Contest. There are required band performances throughout the school year that are reflected in the course grade.

### **THEATER ARTS**

This course appeals to students seeking experience in theatrical performance and group participation in goal-related activities. The seventh-grade program is an introduction to theater. Students will recognize and begin to develop the many skills needed for an apprentice performer.

This course might include:

- Movement and dance
- Pantomime and Improvisation
- Vocal production
- Theatre History
- Technical theatre design
- Analysis of dramatic literature
- Playwriting

### **ART A (1ST TIME TAKEN IN MIDDLE SCHOOL)**

This course is designed to provide an appreciation for art and to emphasize techniques in problem solving, and creative thinking through development of the following skills:

Perception- activities that help students illustrate themes through direct observation, personal experience using the elements and principles of art.

Creative Expression- activities illustrating original artwork using a variety of media: pencil, printmaking, paint, sculpture, ceramics, fiber-art, photographic, imaginary, and electronic media-generated art.

Historical/Cultural Heritage- activities that expose students to art from different historical eras and cultural influences.

Response/Evaluation- comparing and analyzing artworks of others and self through group and individual critiques and shows.

### **ART B (2ND TIME TAKEN IN MIDDLE SCHOOL)**

This course is designed to build upon the skills developed in Art A, while continuing to provide an appreciation for art and emphasizing techniques in problem solving and creative thinking.

The major emphasis of the art program is individual development.

This course includes drawing skills, sculpture, painting, print art, scratch art, graphic design, and study of the elements of art.

## **Additional Electives**

### **AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)**

The AVID elective class provides academic and leadership support for students entering rigorous coursework that prepares them from a pathway to university studies. AVID students learn organization and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivation activities to make their college dream reality.

Students will attend field trips to university campuses throughout the year.

### **SPANISH PREP**

This class is designed to help students develop listening, speaking, reading, and writing skills in Spanish and to expose the student to the different cultures of the Spanish-speaking world. A wide variety of methods and techniques will be used to reach, motivate, and challenge each student. The topics discussed will include various tenses of verb conjugation, conversation development in familiar topics, cultural celebrations, history, art, and people. This course would not be appropriate for native Spanish speakers.

## Pre-Placement Classes for Grades 6-8

### **MATH INTERVENTION**

In this course, students will receive necessary math intervention for meeting their individual needs to ensure success in the classroom and on mandatory assessment.

### **READING INTERVENTION**

The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. This class helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

### **DYSLEXIA INTERVENTION**

It is a sequential program designed specifically for students with dyslexia to develop their language skills. Only students who require this type of intervention will be chosen to be enrolled in this course.

## 8th Grade Courses

In the 8th grade, students begin implementing the Graduation Plan developed in the 7th grade. Course selections in the 8th grade are important because the student's high school journey begins. As students begin to select courses in the 8th grade, they need to be looking at the Foundation Graduation requirements, endorsement areas of interest, how to receive an Associate's Degree when they graduate from high school, and begin to understand the ranking process for grades 9-12.

A planning sheet is available for parent/student use. During the Course Selection process, students and parents will work together to complete the student's 4 Year Graduation Plan and declare an Endorsement.

## Required Courses

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The following prerequisites will be used to place students in Honors ELA and/or in Algebra 1.

- \*\*Successful Completion of Honors 7th Grade Course Math and/or ELA (85 or better)
  - \*\*MAP Growth Scores
  - \*\*Math STAAR Scores
  - \*\*Reading STAAR Scores
  - \*\*Common Assessment Scores
  - \*\*District Benchmark Scores
- 

### **8TH GRADE RLA**

This course is designed to build upon prior knowledge from previous grades in the areas of reading, written language, research, thinking, and oral language. Students will be reading and writing on a daily basis and be exposed to various types of literature. Students will take a state-mandated (STAAR) math assessment toward the end of the year.

### **8TH GRADE HONORS RLA**

This rigorous course is designed for students who love ELA! This course will build upon prior knowledge from previous grades in the areas of reading, written language, research, thinking, and oral language. Students will be reading and writing on a daily basis and be exposed to various types of literature. Students will take a state-mandated (STAAR) math assessment toward the end of the year.

### **8TH GRADE MATH**

In addition to strengthening prior learning in math, the primary focal points at Grade 8 are using basic principles of algebra to analyze and represent both proportional and non-proportional linear relationships and using probability to describe data and make predictions. Students will take a state-mandated (STAAR) math assessment toward the end of the year.

### **ALGEBRA I (HS CREDIT)**

8th Grade Algebra 1 is an accelerated course. The course consists of high school Algebra 1 standards. Participation in the course is based on a student's 7th grade math course grades, district common assessments, district benchmarks, and STAAR performance. Students will take a state-mandated (STAAR-EOC) math assessment at the end of the year.

### **8TH GRADE SCIENCE**

The content in the 8th grade science course is heavily weighted on earth and space science. Students will be involved with investigations and field experiences at least 40% of the time. Students will also be taking a state-mandated assessment (STAAR) toward the end of the year for this course.

### **8TH GRADE SOCIAL STUDIES**

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The course also enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation. Students will also be taking a state-mandated assessment (STAAR) toward the end of the year for this course.

## **Athletics/PE Electives**

### **BOYS' ATHLETICS OR GIRLS' ATHLETICS (HS PE CREDIT)**

The athletic program offers three sports for young men - football, basketball, and track. Three sports are offered for young ladies - volleyball, basketball, and track. The young men and ladies who choose to take athletics rather than Physical Education should be competitive, disciplined, responsible, and dependable. Student athletes must make passing grades in order to participate along with having a physical on file before the student can work out. Parents are expected to provide transportation to before or after school practices.

### **FITNESS AND WELLNESS (HS PE CREDIT)**

Boys and girls will be divided into separate classes.

Classes meet every day and each student is expected to change into shorts, shirt, shoes, and socks every day. Students are expected to strive for 100% participation. Each student needs to set a fitness goal for the year. The students will be tested on the one-mile run in the fall and again in the spring. Various sports will be covered throughout the year. Education for life wellness will be incorporated for students.

### **PE DANCE 1 FOR BOYS AND GIRLS (HS PE CREDIT)**

This class is designed to teach students the basic techniques and skills in Jazz, Lyrical, and Hip Hop. In each dance form studied, students will learn dance routines, have a few opportunities to learn how to create dance choreography in group assignments, as well as, become prepared for high school dance class or Drill Team. Students are introduced to basic dance vocabulary, dance technique, and movement. There are dance performance opportunities throughout the school year. Students are required to dress out and participate every day.

## **PE DANCE 2 FOR BOYS AND GIRLS (HS PE CREDIT)**

This class is designed to help students with advanced technique and skills in Jazz, Lyrical, and Hip Hop. In each dance form studied, students will learn dance routines, have a few opportunities to learn how to create dance choreography in group assignments, as well as, become prepared for high school dance class or Drill Team. Students review basic dance vocabulary, dance technique, and movement. There are dance performance opportunities throughout the school year. Students are required to dress out and participate every day.

## **PARTNER PE FOR BOYS AND GIRLS (AMS Only)**

Partner PE provides physical education strategies for grades 6-8 activities pairing age-appropriate peers in an integrated setting. Modifications for students with developmental and physical disabilities will be made so all students will be able to participate in units of instruction including basketball, flag football, kickball, soccer, baseball, volleyball, and many others. Partner PE uses a framework for implementing best practices in adapted physical education. Application required for students to participate in the class.

## **Fine Arts Electives**

### **BAND (HS CREDIT)**

Students enrolled in band will be placed into sections according to instrument and ability. Band placement will be based on results from auditions held in May. An emphasis is placed on rhythmic accuracy and note reading as well as tone production and technique for each instrument. Students with no prior band experience will be placed in a beginner band section. All bands will perform in a Holiday and Spring Concert as well as have an end of the year band trip. In addition, members of the band will perform at various football games and participate in the UIL Concert and Sight Reading Contest. There are required band performances throughout the school year that are reflected in the course grade.

### **CHOIR (HS CREDIT)**

Eighth-grade choirs continue the study of how to sing correctly, how to read music, and how to perform, and a higher level of excellence is expected of the eighth-grade choir. A fall concert, All-Region Choir, Christmas concert, Solo and Ensemble Contest, Concert and Sight-Reading Contest, and a spring program are a few of the performances which the choir participates in throughout the school year. There are some outside rehearsals, but only a few, and all the programs are outside the school day. Eighth grade students are given many opportunities to perform in the community, and are encouraged to do independent singing. There are required choir performances throughout the school year which are reflected in the course grade.

### **THEATER ARTS 1 (HS CREDIT)**

This course serves as an introduction to Theatre and further explorations of the skills needed for the theater.

1. Perceptions – activities and exercises in developing characters based upon perceptions of
2. Creative expression and performance through movement, improvisation, original play production, and play
3. Historical/cultural heritage – study of timeline and progression of theater over

#### 4. Critical evaluation – Analyze and evaluate any kind of

### **ART B**

This course is designed to provide an appreciation for art and to emphasize techniques in problem-solving and creative thinking. The major emphasis of the art program is individual development. The art department participates in UIL competitions in the spring. This course is not offered as a high school credit.

## Foreign Language Electives

### **SPANISH I (HS CREDIT)**

Spanish I will be a yearlong study in which reading, writing, listening and speaking will be reinforced with daily practice. Students will acquire an understanding of basic grammatical structures. You must have passed the Reading portion of the STAAR test and have a recommendation from your language arts teacher to take this class. Successful completion of this class will take the place of Spanish I in high school.

### **SPANISH 3 (NATIVE SPEAKERS)**

Reinforces conversational patterns in culturally authentic situations and focuses on reading, writing, and higher order thinking. Compacts the study of standard grammar and expands vocabulary. Includes the culture of various Hispanic countries. High school credit(s) will be awarded for successful completion of both semesters of the course. Grades received in these courses are not used in the calculation of high school GPA.

## Additional Electives

### **AVID ELECTIVE (HS CREDIT)**

The 8th grade AVID elective class provides academic and leadership support for students entering rigorous coursework that prepares them for a pathway to university study. AVID students continue to refine WICOR (writing, inquiry, collaboration, organization, and reading) strategies in order to prepare them for rigorous high school courses and then vertically into the university setting. Students will be required to take at least one advanced course. Students will be attending field trips to universities and industry workplaces.

### **PRINCIPLES OF APPLIED ENGINEERING (HIGH SCHOOL CREDIT)**

This activity-oriented, hands-on program is designed to challenge and engage students, preparing them for Career and Technology courses at the high school level. Instructors of this class have extensive training in Project Lead the Way curriculum units and modules. Each unit engages students in activities that develop creativity, critical thinking, communication, collaboration, and problem solving while building knowledge in computer science, engineering, and reinforcing math and science curriculum. Students will explore technology and hands-on learning through Computer Animated Design, Automation and Robotics, STEAM activities, and more.

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Using design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics platform to design, build, and program real-world objects.

### **PRINCIPLES OF AGRICULTURE (HIGH SCHOOL CREDIT)**

Agriculture feeds and clothes the world! Learn about all aspects of agriculture including animals, horticulture, natural resources, and green energy. This foundational class introduces FFA and various leadership opportunities and competition within the ag program. Students do not have to raise an animal to be a part of the ag program.

## Pre-Placement Classes for Grades 6-8

### **MATH INTERVENTION**

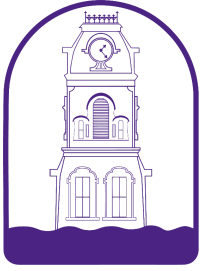
In this course, students will receive necessary math intervention for meeting their individual needs to ensure success in the classroom and on mandatory assessment.

### **READING INTERVENTION**

The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. This class helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

### **DYSLEXIA INTERVENTION**

It is a sequential program designed specifically for students with dyslexia to develop their language skills. Only students who require this type of intervention will be chosen to be enrolled in this course.



# GRANBURY

INDEPENDENT SCHOOL DISTRICT

<b>For:</b>	<b>Board of Trustees</b>
<b>Date:</b>	<b>February 12, 2025</b>
<b>Action:</b>	<b>Action</b>

<b>TO:</b>	<b>Dr. Morawski &amp; the Granbury ISD Board of Trustees</b>
<b>From:</b>	<b>Lissa Oliver</b>
<b>Date:</b>	<b>February 12, 2025</b>
<b>RE:</b>	<b>Approval of the 2025-26 School Calendar</b>

**SUMMARY:**

**State Requirements**

**Students (Minutes):** The state requires students to attend 75,600 minutes per year. Granbury ISD students attend 460 minutes per day. The calendar presented for board approval has students attending 167 days (165 full days and 2 early release) for a total of 76,420 minutes, providing 820 minutes (equal to 1.8 student days) for flexibility.

**Staff (Days):** Texas Education Code requires educator contracts be a minimum of 187 days of service. The calendar presented for board approval has teachers working 187 days (167 days with students and 20 staff days), providing up to 2,100 professional development waiver minutes for flexibility.

**Calendar Development**

**Surveys:** A calendar survey was sent to staff in October and then to District Advisory Council (DAC) and parents/guardians on the calendar committee in December. During the 2-month period it remained open, 447 survey responses including 102 open-ended comments provided valuable input for calendar drafting.

**Drafts:** State requirements, survey input, and other factors (employee work calendars, payroll calendars, staff absence data, professional development plans, graduation ceremony date, etc.) were used to draft data-driven options that were revised by principals and other administrators during Principal PLC meetings in January.

**Votes:** Given the amount of survey input and without a vastly different section option, the team proposed one version to staff in January. After realizing some staff might have anticipated a call for votes based on the past, a slightly different version was drafted and presented to staff and parents/guardians on the calendar committee for vote. The calendar presented for board approval received 51% of the 472 votes.

**RECOMMENDATION:**

It is the recommendation of the administration to approve the 2025-26 School Calendar as presented.

**Respectfully submitted,**

*Lissa Oliver*

**Lissa Oliver**  
**Director of Community Relations**

# 2025-26 School Calendar

[www.granburyisd.org/calendar](http://www.granburyisd.org/calendar)

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## REQUIREMENTS

- **Students** = 75,600 minutes / **Teachers** = 187 days

## DATA

- **447 Survey Responses**
  - Half preferred Christmas Break use 15 of the 28 allotted holidays, half preferred fewer days be used (10 & 13 most favored)
  - Long Weekends preferred in October, February, and April
  - Staff Days/Student Holidays preferred on Fridays
  - Early Release preferred on days dismissed for break and last day of each semester
- **102 Survey Comments**
  - 32 requesting long weekends for staff throughout the year; 20 suggesting a fall break; 17 favoring a longer Christmas Break, 16 asking Christmas Break be shortened to create time off for staff at other times; 15 suggesting the consideration of moving to 4-day weeks
- **Other**
  - District Initiative Training; Employee Work Calendars; Payroll Calendars; Staff Absences for Personal Business and/or Illness: (October = 823 in 2024; 752 in 2023; 640 in 2022; 710 in 2021; 668 in 2020; 614 in 2019)
- **472 Votes**
  - 51% in favor of Proposed Draft #2
  - 66 uninterested; 264 interested in surveys; 96 interested in attending meetings; 58 interested in attending workshops

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## NOTES

- **Considerations for the future**
  - staff, DAC, and calendar committee input valuable; principal collaboration imperative; football schedule helpful; voting opportunity anticipated and appreciated; district comparison beneficial; begin process earlier; more input from parents/guardians & community





# GRANBURY

INDEPENDENT SCHOOL DISTRICT

## 2025 - 2026 SCHOOL CALENDAR

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

CALENDAR KEYS	
	First & Last Day of School
	Staff Day - District Initiative Training
	Staff Day - Convocation
	Staff Day - Professional Development
	Student & Staff Holiday
	Early Release Day
	Beginning/End of Grading Period
	STARS Graduation
	GHS Graduation

DATES AT A GLANCE	
Aug. 14:	First Day of School
Sept. 1:	Labor Day
Oct 3 - 6:	Fall 4-Day Weekend
Nov. 24 - 28:	Thanksgiving Break
Dec. 18:	STARS Graduation
Dec. 19 - Jan 5:	Christmas Break
Jan. 19:	Martin Luther King, Jr. Day
Mar. 16 - 20:	Spring Break
April 3:	Good Friday
May 21:	Last Day of School
May 21:	STARS Graduation
May 22:	GHS Graduation
May 25:	Memorial Day

GRADING PERIODS	
1st Semester: 80 Days	
GP 1: August 14 - September 19	
GP 2: September 23 - October 30	
GP 3: November 3 - December 18	
2nd Semester: 87 Days	
GP 4: January 8 - February 13	
GP 5: February 17 - April 2	
GP 6: April 6 - May 21	

SCHOOL TIMES	
Elementary Schools:	7:25 a.m. - 3:05 p.m.
Middle Schools:	8:35 a.m. - 4:15 p.m.
Granbury High School:	8:45 a.m. - 4:25 p.m.
STARS Accelerated High School:	8:35 a.m. - 4:15 p.m.
BTC:	8:30 a.m. - 3:30 p.m.

EARLY RELEASE TIMES	
Elementary Schools:	11:45 a.m.
Middle Schools/STARS/BTC:	12:55 p.m.
Granbury High School:	1:05 p.m.

OTHER DATES TO NOTE	
6th Grade Pirate Camp:	August 11
Elementary Meet The Teacher:	August 12

**GRANBURY INDEPENDENT SCHOOL DISTRICT**

**INTEROFFICE MEMO**

**Curriculum, Instruction and Assessment Department**

**TO:** Dr Courtney Morawski, Superintendent  
GISD Board of Trustees

**FROM:** Stacie Brown

**DATE:** February 11, 2025

**RE: TIA Spending Plan for 24-25 school year**

**SUMMARY:**

Attached is the district wide spending plan for teachers in Granbury ISD that came to us with a designation through Teacher Incentive Allotment by their former districts. Granbury ISD will submit their application for TIA approval in April.

This plan was created and approved by the TIA District Local Designation Committee for submission to the Board of Trustees.

Respectfully submitted,

*Stacie Brown*  
*Director of Curriculum, Instruction and Assessment*

## 24-25 Granbury ISD Teacher Incentive Allotment District Spending Plan

*Teacher Incentive Allotment (TIA) elevates the education profession by recognizing and rewarding highly effective teaching and incentivizing outstanding teachers to remain in the classroom and improve student outcomes. Districts use TIA funds to retain their best teachers, recruit promising new teachers, and incentivize teachers to work in high-needs schools and difficult-to-staff positions.*

*The purpose of the Teacher Incentive Allotment is to reward, recruit, and retain outstanding teaching staff.*

### Statutory Requirement for the Distribution of Allotment Funds

*Statute requires that at least 90% of TIA funds must be spent on student-facing instructional staff on the campus where the designated teacher works. Up to 10% can be used to support teachers in getting designated. TIA funds must be spent prior to August 31st each year.*

### Granbury ISD's Distribution of Allotment Funds

Teachers will receive TIA compensation annually based on their designation level and the campus allotment amount. **Campus designated teachers will receive 93% of the total designation and the district will retain 7% of the costs associated with implementing a local designation system to support teachers in earning a designation.** Compensation will be distributed in the form of a stipend to be paid in three installments during the months of May, June, and July. **Payments in June will be contingent upon renewal of the employee's GISD contract for the following school year.**

- Designated teachers will be paid 33% of the allotment in the form of a stipend on **May 30, 2025.**
- Designated teachers will be paid 33% of the allotment on **June 15, 2025 – This payment is contingent on the employee's contract renewal for the 25-26 school year.**
- Designated teachers will be paid the remaining 34% of the allotment on **June 30, 2025 – This payment is contingent on the employee's contract renewal for the 25-26 school year.**

- Designated teachers who retire and complete the 24-25 school year will receive **1 payout on May 30, 2025**. Payments will not be forwarded.

If the designated teacher leaves the school district prior to the payout timeline listed above, the remaining amount will be split evenly across the campus to teachers that meet a proficient on their appraisal (proficient or above on all indicators) and had an attendance rate of 95% or greater. The TIA payout is subject to federal and state taxes & fees and is TRS eligible. The allotment will show on the employee's pay stub as "**TIA PAY**". Personal employee taxes (TRS, TRS-CARE, Medicare & Federal Taxes) are then deducted.

**EXAMPLE of a TIA Allotment for a GISD Exemplary Designated Teacher**

<b>+ \$ 7,454.00</b>	Total award amount from the state (Exemplary level designation)
<b>\$ -521.78</b>	Minus 7% retained by the district to support teachers in becoming designated
<b>= \$ 6,932.22</b>	<b>Total gross awarded to the employee as "TIA PAY"</b>

On the pay stub, the employee will see:

<b>+ \$ 6,932.22</b>	<b>TIA PAY</b>
<b>- \$921.99</b>	Employee taxes ( <b>estimated</b> at 13.3%)
<b>+ \$ 6,010.23</b>	<b>(Approximate) Total after deduction of employee taxes and fees</b>

**GRANBURY INDEPENDENT SCHOOL DISTRICT**

**INTEROFFICE MEMO**

**Curriculum, Instruction and Assessment Department**

**TO:** Dr. Courtney Morawski, Superintendent  
GISD Board of Trustees

**FROM:** Karla Willmeth  
**DATE:** February 11, 2025  
**RE:** District Gifted and Talented Policy  
and Procedures

**SUMMARY:**

Section 29.121 of the Texas Education Code requires school districts to develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code.

The Texas State Plan for the Education of Gifted and Talented Students was revised in September of 2024 and released in December of 2024, incorporating minor adjustments to vocabulary, which we have reflected in our manual (changes/edits from the 2024 Texas State Plan for the Education of Gifted and Talented Students are **highlighted**). Additionally, we have revised our GISD forms and identification procedures to ensure consistency in our identification processes throughout the district.

Approval of this policy and procedures manual will allow GISD to continue to improve how we serve our gifted and talented students by specifically outlining screening, identification, and services for our GT student population.

**RECOMMENDATION:**

It is recommended that the board approve the submission of the proposed GISD Gifted and Talented Policy and Procedures Manual with 2024 updates.

Respectfully submitted,

Karla Willmeth  
Assistant Director of Curriculum and District GT Coordinator



## GRANBURY INDEPENDENT SCHOOL DISTRICT GIFTED AND TALENTED POLICY AND PROCEDURES MANUAL

School Board Approved (            )

*Granbury ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education 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 of the Rehabilitation Act of 1973, as amended.*

*This section does not permit a home-rule school district to discriminate against a student who has been diagnosed as having a learning disability, including dyslexia or attention deficit/hyperactivity disorder. Discrimination prohibited by this subsection includes denial of placement in a gifted and talented program if the student would otherwise be qualified for the program but for the student's learning disability. This section does not permit a home-rule school district to, on the basis of race, socioeconomic status, learning disability, or family support status, place a student in a program other than the highest-level program necessary to ensure the student's success. **TEC §12.012***

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## **Granbury ISD GT Vision, Mission, and Motto**

### ***Vision Statement***

The Vision of the Gifted and Talented Program in Granbury ISD is to inspire and empower students to realize their fullest potential by fostering an environment where creativity, innovation, and excellence are the norms.

Our vision includes:

- **Creating Future Leaders:** We aim to develop students who are not only academically proficient but also equipped with the leadership skills necessary to make a positive impact in a global society.
- **Encouraging Innovation:** Through interdisciplinary curriculum and experiential learning opportunities, we strive to cultivate an innovative mindset that encourages students to think purposefully, critically, and strategically to solve complex problems.
- **Building a Community of Learners:** Our program envisions creating a community of learners where students, educators, and families collaborate to support and celebrate the achievements of every gifted and talented student.
- **Lifelong Impact:** Ultimately, our vision is to instill a lifelong passion for learning and discovery, equipping students with the skills and mindset to thrive in a rapidly changing world and contribute meaningfully to society.

### ***Mission Statement***

The mission of the Gifted and Talented Program in Granbury ISD is to cultivate the intellectual, creative, and personal growth of our students by providing an enriching, challenging, and supportive learning environment.

We are committed to:

- Equip gifted and talented students with the skills, knowledge, and mindset necessary to achieve their fullest potential and become innovative leaders of tomorrow.

### ***Motto***

"Ignite Potential, Inspire Innovation, Impact the Future."

**TEXAS STATE PLAN  
FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS**

**Texas State Plan for the Education of Gifted/Talented Students**

**CHAPTER 29. EDUCATIONAL PROGRAMS, Subchapter D. Educational Programs for Gifted and Talented Students, §29.123. State Plan; Assistance**

The State Board of Education shall develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other EDUCATION CODE Statute text rendered on: 11/2/2022 - 758 - assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

**STATE GOAL FOR SERVICES FOR  
GIFTED STUDENTS**

**Texas State Plan for the Education of Gifted/Talented Students**

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.

**STATE DEFINITION OF  
GIFTED/TALENTED STUDENTS**

**TEXAS EDUCATION CODE**

**CHAPTER 29. EDUCATIONAL PROGRAMS, Subchapter D. Educational Programs for Gifted and Talented Students, Section §29.121. DEFINITION**

In this subchapter, "gifted and talented student" means 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.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

## GISD GIFTED/TALENTED POLICY AND PROCEDURES MANUAL

This manual seeks to fulfill the requirements of the *Texas State Plan for the Education of Gifted/Talented Students* as follows:

<b>Texas State Plan for the Education of Gifted/Talented Students</b>
<b>FIDELITY OF SERVICES</b> School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.
1.10 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.
<b>STUDENT ASSESSMENT IDENTIFICATION</b> Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.
2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).
<b>FAMILY/COMMUNITY INVOLVEMENT</b> The district involves family and community members in services designed for gifted/talented students throughout the school year.
6.1 Written policies are developed on gifted/ talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).

## PROGRAM ACCOUNTABILITY

<b>Texas Administrative Code</b>
<b>Title 19, Part II, Chapter 89: Adaptations for Special Populations, Subchapter A: Gifted/Talented Education, Rule §89.5: Program Accountability</b>
School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented.

<b>Texas State Plan for the Education of Gifted/Talented Students</b>
<b>FIDELITY OF SERVICES</b> <b>School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.</b>
<p><b>1.2</b> Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.</p> <p><b>1.5</b> Annual evaluation activities are conducted for the purpose of continued service development. (added) <b>The summary of the evaluation with program highlights is provided to the school board upon completion.</b></p> <p><b>1.6</b> Long-range evaluation of services is based on evidence obtained through gifted/talented appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).</p>
<b>FAMILY/COMMUNITY INVOLVEMENT</b> <b>The district involves family and community members in services designed for gifted/talented students throughout the school year.</b>
<p><b>6.8</b> The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).</p>

<b>Granbury ISD Policy</b>
<b>EHBB(LOCAL)-B Update 119, Issued 6/23/2022, Adopted 8/22/22: SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS</b>
<p><b>Program Evaluation</b> The District shall annually evaluate the effectiveness of the District's gifted and talented 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, school counselors, students in the gifted and talented program, and the community.</p>

<b>Granbury ISD Procedures</b>
<p>The G/T Advisory Committee met regularly over three years (2019-2023) to review and make recommendations to the Gifted/Talented education policies and procedures for Granbury ISD in order to meet requirements of the 2019 Texas State Plan for the Education of Gifted/Talented Students. The committee consisted of GISD community members, parents of gifted and talented students, school staff, and personnel specializing in gifted and talented education. A new committee will be formed in Spring of 2025 to ensure that the GISD GT program and services align with all requirements and effectively address our students' needs in accordance with the new 2024 Texas State Plan for the Education of Gifted and Talented Students.</p>

# Granbury ISD GT Advisory Committee

The 2024 Texas State Plan for the Education of Gifted and Talented Students was released in December of 2024.



## SPRING 2025

- Review revised 2024 State Plan and compare/contrast to the 2019 plan
  
- Create a NEW GT Advisory Committee
  - GT Advisory Committee will review be on a 3 year cycle to review and make recommendations for
    - 2025 = district programming curriculum for GT services in 6-12 grade
    - 25-26 = district and family engagement
    - 26-27 = review assessments and identification of GT

## Previous GT Advisory Committee



## *G/T Advisory Committee*



### 2019-2020 School Year:

- Review revised 2019 State Plan & compare/contrast to 2009 Plan
- Create GT Advisory Council

### 2020-2021 School Year:

- Develop Action Plan for compliance with new criteria
- Teacher Training: state and district requirements

### 2021-2022 School Year:

- Establish district GT K-12 Programming Curriculum
- Teacher Training: state and district requirements

### 2022 - 2023 School Year:

- 2019 Revised State Plan must be fully implemented
- Compose GISD GT Comprehensive Program Guide

## STUDENT ASSESSMENT

### Texas Administrative Code

#### Title 19, Part II, Chapter 89: Adaptations for Special Populations, Subchapter A: Gifted/Talented Education, Rule §89.1: Student Assessment

##### §89.1 Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) Include provisions for ongoing screening and selection of students who perform, or show potential for performing, at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) Include data and procedures designed to ensure that students from all populations in the district have access to the assessment process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;
- (4) Provide for final qualification of students (through a blind process) to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students;

### Texas Education Code

#### CHAPTER 29. EDUCATIONAL PROGRAMS, Subchapter D. Educational Programs for Gifted and Talented Students, §29.122. Establishment

(a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying...gifted and talented students in the district ...

### Texas State Plan for the Education of Gifted/Talented Students

#### FIDELITY OF SERVICES

School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).

#### STUDENT ASSESSMENT

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

2.2 Referral procedures for assessment identification of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible. 2.3 Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.

2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.

2.14 Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).

2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year.

## STUDENT ASSESSMENT

### Texas State Plan for the Education of Gifted/Talented Students, continued

#### STUDENT ASSESSMENT

**Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.**

**2.16** Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).

**2.17** Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.

**2.18** Based on a review of information gathered during the ~~assessment~~ **identification** process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the ~~selection~~ **placement** committee for gifted/talented services.

**2.19** Students are assessed in languages they understand or with nonverbal assessments.

**2.20** All kindergarten students are automatically considered for gifted/talented and other advanced level services.

**2.21** At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at or show the potential of accomplishment relative to age peers.

**2.22** In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.

**2.23** If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.

**2.24** Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).

**2.25** The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.

**2.26** Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).

**2.27** The ~~selection~~ **placement** committee is formed of members who have completed training as required by 19 TAC §89.2

**2.28** A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the ~~selection~~ **placement** committee in making identification decisions. (added) **The placement committee will consult with other committees or representatives to address student exceptionalities, language, or other circumstances.**

#### FAMILY/COMMUNITY INVOLVEMENT

**The district involves family and community members in services designed for gifted/talented students throughout the school year.**

**6.3** Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.

## STUDENT ASSESSMENT

### Granbury ISD Policy

#### **EHBB(LOCAL)-B Update 119, Issued 6/23/2022, Adopted 8/22/22: SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS**

##### **Referral**

Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.

##### **Screening and Identification Process**

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

##### **Parental Consent**

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

##### **Identification Criteria**

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

##### **Assessments**

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

##### **Selection**

A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

##### **Notification**

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

## STUDENT ASSESSMENT

### Granbury ISD Procedures

#### **Screening and Identification Process**

The District will provide assessment opportunities to screen and identify for kindergarten in the window of January - February of each year and for referred students no later than April of each school year.

During the spring semester, prior to the kindergarten identification process, Granbury ISD will release an online, recorded gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.

#### **Parental Consent**

All **kindergarten students** are automatically considered for gifted/talented services. (TSPEGTS 2.20) If initial testing reveals a need for further screening, Granbury ISD will obtain written parental consent before continuing. Granbury ISD will obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process for all **referred students**. All student information collected during the screening and identification process will be an educational record and included in a student's permanent, cumulative record.

#### **Identification Criteria**

Criteria used by Granbury ISD to identify gifted and talented students will be specific to the state definition of gifted and talented and will ensure the fair assessment of students with special needs, such as the culturally diverse, the economically disadvantaged, and students with disabilities.

#### **Assessments**

Data collected through both objective and subjective assessments will be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following:

##### **Objective (Quantitative):**

- Naglieri Nonverbal Achievement Test, 3<sup>rd</sup> Edition (NNAT3), Grades K-12,
- MAP Student Growth assessment,
  - Mathematics (Grades K-9),
  - Reading (Grades 3-10),
  - Science (Grades 5-9),
- mCLASS Early & Foundational Literacy Assessment,
  - Reading (Grades K-2),
- STAAR results (Grades 3-11),

##### **Subjective (Qualitative):**

- Parent/Guardian Survey,
- Teacher(s) Survey,
- Student conferences (optional), and
- Student work portfolios provided by teacher(s) and parents (optional).

#### **Selection**

A selection committee at each campus will evaluate each referred student according using district created profile forms and will identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee will be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, the campus a counselor, and a campus administrator.

## STUDENT ASSESSMENT

### Granbury ISD Procedures, continued

#### **Notification**

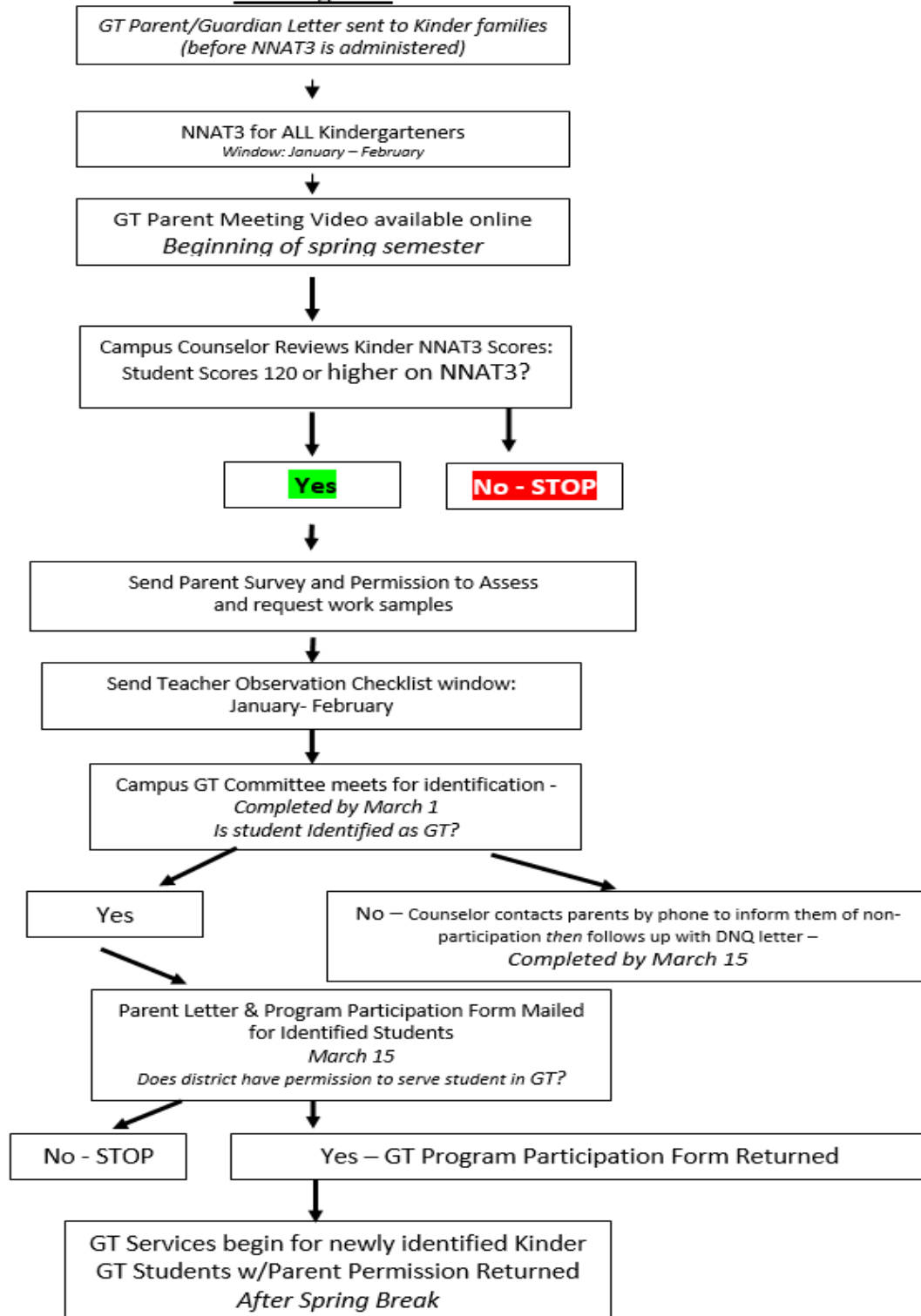
Granbury ISD provides written notification to parents/guardians of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students will be voluntary, and the District will obtain written permission from the parents/guardians before placing a student in a gifted and talented program.

Counselors will first call referred and screened students to let them know the G/T Committee decision. They will follow up the phone call to parents whose students qualify by sending an acceptance letter with a G/T Service Permission Form attached to obtain written permission from the parents/guardian before placing a student in a gifted and talented program. They will follow up with parents/guardians whose students did not qualify with a DNQ letter.

Any parents/guardians may request a meeting with the campus counselor to review screening and identification results and/or profile data for their child. We prefer not to send out screening results without a parent/guardian meeting to discuss the data and decision in person. Parents/guardians may have a copy of the results at the meeting. All NNAT3 results should have a red cover sheet attached before being placed in a permanent cumulative folder or given to the parent/guardian.



**Gifted & Talented Program  
Screening and Identification Process  
Kindergarten**





## **Gifted & Talented Program 1<sup>st</sup> – 12<sup>th</sup> grade Referral for GT Identification Process**

### **First through Twelfth Grades**

#### **Referral (To be completed by March 1)**

- Teachers, counselors, parents, or other interested persons may request GT screening (Grades 1-12) by completing a GISD GT Referral Form. Referrals are due by March 1.

#### **Guidelines**

- Spring Semester (by end of SW 4): Parent meetings w/Spanish Interpretation are created by the GISD Curriculum Department and sent out digitally to all parents/guardians by GISD Communication Department informing parents of GT Referrals for screening process.
- Parents requesting screening in grades 1-12 are given a GISD GT Referral Form due back to campus by March 1<sup>st</sup>.

#### **Assessment (To be completed by May 1)**

- NNAT3 (Referred students in grades 1-12)
- Parent Information Form (G/T-PIF) - returned by May 1
- Teacher Observation Checklist (G/T-TOC) - returned by May 1

#### **Guidelines**

- Parent/Guardian completes Parent/Guardian Consent to Assess before student is given the NNAT3.
- The NNAT3 should be administered by a qualified examiner.
- If student scores below 120 on the NNAT3, **STOP**. No further testing is needed. Student will NOT qualify for the GISD GT program. (Counselor will call parent/guardian and let them know the committee decision and send DNQ letter to parent/guardian.)
- If student scores 120 or higher, the campus counselor sends home the Parent Information Form (G/T-PIF) w/ request for work samples.
- Teachers complete a Teacher Observation Checklist (G/T-TOC) w/work samples for each requested student in grades 1-12.
- For secondary students, a student interview may also be held. This is optional.

#### **Identification (To be completed by May 15<sup>th</sup>)**

- Campus Committees of no less than 3 members who have received training in Nature & Needs of GT Students meet to complete profile forms and decide on GT Programming

#### **Guidelines**

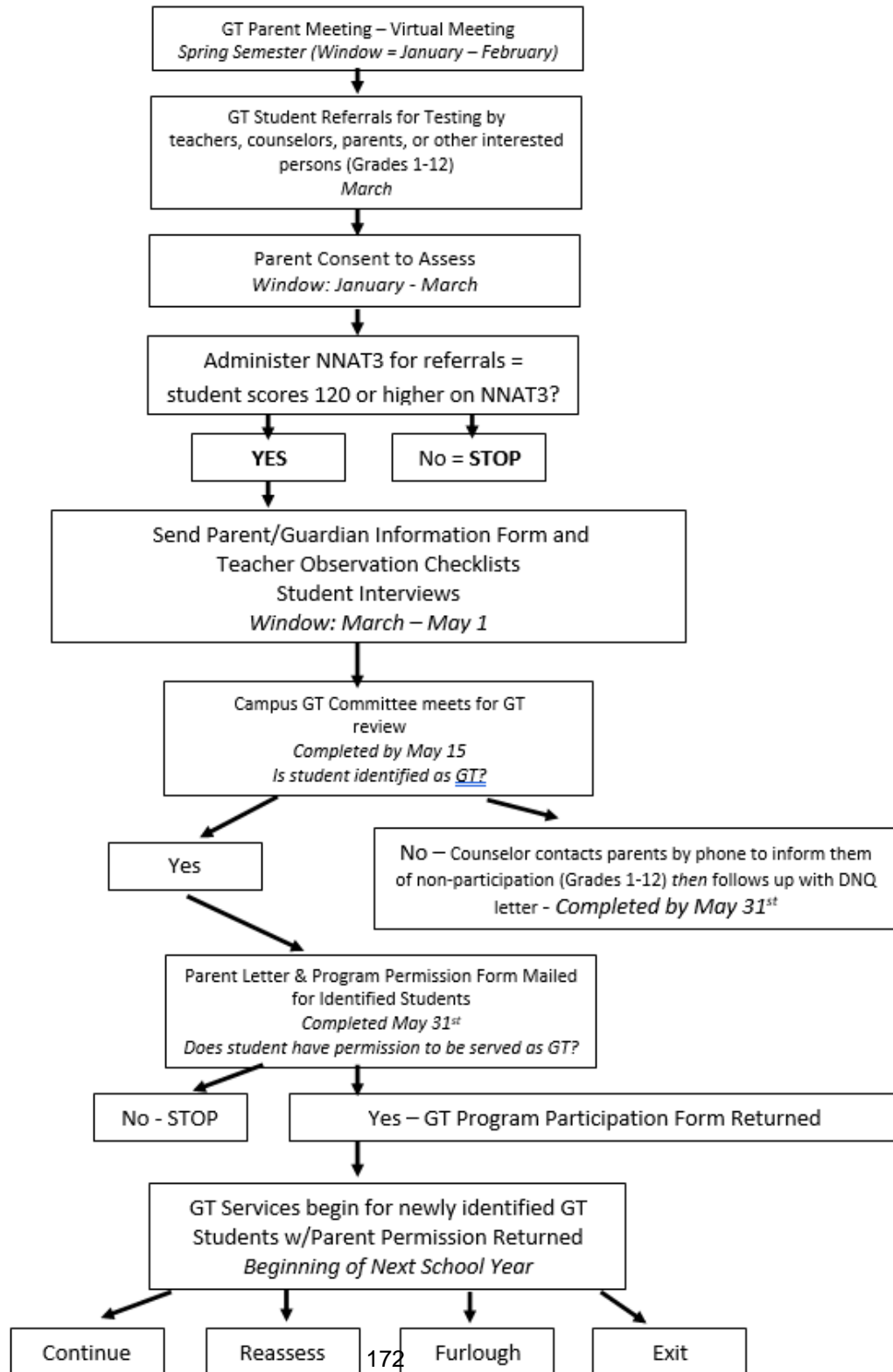
- Counselor completes Student GT Identification Report before committee meets with all required data points. Make sure to use most recent MAP, mClass and STAAR scores.
- To be placed in the Program, the student should exhibit an educational need to receive GT Services.
- Committee uses all data to make a decision that is in the best interest of the child's educational need.

#### **Programming (To be completed by May 31<sup>st</sup>)**

- By May 31<sup>st</sup>, parents will be notified by letter if their child was identified as GT and placed in the GISD GT Program.
- Parents must return signed Parent/Guardian Program Permission Form for their child to participate in the GT Program.
- Counselors contact parents by phone if student was not identified as GT and follow up with a DNQ letter.
- All identification paperwork is put in folders to be placed in the students' cumulative folders. If the student was GT identified, paperwork is placed in a yellow folder and if NOT identified, in a manila folder. NNAT3 test scores must have a cover sheet attached.
- GT Program Services begin the following school year.



**Gifted & Talented Program  
Screening and Identification Process  
1<sup>st</sup> through 12<sup>th</sup> Grade**



## APPEALS

<b>TEXAS ADMINISTRATIVE CODE</b>
<b>Title 19, Part II, Chapter 89: Adaptations for Special Populations, Subchapter A: Gifted/Talented Education, Rule §89.1: Student Assessment</b>
School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must: (5) Include provisions regarding...appeals of district decisions regarding program placement.
<b>Texas State Plan for the Education of Gifted/Talented Students</b>
<b>STUDENT ASSESSMENT</b> <b>Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.</b>
<b>2.13</b> Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.
<b>Granbury ISD Policy</b>
<b>EHBB(LOCAL)-B SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS</b> <b>Update 119, Issued 6/23/2022, Adopted 8/22/22:</b>
<b>Complaints</b> A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
<b>Granbury ISD Policy</b>
<b>FNG(LOCAL)-A Update 115, Issued 7/16/2020: STUDENT RIGHTS AND RESPONSIBILITIES/STUDENT AND PARENT COMPLAINTS/CRIEVANCES</b>
<b>Other Complaint Processes</b> Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB
<b>Granbury ISD Procedures</b>
Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the counselor or principal.  For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at <a href="https://pol.tasb.org/home/index/669">https://pol.tasb.org/home/index/669</a> . The complaint forms can be accessed at the superintendent's office.  To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.  If the concern is not resolved, a parent or student may request a conference with the superintendent.  If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

## TRANSFER STUDENTS

<b>Texas Administrative Code</b>
<b>Title 19, Part II, Chapter 89: Adaptations for Special Populations, Subchapter A: Gifted/Talented Education, Rule §89.1: Student Assessment</b>
School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must: (5) include provisions regarding...transfer students...
<b>Texas Administrative Code</b>
<b>Title 19, Part II, Chapter 89: Adaptations for Special Populations, Subchapter FF: Commissioner's Rules Concerning Transition Assistance for Highly Mobile Students who are Homeless or in Substitute Care, Rule §89.1609: Placement in Educational Programs and Courses</b>
(a) When a student who is homeless or in substitute care transfers before or during the school year, the receiving school district or open-enrollment charter school shall initially place the student in educational programs and courses based on the student's prior enrollment in and current educational assessments from the sending school. (1) Educational programs include, but are not limited to, gifted and talented program services...

<b>Texas State Plan for the Education of Gifted/Talented Students</b>
<b>STUDENT ASSESSMENT</b> <b>Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.</b>
<b>2.7</b> Provisions regarding transfer students... (19 TAC §89.1(5)).  <b>2.8</b> Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.  <b>2.9</b> When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.

<b>Granbury ISD Policy</b>
<b>EHBB(LOCAL)-B SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS Update 119, Issued 6/23/2022, Adopted 8/22/22</b>
<b>Transfer Students</b> <i>Interdistrict:</i> When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate. [See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children] <i>Intradistrict</i> A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

**Granbury ISD Policy**

**FDD(LEGAL)-P ADMISSIONS MILITARY DEPENDENTS  
Update 116, Issued 1/14/2021**

**Educational Program Placement**

The district shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs...This does not preclude the district from performing subsequent evaluations to ensure appropriate placement of the student.

**Granbury ISD Procedures**

**Transfer Students, including Interdistrict, Intradistrict, homeless, and military dependents**

Granbury ISD will accept the gifted and talented student placement from former states, districts, and campuses. Incoming students with gifted/talented documentation from the referring state, district, or campus will be placed in our gifted/talented program to receive appropriate services. The student may be reassessed the next spring using GISD's screening instruments, but this is not required.

## REASSESSMENT, FURLOUGHS, EXIT PROVISIONS

### TEXAS ADMINISTRATIVE CODE

#### Title 19, Part II, Chapter 89: Adaptations for Special Populations, Subchapter A: Gifted/Talented Education, Rule §89.1: Student Assessment

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (5) Include provisions regarding furloughs, reassessment, exiting of students from program services...

### Texas State Plan for the Education of Gifted/Talented Students

#### STUDENT ASSESSMENT

**Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.**

2.10 Policy is adopted allowing student furlough ~~(the opportunity for students to have a leave of absence from gifted/talented program services)~~ for specified reasons and for a certain period of time without being exited.

2.11 Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.

2.12 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.

### Granbury ISD Policy

#### EHBB(LOCAL)-B Update 119, Issued 6/23/2022, Adopted 8/22/22: SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

##### Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

##### Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

##### Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

## REASSESSMENT, FURLOUGHS, EXIT PROVISIONS

### Granbury ISD Procedures

#### **Reassessment**

Progress Reports will be shared with parents at the end of each semester. If the District believes there is reason to reassess a student in the gifted and talented program in grades 1-12 based on a student's performance in a G/T pull-out or class, the counselor will call or meet with the parent to discuss the concern. A reassessment will occur no more than once in elementary grades (1-5), once in middle school grades (6-8), and once in high school grades (9-12).

#### **Furloughs**

The District can place on a furlough any student who is 1) unable to achieve and maintain satisfactory performance in a G/T pullout or class, 2) whose educational needs are not being met in the G/T pullout or class, or 3) unwilling to receive services due to a parent concern. A furlough may be initiated by the District, the parent, or the student. A furlough decision is made in a parent conference with the counselor and/or principal. A furlough form will be completed by the parent and placed in the student's permanent cumulative folder and the PEIMS code removed from Skyward.

Granbury ISD can issue a furlough for one year. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program. If the student reenters the gifted and talented program, the PEIMS code must be coded as receiving services in PEIMS.

#### **Exit Provisions**

Progress Reports will be shared with parents at the end of each semester. If the G/T Committee or a parent determines that it is in the best interest of the student to exit the program, the counselor and/or administrator will meet with the parent and student before finalizing an exit decision. An exit form will be completed by the parent and placed in the student's permanent cumulative folder.

## COMMUNITY AWARENESS

### Texas State Plan for the Education of Gifted/Talented Students

#### STUDENT ASSESSMENT

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

2.5 An awareness session providing an overview of the ~~assessment~~ identification procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.

2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.

#### 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.

3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.

#### FAMILY/COMMUNITY INVOLVEMENT

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

6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited collected annually.

6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.

6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.

6.5 An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).

6.7 Orientation and periodic updates (added) pertaining to the district's gifted and talented services are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.

### Granbury ISD Policy

#### EHBB(LOCAL)-B Update 119, Issued 6/23/2022, Adopted 8/22/22: SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

##### Screening and Identification Process

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.

##### Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

### Granbury ISD Procedures

At the beginning of the spring semester, the district will provide an awareness session, either released online or in person, to provide an overview of the identification procedures and services for gifted/talented students in both English and Spanish. Orientation of the screening and identification procedures and programming will be provided. A call for referrals will be given, and state-level parent association and advocacy groups will be provided. Input on identification and identification procedures will be requested.

## STUDENT SERVICES

<b>TEXAS ADMINISTRATIVE CODE</b>
<b>Title 19, Part II, Chapter 89: Adaptations for Special Populations, Subchapter A: Gifted/Talented Education, Rule §89.3: Student Services</b>
<p>School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include: (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;</p> <p>(2) a continuum of learning experiences that leads to the development of advanced-level products and performances;</p> <p>(3) in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and</p> <p>(4) opportunities to accelerate in areas of strength.</p>
<b>Texas Education Code</b>
<b>CHAPTER 29. EDUCATIONAL PROGRAMS, Subchapter D. Educational Programs for Gifted and Talented Students, §29.122. Establishment</b>
<p>(a) Using criteria established by the State Board of Education, each school district shall adopt a process for...serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.</p>
<b>CHAPTER 29. EDUCATIONAL PROGRAMS, Subchapter D. Educational Programs for Gifted and Talented Students, §29.123. State Plan; Assistance</b>
<p>The State Board of Education shall develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other Education Code Statute text rendered on: 11/2/2022 - 758 - assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.</p>
<b>CHAPTER 29. EDUCATIONAL PROGRAMS, Subchapter H. Additional Rewards, §39.236. Gifted and Talented Standards.</b>
<p>The commissioner shall adopt standards to evaluate school district programs for gifted and talented students to determine whether a district operates a program for gifted and talented students in accordance with:</p> <p>(1) the Texas Performance Standards Project; or</p> <p>(2) another program approved by the commissioner that meets the requirements of the state plan for the education of gifted and talented students under Section 29.123.</p>
<b>Texas State Plan for the Education of Gifted/Talented Students</b>
<b>FIDELITY OF SERVICES</b> <b>School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.</b>
<p><b>1.7</b> The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.</p> <p><b>1.8</b> District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.</p> <p><b>1.9</b> Curriculum for gifted/talented students is modified based on annual evaluations.</p>

## **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.**

**3.1** Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).

**3.2** Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.

**3.3** Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.

**3.4** Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).

**3.5** Flexible grouping patterns and independent investigations are provided throughout the program design/services.

**3.6** Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).  
**3.9** Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.

## **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.**

**4.1** An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).

**4.2** Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.

**4.3** A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).

**4.4** Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.

**4.6** Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.

**4.9** Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

## **FAMILY/COMMUNITY INVOLVEMENT**

**The district involves family and community members in services designed for gifted/talented students throughout the school year.**

**6.6** Products, (added) **performances**, and achievements of gifted/talented students are shared with the community.

## **Granbury ISD Procedures**

The development of curriculum for gifted/talented students is monitored regularly by the district Curriculum Director and Curriculum Assistant Director. The Curriculum Department shall provide summer professional development to review, evaluate, and modify, if necessary, the curriculum for gifted/talented students. This curriculum can be adapted or modified by G/T educators to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners

- (a) Curriculum for elementary G/T Pull Out Classes is taken from the Texas Performance Standards Project. (TEC §39.236(1) Gifted and Talented Standards.)
- (b) Curriculum for middle schools is developed by teachers working in collaboration with the Curriculum Department. (TEC §39.236(2) Gifted and Talented Standards.) Middle school G/T curriculum consists of:
  - a. 6<sup>th</sup> Grade: Campus Broadcast News
  - b. 7<sup>th</sup> Grade: Robotics Competitions
  - c. 8<sup>th</sup> Grade: Science Outdoor Learning Seminars
- (c) Curriculum for high school is developed through Career & Technical Education and Fine Arts. (TEC §39.236(2) Gifted and Talented Standards.)

The delivery of curriculum for gifted/talented students is monitored regularly by the campus administrators. Campus administrators are responsible for the implementation of this policy and procedures manual on their campus.

Guidelines used by the district for evaluation of resources used to serve gifted/talented students are that all resources must support the implementation of the State Plan and support development of sophisticated products and/or performances that are targeted to an audience outside the classroom.

Identified gifted/talented students are assured an array of learning opportunities that are interdisciplinary, commensurate with their abilities, and include content in the four (4) foundation curricular areas through their services. The courses in which G/T students are serviced are comprehensive, structured, sequenced, and appropriately challenging. The courses include experiences that lead to the development of advanced-level products and/or performances that are targeted to an audience outside the classroom. These include out-of-school options, such as competitions and programs shared with the community..

GISD G/T services are available during the school day as well as the entire school year. Elementary students meet one day per week in pull-out classes. Secondary students meet every day in classes designed to meet the requirements of the State Plan. During this time, gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently through flexible grouping patterns and independent investigations.



## Current GISD G/T Programming

### *Elementary K - 5th Grade*

- Elementary G/T Teacher
- Pull-out at each campus
- Texas Performance Standards Project Curriculum

### *Middle School*

#### 6th grade

- News Broadcasting

#### 7th grade

- Robotics Competitions

#### 8th grade

- Science Outdoor Learning Center

### *9th - 12th Grades*

- Career & Technology Education Projects
- Fine Arts Performances

## PROGRESS REPORTS

<b>Texas State Plan for the Education of Gifted/Talented Students</b>
<b>STUDENT ASSESSMENT</b> <b>Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.</b>
<b>2.29</b> Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.
<b>FAMILY/COMMUNITY INVOLVEMENT</b> <b>The district involves family and community members in services designed for gifted/talented students throughout the school year.</b>
<b>6.7</b> ...periodic updates (added) pertaining to the district's gifted and talented services are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.

<b>Granbury ISD Procedures</b>
Teachers of pull-out courses or courses where gifted/talented services are provided shall complete a progress report each semester for each student coded as G/T in PEIMS. The progress report will consist of a rubric that will be attached as a PDF to a student's Skyward profile in elementary grades K-5. The progress report will be an additional Skyward report card in secondary grades 6-12.

## CREDIT BY EXAMINATION AND ACCELERATION

### Texas Education Code

#### **CHAPTER 29. EDUCATIONAL PROGRAMS, Subchapter D. Educational Programs for Gifted and Talented Students, §28.023. CREDIT BY EXAMINATION**

(a) Using guidelines established by the State Board of Education, a school district shall develop or select for review by the district board of trustees examinations for acceleration for each primary school grade level and for credit for secondary school academic subjects. The guidelines must provide for the examinations to thoroughly test comprehension of the information presented in the applicable grade level or subject. The board of trustees shall approve for each subject, to the extent available, at least four examinations that satisfy State Board of Education guidelines. The examinations approved by the board of trustees must include: (1) advanced placement examinations developed by the College Board; and (2) examinations administered through the College-Level Examination Program.

(b) A school district shall give a student in a primary grade Education Code Statute text rendered on: 11/2/2022 - 627 - level credit for a grade level and advance the student one grade level on the basis of an examination for acceleration approved by the board of trustees under Subsection (a) if:

- (1) the student scores in the 80th percentile or above on each section of the examination; (2) a district representative recommends that the student be advanced; and (3) the student's parent or guardian gives written approval of the advancement.

(c) A school district shall give a student in grade level six or above credit for a subject on the basis of an examination for credit in the subject approved by the board of trustees under Subsection (a) if the student scores in the 80th percentile or above on the examination or if the student achieves a score as provided by Subsection (c-1). If a student is given credit in a subject on the basis of an examination, the district shall enter the examination score on the student's transcript and the student is not required to take an end-of-course assessment instrument adopted under Section 39.023(c) for that subject. (c 1) A school district shall give a student in grade level six or above credit for a subject if the student scores:

- (1) a three or higher on an advanced placement examination approved by the board of trustees under Subsection (a) and developed by the College Board; or
- (2) a scaled score of 50 or higher on an examination approved by the board of trustees under Subsection (a) and administered through the College-Level Examination Program.

(f) A student may not attempt more than two times to receive credit for a particular subject on the basis of an examination for credit in that subject.

(g) If a student fails to achieve the designated score described by Subsection (c) or (c-1) on an applicable examination described by Subsection (c) or (c-1) for a subject before the beginning of the school year in which the student would ordinarily be Education Code Statute text rendered on: 11/2/2022 - 628 - required to enroll in a course in that subject in accordance with the school district's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.

<b>Texas State Plan for the Education of Gifted/Talented Students</b>
<p><b>SERVICE DESIGN</b>  <b>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.</b></p>
<p>3.7 Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).</p> <p>3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.</p>
<p><b>CURRICULUM AND INSTRUCTION</b>  <b>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.</b></p>
<p>4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).</p> <p>4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.</p>

<b>Granbury ISD Procedures</b>
<p><b>EHDD(LOCAL)-A, Alternative Methods for Earning Credit: College Coursework/Dual Credit, Update 89, Date Issued: 1/6/2011</b></p>
<p><b>Partnership Programs:</b>  An eligible student may enroll in a partnership program with a Texas college or university in accordance with an agreement between the District and the college or university. The District shall award credit toward high school graduation in accordance with the agreement between the District and the college or university.</p> <p><b>Other College-Level Courses:</b>  The District may award a student credit for completing a college-level course at an accredited college or university that is not in a partnership program with the District. Award of credit shall be based on administrator approval in accordance with District guidelines.</p>

<b>Granbury ISD Procedures</b>
<p><b>Credit by Examination</b>  Granbury ISD offers credit-by-exam through Texas Tech. The counselor for the campus in which the student attends must contact our Assessment Coordinator in the Curriculum Department to get a test ordered. Once ordered, the test is given to the campus. Only the counselor can administer the test to a student. Once administered, the test is sent back to Texas Tech for scoring. Granbury ISD requires a passing rate of 80% to accelerate to the next grade level. A test is administered for reading/language arts and mathematics. For kindergarten acceleration, district approved tests will be used. See page 26 for more details.</p> <p><b>Acceleration</b>  Granbury ISD offers Advanced Placement (AP), Dual Credit, and OnRamps courses at the high school level. AP courses are offered through College Board, Dual Credit courses are offered through <b>Tarrant County College</b>, and OnRamps courses are offered through the University of Texas.</p>

# GISD Kindergarten Acceleration to First Grade

*\*Granbury ISD strongly encourages all learners to participate in Kindergarten due to the social, developmental, emotional, and academic benefits this grade level provides.*

## Qualifications for Testing

The Texas Education Agency mandates that school districts establish their process for grade-level acceleration. The Kindergarten Acceleration Program for Granbury ISD tests students wishing to skip Kindergarten and be placed directly into First Grade. To qualify for Kindergarten Acceleration, the student must meet these qualifications:

- The student **must** be **five years of age on or before September 1 of the upcoming school year**.
- The student **must** be **registered for Kindergarten for the upcoming school year** in Granbury ISD.

If both of these qualifications are met, then a parent/guardian may request that his/her child test for placement in First Grade. To determine whether testing and possible placement in First Grade are the best options, parents/guardians, students, and staff should consider the following:

- The Academic Rigor of First Grade
- Social and emotional impact
- Effect of skipping a grade level on the student's overall educational experience

## About the Kindergarten Acceleration Test

To advance to First Grade, the student must score 80% or above on the district-approved assessments in Reading and Math. These assessments measure cognitive development and academic skills that are appropriate for students completing Kindergarten. Test content is based on the **Kindergarten Reading and Math Texas Essential Knowledge & Skills**.

## Results and Acceleration

Results will be sent to the school principal where the student is registered. The principal will contact the parent/guardian directly regarding the student's test scores. If the student is recommended for acceleration, it will be on a probationary basis. Should the school or teacher feel it is in the student's best interest to be placed back in Kindergarten, the parent/guardian will be contacted.

## Deadline and Parent Information

Parents/ guardians must contact their elementary school counselor for information on the Kinder Acceleration process. The deadlines for Kindergarten Acceleration requests must be made by the deadline listed below.

- All requests must be received by prior to the first day of school for the upcoming school year.
- The counselor will notify the parent/guardian of the testing dates and times.

# CREDIT BY EXAM FOR ACCELERATION TRI-FOLD BROCHURE

## Side 1

### Scoring

Scoring of an approved CBE is conducted exclusively by the vendor.

### When will the results be returned?

Results will be returned in approximately 3—4 weeks. Once reported, copies of the results will be sent to the school's principal and counselor.

### Results and Acceleration

Test results will be sent to the principal and counselor of the school where the student is registered. The principal, counselor or designee will contact the parent/guardian regarding the student's test scores.

To accelerate to the next grade, the student must score an 80% or above on both district approved assessments for English Language Arts/Reading and Math. If the student does not score an "80" on either or both of the tests, he/she will not be allowed to accelerate to the next grade, nor will the student be allowed to retest.

In addition, a recommendation from a placement committee at the campus which consists of the principal, counselor, and teacher will be made to determine if the child is ready to accelerate based on test performance and social skills. If the child is recommended for acceleration, it will be on a probationary basis.

For more information on accelerated testing, contact your campus principal or campus counselor.

**Granbury Independent School District**  
Additional contacts at the district level are:

Stacie Brown, Director of Curriculum  
Karla Willmeth Asst. Director of Curriculum

217 N. Jones St.  
Granbury, TX 76048  
817-408-4035



CREDIT  
BY EXAM  
FOR  
ACCELERATION

## Side 2

### Who is eligible for the test?

#### **Kindergarten:**

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

**\*GISD strongly encourages all learners to participate in kindergarten due to the social, developmental, emotional, and academic benefits this grade level provides.**

#### **Grades 1-12**

If a student in grades 1–12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose.

### How do I know if grade acceleration is right for my student?

To determine whether testing and possible placement in an advanced grade are the best options, parents/guardians, students and staff should consider the following:

- Academic rigor of the accelerated grade
- Social and emotional impact
- Maturity of the student
- Effect of skipping a grade level on the student's overall educational experience

### How to Apply

1. The student & parent/guardian is required to meet with the school counselor to discuss acceleration to the next grade level within the first two weeks of school or enrollment for grades 1 and higher. For Kindergarten, all requests must be made prior to the first day of school of the student's kindergarten year.
2. A parent/guardian must complete the Application of Intent to Test Credit-by-Exam form. This form may be obtained from the campus counselor or principal.
3. The counselor should consult with the parents/guardians to discuss the credit by exam criteria and its long-term impact.
4. The principal, counselor, and parent/guardian must sign the Application of Intent to Test Credit-by-Exam before testing can proceed.

The Application of Intent to Test Credit-by-Exam must be returned to the campus counselor who will forward it to the Director of Curriculum, Assessment Coordinator, and the Gifted & Talented Coordinator.

### About the test:

The exams are ordered from Texas Tech University, Texas Tech ISD. Testing is conducted at your child's campus by your campus counselor. More information regarding the test and review sheets may be found on the Texas Tech ISD website: <https://www.depts.ttu.edu/ttuisd/cbe.php>

### Is there a fee?

No fee shall be charged for an examination for acceleration provided by GISD. However, the district may charge for tests ordered and not used by the student. The tests expire 60 days after the student has enrolled for the exam. Tests are non-refundable and non-transferrable.

### How long is the testing period?

The maximum time allocated per test is 3 hours. A student taking more than one exam may require more than one day of testing.

### Are there ways to prepare for these tests?

Although GISD does not recommend preparing for an acceleration exam, this link will review sheets and help you determine if accelerated testing is right for your child. [https://www.depts.ttu.edu/ttuisd/cbe\\_review\\_sheets.php](https://www.depts.ttu.edu/ttuisd/cbe_review_sheets.php)

## CERTIFICATION AND REPORTING

### TEXAS EDUCATION CODE

#### CHAPTER 29. EDUCATIONAL PROGRAMS, Subchapter D. Educational Programs for Gifted and Talented Students, §29.124. Certification and Reporting Required.

- (a) Each school district shall annually certify to the commissioner that the district has established a program for gifted and talented students as required by this subchapter and that the program is consistent with the state plan developed under Section 29.123.
- (b) If the commissioner determines that a school district has failed to comply with Subsection (a) for a school year, the commissioner shall reduce the total amount of funding to which the district is entitled under Chapter 48 for that school year by an amount equal to the basic allotment multiplied by the product of:
- (1) 0.12; and
  - (2) an amount equal to five percent of the students in average daily attendance in the district.
- (c) The commissioner may restore to a school district all or part of the funding withheld from the district's entitlement under Subsection (b) if during the school year the district complies with Subsection (a).
- (d) At the same time that a school district makes the certification required under Subsection (a), the district shall report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by State Board of Education rule.
- (e) Nothing in this section may be construed as limiting the number of students that a school district may identify as gifted and talented or serve under the district's program for gifted and talented students.

### Granbury ISD Procedures

Each year, the PEIMS Coordinator certifies to the commissioner that Granbury ISD has established a program for G/T students. We code elementary G/T as "01-Pull-out" and secondary as "04-Full-time inclusion."

Code Table Id	Name	XML Name	Date Issued	Date Updated
C223	GIFTED-TALENTED-PROGRAM-CODE	TX-GiftedTalentedProgramCode	08/26/2019	
Code	Translation			
00	Does not provide a program for gifted and talented students.			
01	Pull-out: Part-time services in a classroom, other than the student's regular class, that take place on a regular schedule provided by a gifted/talented 30-hour foundational and 6-hour update trained teacher.			
02	Push-in: A gifted/talented 30-hour foundational and 6-hour update trained teacher provides occasional services to a student while the student is in their regular classroom.			
03	Full-time gifted only: The student receives the majority of their core subjects from teachers with gifted/talented 30-hour foundational and 6-hour update training with peers who are all identified as gifted/talented.			
04	Full-time inclusion: The student receives a majority of their core subjects from a specific teacher or teachers with gifted/talented 30-hour foundational and 6-hour update training, but the classes may include peers who are not identified as gifted/talented.			
05	Special day school: A special school which is administratively separate from regular schools and is organized to serve gifted/talented students with gifted/talented 30-hour foundational and 6-hour update trained teachers.			

This code table is used in the following data element(s):

E1645 GIFTED-TALENTED-PROGRAM-CODE

This code table is used in the following complex type(s):

10010 LocalEducationAgencyExtension

## AND ONGOING TRAINING IN GIFTED EDUCATION

### TEXAS ADMINISTRATIVE CODE

#### **Title 19, Part II, Chapter 89: Adaptations for Special Populations Subchapter A. Gifted/Talented Education, §89.2 Professional Development**

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

### Texas Education Code

#### **CHAPTER 33. SERVICE PROGRAMS AND EXTRACURRICULAR ACTIVITIES SUBCHAPTER A. SCHOOL COUNSELORS AND COUNSELING PROGRAMS, §33.006. SCHOOL COUNSELORS; GENERAL DUTIES.**

- (b) In addition to a school counselor's responsibility under Subsection (a), the school counselor shall: (1) participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students:
- ... (C) who are gifted and talented, with emphasis on identifying and serving gifted and talented students who are educationally disadvantaged.

### Texas State Plan for the Education of Gifted/Talented Students

#### **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.**

**3.10** A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12.

**3.11** Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.

#### **PROFESSIONAL LEARNING**

**All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.**

**5.1** A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, and curriculum and instruction for gifted/talented students 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 have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).

**5.2** Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/ talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).

**5.3** Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.

**5.4** A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.

**5.5** Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.

**5.6** Teachers who provide instruction and services that are a part of the district's defined gifted/ talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).

**5.7** Annually, each teacher new to the district receives an orientation to the district's gifted/ talented identification processes and the district's services for gifted/talented students.

**5.8** Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/ talented students (19 TAC §89.2(4)).

**5.9** Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/ talented students, service options for gifted/ talented students, and social emotional learning (19 TAC §89.2(4)).

**5.10** Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/ Talented Students (19 TAC §89.5).

**5.11** Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).

**5.12** Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.

## Granbury ISD Policy

DMA(LEGAL)-P PROFESSIONAL DEVELOPMENT REQUIRED STAAR  
DEVELOPMENT UPDATE 119, DATE ISSUED: 6/23/2022

### Gifted and Talented Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options. *19 TAC 89.2*

## Granbury ISD Procedures

Any teacher in a pull-out or course in which G/T students are served receives thirty (30) clock hours of professional learning that includes 6 hours in nature and needs of gifted/talented students, 6 hours in identification and assessment of gifted/ talented students, and 18 hours in curriculum and instruction. Teachers take the courses through the service center and are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)) or by the end of the fall semester. (19 TAC §89.2(2)).

Every summer, teachers who have received thirty (30) clock hours of professional learning are offered a six (6) hour G/T update to keep their training current. The update will review and modify, if necessary, the current G/T curriculum. The professional learning will also address annually identified needs in the district and gifted/talented education standards. Information on the course is disseminated to teachers in the district in the spring when the summer training catalog is released. As part of Granbury ISD's Professional Development Plan, G/T teachers are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.

Additionally, counselors who work with gifted/talented students and administrators who have supervisory duties for service decisions both will complete a minimum of six (6) hours of professional development each summer that includes nature and needs of gifted/talented students and service options for gifted/ talented students, and social emotional learning (19 TAC §89.2(4)).

An evaluation of professional development for gifted/talented education is taken at the conclusion of each 6-hour update course, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).

The Granbury ISD School Board of Trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/ Talented Students (19 TAC §89.5) during the adoption of the Granbury ISD Gifted/Talented Policy and Procedures Manual.

## GIFTED/TALENTED STUDENT ALLOTMENT

**TEXAS ADMINISTRATIVE CODE, Title 19, Part II, Chapter 89.  
Adaptations for Special Populations Subchapter A. Gifted/Talented Education**

**§105.11. Maximum Allowable Indirect Cost.**

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education. No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be attributed to the following expenditure function codes:

34—Student Transportation;

41—General Administration;

81—Facilities Acquisition and Construction; and the

Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide.

(b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater indirect cost allotment under the Texas Education Code, §§ 42.151, 42.153, 42.154, and 42.156, to the extent the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. The commissioner of education shall develop a methodology for a school district to make a determination under this section and may require any information necessary to implement this subsection. The commissioner's methodology must limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011–2012 school year.

### Texas Education Code

**CHAPTER 29. EDUCATIONAL PROGRAMS, Subchapter D. Educational Programs for Gifted and Talented Students, §29.122. ESTABLISHMENT.**

(b) Each school district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students

**CHAPTER 29. EDUCATIONAL PROGRAMS, Subchapter D. Educational Programs for Gifted and Talented Students, §29.124. Certification and Reporting Required.**

(d) ...the district shall report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by State Board of Education rule.

### **48.109. GIFTED AND TALENTED STUDENT ALLOTMENT**

(a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the basic allotment multiplied by 0.07 for each school year or a greater amount provided by appropriation.

(b) Funds allocated under this section, other than the amount that represents the program's share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.

(c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.

(d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 48.266.

(e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 48.104 may be used.

(f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education.

### Texas Education Code

#### CHAPTER 29. EDUCATIONAL PROGRAMS, Subchapter D. Educational Programs for Gifted and Talented Students, §29.122. Establishment

##### §29.122. Establishment.

(b) Each school district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

### Texas State Plan for the Education of Gifted/Talented Students

#### FIDELITY OF SERVICES

**School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.**

1.4 ~~To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.~~ (added) Gifted/Talented funding is used to meet the needs of the gifted/talented students.

1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.

### Granbury ISD Policy

#### AID(LEGAL-P ACCOUNTABILITY FEDERAL ACCOUNTABILITY STANDARDS UPDATE 113, DATE ISSUED: 5/24/2019

##### District Plan

Each district plan shall describe:

...13. Any other information on how the district proposes to use funds to meet the purposes of Part A and that the district determines appropriate to provide, which may include how the district will assist schools in identifying and serving gifted and talented students...

### Granbury ISD Policy

#### EHBB(LOCAL)-B SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS Update 119, Issued 6/23/2022, Adopted 8/22/22

##### Funding

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

### Granbury ISD Procedures

We use the amount funded by the state through the Summary of Finances. We project based on student counts in PEIMS for GT and that amount is reduced by staff salaries included in that program. The remaining amount is allocated to the department director and they utilize that budget for that program. (Emmett Whitefield, January 26, 2025.)

**DISTRICT AND CAMPUS IMPROVEMENT PLANS**

<b>Texas State Plan for the Education of Gifted/Talented Students</b>
<b>CURRICULUM AND INSTRUCTION</b> <b>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.</b>
<b>4.8</b> Provisions to improve services to gifted/ talented students are included in district and campus improvement plans (TEC §§11.251- 11.253).
<b>Granbury ISD Procedures</b>
District and Campus Improvement Plans include strategies for G/T services.

District Improvement Plan - Gifted and Talented Program = Goal 3, PO 2, Strategy 9

- Continue to provide supplemental curricula, instructional materials, educational software, and/or assessment resources to identify and support GT students in order to increase academic achievement.

**PROGRAM COMPLIANCE**

<b>TEXAS ADMINISTRATIVE CODE</b>
<b>Title 19, Part II, Chapter 89. Adaptations for Special Populations Subchapter A. Gifted/Talented Education, §89.5 Program Accountability.</b>
School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented..

<b>Texas State Plan for the Education of Gifted/Talented Students</b>
<b>FIDELITY OF SERVICES</b> <b>School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.</b>
1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.

<b>Texas State Plan for the Education of Gifted/Talented Students</b>
<b>PROFESSIONAL LEARNING</b> <b>All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.</b>
<b>5.3</b> Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.

<b>Granbury ISD Procedures</b>
District should create a written plan to use GT funds to allow for state certification exams for district teachers who have completed thirty (30) hours of gifted/talented professional development and currently provide services to G/T students.

## GLOSSARY

Term	Definition
<b>Acceleration</b>	<p>Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm.</p> <p>From <i>A Nation Deceived</i>—Colangelo, N., Assouline, S., &amp; Gross, M. U. M. (2004). <i>A nation deceived: How schools hold back America's brightest students</i> (Vol. 1). Iowa City: University of Iowa, Connie Belin &amp; Jacqueline N. Blank International Center for Gifted Education and Talent Development</p>
<b>Area of Giftedness</b>	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
<b>Array of Learning Experiences</b>	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
<b>Artistically Gifted</b>	possessing outstanding ability in the visual and/or performing arts
<b>Complexity</b>	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
<b>Concurrent Enrollment</b>	the practice of enrolling in a college or university to earn college or university credit while in high school
<b>Continuum of Learning Experiences</b>	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
<b>Creatively Gifted</b>	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
<b>Credit by Exam (CBE)</b>	method in which a student may receive credit for a subject/ course or accelerate through a grade by taking one or more exams
<b>Depth</b>	<p>exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into</p> <p>generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations</p>
<b>Differentiation</b>	modification of curriculum and instruction according to content, pacing, process, and/or product to meet unique student needs in the classroom
<b>Diversity</b>	the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs

Term	Definition
<b>Dual Credit</b>	an opportunity for a student to earn high school credit for successful completion of a college course
<b>Flexible Pacing</b>	Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.
<b>Foundation Curricular Areas</b>	English language arts/reading, mathematics, science, and social studies
<b>Furlough</b>	a leave of absence from program services
<b>Gifted in Leadership</b>	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
<b>Gifted in Specific Academic Fields</b>	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
<b>Gifted/Talented Services</b>	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
<b>Independent Study</b>	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
<b>Intellectually Gifted</b>	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
<b>Mentor</b>	an individual who shares his or her expertise with a student of similar career or field-of-study aspirations
<b>Qualitative Measures</b>	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
<b>Quantitative Measures</b>	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
<b>Texas Performance Standards Project (TPSP)</b>	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at <a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a> )
<b>Twice-Exceptional</b>	<p>A "twice-exceptional learner" is 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:</p> <ol style="list-style-type: none"> <li>1. exhibits high performance capability in an intellectual, creative, or artistic area;</li> <li>2. possesses an unusual capacity for leadership; or 3. excels in a specific academic field (TEC 29.121) and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.</li> </ol> <p style="text-align: center;">197</p>

## Granbury ISD Gifted/Talented Forms

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### Gifted/Talented Referral Form

I, \_\_\_\_\_, teacher, school counselor, parent, guardian, or  
(Please print) (Please circle one)

other interested persons would like to refer \_\_\_\_\_ for the  
(Print student's name)

Gifted/Talented screening and assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by Gifted/Talented Services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade \_\_\_\_\_ at \_\_\_\_\_.

\_\_\_\_\_  
Signature of person making referral

\_\_\_\_\_  
Printed Name of person making referral

\_\_\_\_\_  
Date



## Programa de Dotados y Talentosos

### Formulario de recomendación para Dotados y Talentosos

Yo, \_\_\_\_\_, como maestro(a), consejero escolar, padre, tutor,  
(Por favor use letra imprenta) (Por favor marquee uno)

u otras personas interesadas me gustaría recomendar a \_\_\_\_\_  
(Nombre del estudiante)

para el proceso de selección y evaluación del programa Dotados y Talentosos. Creo que este(a) niño(a) tiene un nivel extraordinariamente alto en la capacidad intelectual o académica y que sus necesidades educativas se pueden alcanzar mejor con los servicios del programa Dotados y Talentosos. Entiendo que el distrito escolar hará todo lo posible para determinar los mejores servicios educativos posibles basándose en las necesidades educativas del estudiante. Este niño(a) actualmente está en el \_\_\_\_\_ grado en \_\_\_\_\_.

\_\_\_\_\_  
Firma de la persona que haciendo la recomendación

\_\_\_\_\_  
Nombre en letra imprenta de la persona haciendo la recomendación

\_\_\_\_\_  
Fecha



***Gifted and Talented Program***  
**Parent Consent for Assessment**

Dear Parent/Guardian,

Your child, \_\_\_\_\_, has been referred for testing to determine if he/she would benefit from Gifted and Talented Services for Granbury ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

Karla Willmeth, Curriculum Department Assistant Director

Child's Name: \_\_\_\_\_

\_\_\_\_\_ Yes, I give my permission for you to assess my child for Gifted/Talented Services.

\_\_\_\_\_ No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



***Distrito Escolar Independiente de Granbury***  
***Programa Dotado y Talentoso***  
**Consentimiento del Padre para la Evaluación**

Estimado Padre/Guardián,

Su hijo(a), \_\_\_\_\_, ha sido recomendado(a) para una evaluación que determinar si él/ella beneficiaria de los servicios del programa Dotado y Talentoso de Granbury ISD. Para recibir los servicios adecuados, su hijo(a) tendrá que ser evaluado(a). El Comité de Dotado y Talentoso mirara varias piezas de información antes de establecer elegibilidad para los servicios. Después que él/la estudiante sea evaluado(a) y que el comité de Dotado y Talentoso revise toda la información por medio de un proceso ciego, el comité determinará qué es lo mejor para su hijo(a) basado en los datos de la evaluación. Usted recibirá una notificación por escrito de la decisión del comité.

Por favor devuelva esta forma a la maestra de su hijo(a) lo más pronto posible si le gustaría que la escuela evalué a su hijo. Gracias por su cooperación.

Sinceramente,

Karla Willmeth, Curriculum Department Assistant Director

Nombre del niño(a) : \_\_\_\_\_

\_\_\_\_\_ Si, yo doy mi permiso para que evalúen a mi hijo(a) para los servicios de Dotados y Talentoso.

\_\_\_\_\_ No, yo no deseo que evalúen a mi hijo(a) en este momento.

Firma del Padre/Guardián: \_\_\_\_\_

Fecha: \_\_\_\_\_ 202\_\_\_\_\_



# GRANBURY

INDEPENDENT SCHOOL DISTRICT

## Parent Information Form (G/T-PIF)

- Your responses are necessary to document your child's abilities.
- Please rate your child's behaviors on the items in Section 2 using the following scale:

1 = not observed 2 = occasionally 3 = sometimes 4 = frequently 5 = always

- Choose one rating for each indicator. (required)
- If needed, provide comments and examples on the lines following each statement. (not required)
- Please share any additional information you feel may be relevant in Section 3.

### Section One

#### Student Information

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Student's Current School: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Gender:

- Male  
 Female

Ethnicity:

- Hispanic or Latino  
 Not Hispanic or Latino  
 American Indian or Alaska Native  
 Asian  
 Black or African American  
 Native Hawaiian or Other Pacific Islander  
 White  
 Other: \_\_\_\_\_

#### Parent/Guardian Information

Parent/Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_

Personal Phone Number: \_\_\_\_\_ Work Phone Number: \_\_\_\_\_

Today's Date: \_\_\_\_\_

## Section Two

### Observations

#### 1. Devises own methods instead of relying on instructions;

e.g., creates a unique way to solve a math problem by visualizing it with drawings and patterns, rather than following the step-by-step process taught in class

not observed  1  2  3  4  5 always

Comments or examples:

---

#### 2. Devises extraordinary uses for ordinary objects;

e.g.; uses a paperclip as a mini stand for holding a smartphone while watching videos

not observed  1  2  3  4  5 always

Comments or examples:

---

#### 3. Collects things (may be randomly or with a definite purpose), or pursues hobbies

not observed  1  2  3  4  5 always

Comments or examples:

---

#### 4. Has long or extended attention span for one topic and/or project

not observed  1  2  3  4  5 always

Comments or examples:

---

**5. Puts great effort into gaining knowledge about some interest or subject**

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**6. Is one-sided about some subjects (deep interest to exclusion of all else) or may seem inattentive, bored with typical school requirements, but "comes alive" when special topics are raised;**

e.g., life on other planets, old movies

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**7. Shows a passion for statistics, almanacs, globes, maps, etc.**

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**8. Demonstrates advanced communication skills at home and in the community in a language other than English;**

e.g., multi-lingual

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**9. Utilizes advanced language skills to communicate ideas and concepts, demonstrating extensive comprehension on a variety of subjects which exceed age or grade level expectations;**

e.g., confidently discusses topics like the solar system, explaining the differences between planets and moons, and uses terms like "orbit," "gravity," and "rotation"

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**10. Self-taught in some topics not often taught in school**

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**11. Does complicated puzzles, plays chess, bridge, etc.**

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**12. Assembles or disassembles mechanical objects with little or no training**

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**13. Memorizes easily, needs little or no drill**

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**14. Exhibits long-term retention of information**

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**15. Asks unusual questions which may be advanced, or even embarrassing or controversial**

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**16. Is curious - wants to know why, how, etc.; asks thoughtful searching questions**

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**17. Seems to "just know things"; offers new insights and draws conclusions based on known information**

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**18. Understands relationships among seemingly unrelated objects, ideas, or facts;**

e.g. notices that both a spider web and a soccer goal with similar crisscrossing patterns both catch things

not observed (1) (2) (3) (4) (5) always

Comments or examples:

**19. Sees broad perspectives of a problem; sees the whole while others focus on the parts;**

e.g. notices that a whole room cleanup is needed, rather than focusing only on picking up their toys

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**20. Demonstrates reflective and reasonable thinking when making decisions;**

e.g. weighs options and seeks guidance before choosing an after school activity

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

**21. Enjoys making puns or is witty, displays a mature sense of humor, or sees humor in subtle situations**

not observed (1) (2) (3) (4) (5) always

Comments or examples:

---

### **Section Three**

#### **Additional Information**

**22. Please list awards or any special recognition your child has received on the national, state, or local levels (indicate which level) for achievement related to an academic area. (math, science, writing, etc.)**

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**23. Please list awards or any special recognition your child has received on the national, state, or local levels (indicate which level) for achievement related to something non-academic. (sports, music, art, etc.)**

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**24. Please describe any behaviors your child exhibits that you feel indicate very superior intellectual ability.**

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Filling out the items in the parent information form and returning (or submitting electronically) constitutes permission for Granbury ISD to use this information in making professional determinations about your child regarding the Gifted and Talented Program.

Printed name \_\_\_\_\_ Signature \_\_\_\_\_

(of person filling out form)



# GRANBURY

INDEPENDENT SCHOOL DISTRICT

## Formulario de información para padres (G/T-PIFSp)

- Sus respuestas son necesarias para documentar las habilidades de su hijo.
- Por favor, evalúe el comportamiento de su hijo en los aspectos de la Sección 2 utilizando la siguiente escala:

1 = no observado 2 = de forma ocasional 3 = en ocasiones 4 = con frecuencia 5 = de manera constante

- Seleccione una calificación para cada indicador. (requerido)
- Si es necesario, ofrezca observaciones y ejemplos en las líneas que siguen a cada afirmación. (no es requerido)
- Comparta cualquier información adicional que considere relevante en la Sección 3.

### Sección Uno

#### Información para los estudiantes

Nombre del estudiante: \_\_\_\_\_ Fecha de nacimiento: \_\_\_\_\_

Escuela actual del estudiante: \_\_\_\_\_ Grado actual: \_\_\_\_\_

Género:

- Masculino  
 Femenino

Etnicidad:

- Hispano o latino  
 Indígena americano o nativo de Alaska  
 asiático  
 Negro o afroamericano  
 Nativo de Hawái o de otras islas del Pacífico.  
 Blanco  
 Otro: \_\_\_\_\_

#### Información de padres/ tutores

Nombre del padre/tutor: \_\_\_\_\_

DIRECCIÓN: \_\_\_\_\_

Número de teléfono personal: \_\_\_\_\_ Número de teléfono laboral: \_\_\_\_\_

Fecha de hoy: \_\_\_\_\_

## Sección dos

### Observaciones

#### 1. Diseña sus propios métodos en lugar de depender de instrucciones;

Por ejemplo, crea una forma única de resolver un problema matemático visualizándolo con dibujos y patrones, en lugar de seguir el proceso paso a paso que se enseña en clase.

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

#### 2. Inventa usos extraordinarios para objetos ordinarios;

por ejemplo, utiliza un clip como minisoporte para sostener un teléfono inteligente mientras mira videos

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

#### 3. Colecciona cosas (puede ser al azar o con un propósito definido) o persigue pasatiempos.

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

#### 4. Tiene una capacidad de atención prolongada o extendida hacia un tema y/o proyecto.

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

**5. Pone un gran esfuerzo en adquirir conocimientos sobre algún interés o tema.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**6. Es parcial en algunos temas (profundo interés por todo lo demás) o puede parecer desatento, aburrido de los requisitos escolares típicos, pero "cobra vida" cuando se plantean temas especiales;**

por ejemplo, la vida en otros planetas, películas antiguas.

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**7. Muestra pasión por las estadísticas, almanaques, globos terráqueos, mapas, etc.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**8. Demuestra habilidades avanzadas de comunicación en el hogar y en la comunidad en un idioma distinto del inglés.**

p. ej., multilingüe

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**9. Utiliza habilidades lingüísticas avanzadas para comunicar ideas y conceptos, demostrando una amplia comprensión en una variedad de temas que superan las expectativas de su edad o nivel de grado.**

Por ejemplo, analiza con confianza temas como el sistema solar, explica las diferencias entre planetas y lunas y utiliza términos como "órbita", "gravedad" y "rotación".

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**10. Autodidacta en diversas áreas que generalmente no se suelen enseñarse en la escuela.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**11. Resuelve rompecabezas complicados, juega ajedrez, bridge, etc.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**12. Monta y desmonta objetos mecánicos con poco o ningún entrenamiento.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**13. Memoriza fácilmente y necesita poca o ninguna práctica.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**14. Muestra retención de información a largo plazo**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**11. Resuelve rompecabezas complicados, juega ajedrez, bridge, etc.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**12. Monta y desmonta objetos mecánicos con poco o ningún entrenamiento.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**13. Memoriza fácilmente y necesita poca o ninguna práctica.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**14. Muestra retención de información a largo plazo**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**15. Hace preguntas inusuales que pueden ser avanzadas, o incluso incómodas o controvertidas.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

**16. Es curioso: quiere saber por qué, cómo, etc.; hace preguntas reflexivas e indagatorias.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**17. Parece "simplemente conocer cosas"; ofrece nuevos conocimientos y extrae conclusiones basadas en información conocida.**

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**18. Comprende relaciones entre objetos, ideas o hechos aparentemente inexistentes;**

Por ejemplo, observa que tanto una telaraña como una portería de fútbol, con patrones entrelazados similares, capturan objetos.

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**19. Ve perspectivas amplias de un problema; ve el todo mientras otros se concentran en las partes;**

por ejemplo, se da cuenta de que es necesario limpiar toda la habitación, en lugar de concentrarse solo en recoger sus juguetes.

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

**20. Demuestra un pensamiento reflexivo y razonable al tomar decisiones;**

Por ejemplo, evalúa las opciones y busca asesoramiento antes de seleccionar una actividad extracurricular.

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

21. Disfruta creando juegos de palabras o es ingenioso, exhibe un sentido del humor maduro o encuentra humor en situaciones sutiles.

No observado (1) (2) (3) (4) (5) siempre

Comentarios o ejemplos:

---

### Sección tres

#### Información complementaria

22. Enumere los premios o cualquier reconocimiento especial que su hijo haya recibido a nivel nacional, estatal o local (especifique el nivel) por logros en áreas académicas (matemáticas, ciencias, escritura, etc.).

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23. Enumere los premios o cualquier reconocimiento especial que su hijo haya recibido a nivel nacional, estatal o local (especifique el nivel) por logros en áreas no académicas (deportes, música, arte, etc.).

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**24. Describa cualquier comportamiento que su hijo exhiba y que, en su opinión, indique una capacidad intelectual notablemente superior.**

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Completar los elementos del formulario de información para padres y devolverlo (o enviarlo electrónicamente) constituye permiso para que Granbury ISD use esta información para tomar determinaciones profesionales sobre su hijo con respecto al Programa para Niños Talentosos y Dotados.

nombre impreso \_\_\_\_\_ firma \_\_\_\_\_

(de la persona que llenó el formulario)



## Teacher Observation Checklist (G/T-TOC)

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

This checklist is an important component of this student's overall identification. Please make careful consideration of each individual behavior as you complete the checklist. On the lines below, provide examples of behaviors you have observed in this student that you consider to show intellectual giftedness (whether considered socially "positive" or "negative") as compared to other students of the same age, experience, and environment. Then, check the boxes of the items which are frequently observed and characteristic of this child. \*Note that it is unlikely for any child to demonstrate all of these attributes.

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1.	<input type="checkbox"/> Generates abstract ideas or asks complex questions	41.	<input type="checkbox"/> Learns by "doing" rather than from a lecture approach
2.	<input type="checkbox"/> Challenges rules, assignments, requests, and may ask provocative questions	42.	<input type="checkbox"/> Is a keen observer; interprets observations
3.	<input type="checkbox"/> Is curious - wants to know "why, how, etc."; asks thoughtful searching questions	43.	<input type="checkbox"/> Is not motivated by usual techniques (teacher's enthusiasm, group interest, praise, and/or rewards)
4.	<input type="checkbox"/> Understands puns, political cartoons, etc. beyond their peers	44.	<input type="checkbox"/> Has original, unique ideas
5.	<input type="checkbox"/> Shows desire for knowledge	45.	<input type="checkbox"/> Is resourceful and uses limited resources to make meaningful products
6.	<input type="checkbox"/> Often fails to complete schoolwork	46.	<input type="checkbox"/> Interacts well with adults and peers
7.	<input type="checkbox"/> Enjoys school	47.	<input type="checkbox"/> Enjoys math and science more than social studies and reading
8.	<input type="checkbox"/> Works and plays well with others	48.	<input type="checkbox"/> Is quick to see discrepancies/inconsistencies
9.	<input type="checkbox"/> Utilizes advanced language skills and a large vocabulary in oral and/or written formats	49.	<input type="checkbox"/> Creates complex, abstract humor
10.	<input type="checkbox"/> Is most successful in the classroom setting rather than in after-school activities	50.	<input type="checkbox"/> Uses a large vocabulary in a non-standard English environment

11.	<input type="checkbox"/> Exhibits a wide range of interests	51.	<input type="checkbox"/> Approaches problems and ideas from multiple perspectives
12.	<input type="checkbox"/> Is eager to please the teacher	52.	<input type="checkbox"/> Getting good grades is important to student
13.	<input type="checkbox"/> Works with intense or focused concentration	53.	<input type="checkbox"/> Excels in cooperative learning groups
14.	<input type="checkbox"/> Is generally mature	54.	<input type="checkbox"/> Asks many questions, often challenging the teacher and the general lesson
15.	<input type="checkbox"/> Has a long attention span in areas of interest	55.	<input type="checkbox"/> Always turns in work on time
16.	<input type="checkbox"/> Generates a large number of ideas	56.	<input type="checkbox"/> Exhibits complexity, inventiveness, and elaboration in ideas and/or products
17.	<input type="checkbox"/> Learns quickly and is able to apply new information in a variety of ways at a faster, more advanced pace than peers	57.	<input type="checkbox"/> Exhibits richness in language in a non-standard English environment
18.	<input type="checkbox"/> Does not perform to his/her ability on tests (ex: test phobia)	58.	<input type="checkbox"/> Is an independent learner; may require little direction
19.	<input type="checkbox"/> Has in-depth knowledge of one or more areas	59.	<input type="checkbox"/> Has many friends
20.	<input type="checkbox"/> Struggles to function constructively in groups	60.	<input type="checkbox"/> Self-starter; exceeds classroom requirements
21.	<input type="checkbox"/> Communicates complex ideas and concepts to others, verbally or non-verbally	61.	<input type="checkbox"/> Does not like to stick to a task
22.	<input type="checkbox"/> Is impatient - hurries to complete a task	62.	<input type="checkbox"/> Has much energy, which can get him/her into trouble at times
23.	<input type="checkbox"/> Exhibits long-term retention of school or non-school related information	63.	<input type="checkbox"/> Is disruptive
24.	<input type="checkbox"/> Is motivated to high achievement in a low-performing school environment	64.	<input type="checkbox"/> Finds and evaluates relevant information and applies that information in a setting where most students do not
25.	<input type="checkbox"/> Understands relationships among seemingly unrelated objects, ideas, or facts	65.	<input type="checkbox"/> Makes good grades in reading
26.	<input type="checkbox"/> Blames success/failure on fate, luck, or chance	66.	<input type="checkbox"/> Demonstrates a healthy self-concept
27.	<input type="checkbox"/> Likes structure, order, and consistency	67.	<input type="checkbox"/> Likes to work independently
28.	<input type="checkbox"/> Facility with words/oral language exceeds quality of written work	68.	<input type="checkbox"/> Often solves problems by original methods; likes new approaches to problem solving
29.	<input type="checkbox"/> Demonstrates a depth of perception and understanding beyond peers in a low performing school environment	69.	<input type="checkbox"/> Usually makes As on school work
30.	<input type="checkbox"/> May lose track of time	219 70.	<input type="checkbox"/> Is generally immature

31.	<input type="checkbox"/> Shows little patience with rote learning (handwriting, spelling, and math repetition)	71.	<input type="checkbox"/> Has an advanced ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures
32.	<input type="checkbox"/> Has an advanced ability to reason and draw conclusions from given information	72.	<input type="checkbox"/> Has excellent handwriting skills
33.	<input type="checkbox"/> Demonstrates superior insight; infers and connects concepts	73.	<input type="checkbox"/> Seeks approval for success in and out of school
34.	<input type="checkbox"/> Forgets/loses work	74.	<input type="checkbox"/> Outstanding in mathematics
35.	<input type="checkbox"/> Demonstrates an advanced sense of justice and fairness	75.	<input type="checkbox"/> Outstanding in science
36.	<input type="checkbox"/> Enjoys role playing, creative dramatics	76.	<input type="checkbox"/> Outstanding in language arts
37.	<input type="checkbox"/> Enjoys competitive games	77.	<input type="checkbox"/> Outstanding in social studies/history
38.	<input type="checkbox"/> Demonstrates leadership qualities; is able to influence others toward desirable and/or undesirable goals	78.	<input type="checkbox"/> Outstanding in music/creative arts
39.	<input type="checkbox"/> Demonstrates superior ability to hold information in memory and recall it when necessary	79.	<input type="checkbox"/> An able student, but also a challenge
40.	<input type="checkbox"/> Fine and gross motor skills are advanced for age	80.	<input type="checkbox"/> Has difficulty with reading, but otherwise demonstrates good learning ability

Printed name \_\_\_\_\_ Signature \_\_\_\_\_  
 (of person filling out form)

↓ FOR COMMITTEE USE ONLY ↓

Notes:




## Gifted and Talented Program Student Interview

6<sup>th</sup> – 12<sup>th</sup> Grades

### *Directions to Interviewer:*

The interviewer should be a member of the Identification Committee, preferably the gifted/talented coordinator or counselor. If the student is uncomfortable being interviewed by individuals he or she does not know, then it is essential that the interviewer be a familiar adult.

Students should be asked the language in which they would prefer to be interviewed. A brief description of the program should be offered to the student.

Rate the student's response to each question on a scale from 1 to 6 as follows:

- 1 = a poor candidate
- 2 = difficult to determine if qualified
- 3 = a fair candidate for the program
- 4 = a good candidate for the program
- 5 = a very good candidate for the program
- 6 = an excellent candidate for the program

After each interview, indicate the degree to which you believe this student is a good candidate for the GT Program.



5. What do you do well enough to teach to someone else? Rating  
*¿Qué haces bien que puedas enseñarle a otra persona?* 1 2 3 4 5 6

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6. What is the most important thing you would like to accomplish in your life? Rating  
*¿Qué es lo más importante que deseas cumplir durante tu vida?* 1 2 3 4 5 6

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7. If you could change the world, what would you change? Rating  
*¿Si tu tuvieras el poder de cambiar el mundo, qué cambiarías?* 1 2 3 4 5 6

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8. In what ways do you feel different from your classmates? Rating  
*¿En que maneras te sientes diferente a tus compañeros de clase?* 1 2 3 4 5 6

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9. We've asked you a lot of questions. What questions do you have for us? Rating  
*Te he hecho muchas preguntas. ¿Qué preguntas tienes para mí?* 1 2 3 4 5 6

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### Student Interview Rating

Name of Student: \_\_\_\_\_

General Overall Rating 1 2 3 4 5 6



## Elementary GT Identification Report (K - 2nd grade)

Student Information					
Student Name: _____		GISD ID: _____			
Student DOB: _____		Student Grade: _____		Campus: _____	
Participation in Special Programs: <input type="checkbox"/> ESL <input type="checkbox"/> SPED <input type="checkbox"/> Section 504 <input type="checkbox"/> Dyslexia					
Siblings in GT? <input type="checkbox"/> YES <input type="checkbox"/> NO			Has student had more than 1 referral? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	Expectation Range	Minimum Score	Student Score	Meets Criteria (Y or N)	
Quantitative Section 1	<b>Screener</b>				
	Naglieri NNAT3	90%ile	120		
	<b>District Achievement Test (Screening Data)</b>				
	Math - NWEA MAP (K-2)	95%ile (Use most recent <a href="#">MAPRIT score</a> ) NWEA	K = <u>170</u> 1 = <u>191</u> 2 = <u>205</u>		
	Reading - <a href="#">mClass Composite Score</a>	Above Benchmark	K = <u>393+</u> 1 = <u>424+</u> 2 = <u>423+</u>		
Running Record (K-5) (optional)	1 year above grade level	K = <u>QPA or QSA 4</u> 1 = <u>QPA or QSA 7</u> 2 = <u>QPA or QSA 12</u>			
Qualitative Section 2	<b>Creativity and Leadership (optional)</b> (Circle area and attach portfolio with work samples.)		<b>SURVEYS</b>		
	WRITING                      ART  DANCE                        MUSIC  VOICE                         OTHER? _____		Parent Observation: 21 or higher		
			Teacher Checklist: 16 or higher		
			<b>PARENT + TEACHER Comined Score: 37 or higher</b>		
			<b>Creativity and Leadership: optional</b>		
Committee Review of Student Performance	Committee Notes:				
Eligibility criteria for GISD GT Program					
Elementary K - 2nd Grade	Scoring at or above the district required score on at least: <ul style="list-style-type: none"> <li><b>Two</b> or more of the indicators from <b>quantitative data</b> with at least <b>one being a score of 120 or higher on the NNAT3.</b></li> <li><b>Combined</b> score from Parent and Teacher Survey <b>must = 37 or higher</b> from the <b>qualitative data.</b> (Make sure to use the <b>GT HOME and Teacher Observation Checklist Survey Scoring Sheet</b> to calculate the score.) One of the 2 qualitative data point qualifiers can be the portfolio from the Creativity and Leadership section.</li> </ul>				
Identified for GT Services: Yes <input type="checkbox"/> No <input type="checkbox"/> Committee Meeting Date: _____      GT Start Date: _____					
Committee Member Signatures: (must have at least 3)					
Principal/AP _____		Counselor _____			
GT - Trained Teacher _____		GT - Trained Teacher _____			
(Teachers on committee must have 30 hours of GT training)					

\*Please file in the student's cumulative folder.\*



### Elementary GT Identification Report (3rd - 5th grade)

Student Information					
Student Name: _____		GISD ID: _____			
Student DOB: _____		Student Grade: _____		Campus: _____	
Participation in Special Programs: <input type="checkbox"/> ESL <input type="checkbox"/> SPED <input type="checkbox"/> Section 504 <input type="checkbox"/> Dyslexia					
Siblings in GT? <input type="checkbox"/> YES <input type="checkbox"/> NO			Has student had more than 1 referral? <input type="checkbox"/> YES <input type="checkbox"/> NO		
		Expectation Range	Minimum Score	Student Score	Meets Criteria (Y or N)
Quantitative Section 1	<b>Screener</b>				
	Naglieri NNAT3	90%ile	120		
	<b>District Achievement Test (Screening Data)</b>				
	Reading - NWEA MAP	95%ile <small>(Use most recent MAP RIT score)</small>	3 = <u>220</u> 4 = <u>229</u> 5 = <u>235</u>		
	Math - NWEA MAP	95%ile <small>(Use most recent MAP RIT score)</small>	3 = <u>219</u> 4 = <u>231</u> 5 = <u>241</u>		
STAAR SCORES previous year's scores		MASTERS	Reading = Master's level Math = Master's level		
Qualitative Section 2	<b>Creativity and Leadership (optional)</b> <small>(Circle area and attach portfolio with work samples.)</small>		<b>SURVEYS</b>		
			<u>Parent Observation:</u> 21 or higher		
			<u>Teacher Checklist:</u> 16 or higher		
	<b>WRITING</b> <b>ART</b>		<b>PARENT + TEACHER</b> <b>Comined Score:</b> 37 or higher		
	<b>DANCE</b> <b>MUSIC</b>		<b>Creativity and Leadership:</b> <b>optional</b>		
<b>VOICE</b> <b>OTHER?</b> _____					
<b>Committee Review of Student Performance</b>		<i>Committee Notes:</i>			
Eligibility criteria for GISD GT Program					
Elementary K - 2nd Grade		Scoring at or above the district required score on at least: <ul style="list-style-type: none"> <li>Two or more of the indicators from <b>quantitative data</b> with at least <b>one being a score of 120 or higher on the NNAT3.</b></li> <li><b>Combined</b> score from Parent and Teacher Survey <b>must = 37 or higher</b> from the <b>qualitative data.</b> <small>(Make sure to use the GT HOME and Teacher Observation Checklist Survey Scoring Sheet to calculate the score.)</small> One of the 2 qualitative data point qualifiers can be the portfolio from the Creativity and Leadership section.</li> </ul>			
Identified for GT Services: Yes <input type="checkbox"/> No <input type="checkbox"/> Committee Meeting Date: _____      GT Start Date: _____					
Committee Member Signatures: (must have at least 3)					
Principal/AP _____		Counselor _____			
GT - Trained Teacher _____		GT - Trained Teacher _____			
<small>(Teachers on committee must have 30 hours of GT training)</small>					

\*Please file in the student's cumulative folder.\*



### Secondary GT Identification Report (6th - 12th grade)

Student Information					
Student Name: _____			GISD ID: _____		
Student DOB: _____		Student Grade: _____		Campus: _____	
Participation in Special Programs: <input type="checkbox"/> ESL <input type="checkbox"/> SPED <input type="checkbox"/> Section 504 <input type="checkbox"/> Dyslexia					
Siblings in GT? <input type="checkbox"/> YES <input type="checkbox"/> NO			Has student had more than 1 referral? <input type="checkbox"/> YES <input type="checkbox"/> NO		
		Expectation Range	Minimum Score	Student Score	Meets Criteria (Y or N)
Quantitative Section 1	<b>Screener</b>				
	Naglieri NNAT3	90%ile	120		
	<b>District Achievement Test (Screening Data)</b>				
	Reading - NWEA MAP	95%ile <small>(Use most recent MAP RIT score)</small>			
	Math - NWEA MAP	95%ile <small>(Use most recent MAP RIT score)</small>			
	STAAR (EOC) SCORES previous year's scores	MASTERS	Reading = Master's level Math = Master's level Science = Master's level History = Master's level	Reading = Math = Science = History =	Reading = Math = Science = History =
Qualitative Section 2	<b>Creativity and Leadership (optional)</b> <small>(Circle area and attach portfolio with work samples.)</small>		<b>SURVEYS</b>		
			<u>Parent Observation:</u> 21 or higher		
			<u>Teacher Checklist:</u> 16 or higher		
	<b>WRITING</b>	<b>ART</b>	<b>PARENT + TEACHER Comined Score:</b> 37 or higher		
	<b>DANCE</b>	<b>MUSIC</b>	<b>Student Interview optional</b> 4 or higher		
	<b>VOICE</b>	<b>OTHER?</b> _____	<b>Creativity and Leadership: optional</b>		
<b>Committee Review of Student Performance</b>	<i>Committee Notes:</i>				
Eligibility criteria for GISD GT Program					
Elementary K - 2nd Grade	Scoring at or above the district required score on at least: <ul style="list-style-type: none"> <li>• <b>Two</b> or more of the indicators from <b>quantitative data</b> with at least <b>one being a score of 120 or higher on the NNAT3.</b></li> <li>• <b>Combined</b> score from Parent and Teacher Survey <b>must = 37 or higher</b> from the <b>qualitative data.</b> <span style="color: yellow;">(Make sure to use the GT HOME and Teacher Observation Checklist Survey Scoring Sheet to calculate the score.)</span> One of the 2 qualitative data point qualifiers can be the student interview or the portfolio from the Creativity and Leadership section.</li> </ul>				
Identified for GT Services: Yes <input type="checkbox"/> No <input type="checkbox"/> Committee Meeting Date: _____ GT Start Date: _____					
Committee Member Signatures: (must have at least 3)					
Principal/AP _____		Counselor _____			
GT - Trained Teacher _____		GT - Trained Teacher _____			
<small>(Teachers on committee must have 30 hours of GT training)</small>					

2 or more must = Y (NNAT3 must be one of the 2)

2 or more must = Y

\*Please file in the student's cumulative folder.\*



## **Gifted and Talented Program**

### **Parent Notification of Acceptance to the GT Program**

Date \_\_\_\_\_

Dear GISD Parent/Guardian of \_\_\_\_\_,

The state of Texas requires school districts to screen, assess, and identify students for their Gifted and Talented programs at every grade level. This process is done for all students in grades kindergarten and by referral for grades 1-12.

To meet these state requirements, Granbury ISD screened all kindergarten and referred students for our district's Gifted and Talented Program according to the established state and district criteria. This screening process included teacher and parent surveys, work samples provided by teacher and parents, secondary student interviews, and quantitative testing data from the Naglieri Nonverbal Abilities Test, MAP Growth, and STAAR scores (grades 4-12). A selection committee composed of campus administration, a campus counselor, and professional educators who received training in the nature and needs of gifted and talented students evaluated each student's data and identified those students for whom gifted program placement was the most appropriate educational setting.

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted and Talented Committee has determined your child exhibits an educational need to be served through the Gifted and Talented program. Therefore, we are pleased to inform you that your child was identified as a Gifted and Talented student. Participation in any program or services provided for gifted and talented students is voluntary. With your permission, we will provide services to meet your child's gifted needs. This program will be provided by teachers trained in instructing gifted students and will begin mid-March for kindergarteners and the next school year for students in 1st through 12<sup>th</sup> graders.

If you would like for your child to participate in the Gifted and Talented Program, please indicate the same by signing and dating the permission form attached and returning it to your school counselor. If you have further questions or would like to schedule an appointment to look at your child's assessment results, please contact your school's counselor.

Sincerely  
Campus Gifted & Talented Committee



**Gifted and Talented Program**

**Parent Permission Form for GT Program Identification**

Your child has met the educational qualifications for placement in the Gifted and Talented Program. Before we can officially begin program services for your child, we must have your written approval for your child to receive services. Please complete this form and **return this form to your child's school counselor** as soon as possible.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
School

\_\_\_\_\_  
Grade / School Year of GT Identification

YES, I give permission for my child to receive Gifted and Talented services.

NO, I do not give permission for my child to receive Gifted and Talented services.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
PRINT Parent/Guardian Name

\_\_\_\_\_  
Date

**\*\*This form will be filed in student's cumulative folder.\*\***



## Notificación Paterna de Aceptación al Programa de Estudiantes Talentosos y Dotados

Fecha \_\_\_\_\_

Estimados Padres o Guardianes de \_\_\_\_\_,

El Estado de Texas requiere que los distritos escolares detecten, evalúen e identifiquen a los estudiantes para sus programas de Dotados y Talentosos en cada nivel de grado. Este proceso se realiza en Kinder, y de manera de nominación en los grados 1-12.

Para cumplir con estos requisitos estatales, Granbury ISD ha examinado a todos los alumnos de Kinder, del grado 3 y a los estudiantes nominados para nuestro Programa de Dotados y Talentosos del distrito, de acuerdo a los criterios establecidos por el distrito y el estado. Este proceso de selección incluyó encuestas de maestros y padres, muestras de trabajo establecido por el profesor y padres, entrevistas secundarias al estudiante y datos cuantitativos. Un comité de selección compuesto por profesionales de la educación que recibieron capacitación en la naturaleza y necesidades de los estudiantes dotados evaluaron los datos de cada estudiante e identificaron a los estudiantes que estarían mejor colocados en el entorno educativo del programa para estudiantes dotados.

Después de examinar los datos de pruebas y evaluar las necesidades educativas específicas de su hijo(a), el comité del programa ha determinado que su hijo(a) exhibe una necesidad educativa para ser servido(a) en el programa de estudiantes dotados y talentosos. Por lo tanto, nos complace informarle que su hijo(a) fue identificado como un(a) estudiante Dotado(a) y Talentoso(a). La participación en cualquier programa o servicios para alumnos dotados es voluntaria. Con su permiso, proporcionaremos los servicios necesarios para cumplir con las necesidades de talento de su hijo(a). Profesores capacitados en la enseñanza a estudiantes dotados estarán a cargo de este programa y comenzarán el de marzo para estudiantes de Kinder y en el siguiente ciclo escolar para los grados 1 al 12.

Si usted desea que su hijo(a) participe en el Programa de Dotados y Talentosos, por favor indíquelo al firmar y fechar el permiso adjunto y devolverlo a su escuela. Si usted tiene más preguntas o quisiera hacer una cita para ver los resultados de prueba de su hijo(a), por favor póngase en contacto con la consejera de su escuela.

Sinceramente,

Comité Escolar del Programa de Estudiantes Talentosos y Dotados



## Programa de Estudiantes Dotados y Talentosos

### Formato de Permiso para la Identificación del Programa de Dotados y Talentosos

Su hijo(a) ha cumplido con los requisitos educativos para la colocación en el Programa de Dotados y Talentosos. Antes de que oficialmente podamos comenzar los servicios del programa para su hijo(a), debemos tener su autorización por escrito para que su hijo(a) reciba los servicios. Por favor, llene este formulario y **devuelva este formulario a la consejera(o) de la escuela de su hijo(a)** tan pronto como sea posible.

\_\_\_\_\_  
Nombre del Estudiante

\_\_\_\_\_  
Escuela

/  
Grado / Ciclo Escolar de la Identificación de Dotados y Talentosos

SÍ, le doy permiso a mi hijo(a) para participar en el Programa de Dotados y Talentosos de Granbury ISD.

NO, no le doy permiso a mi hijo(a) para participar en el Programa de Dotados y Talentosos de Granbury ISD.

\_\_\_\_\_  
Firma del Padre/ Guardián

\_\_\_\_\_  
Nombre del Padre/Guardián LETRA DE MOLDE

\_\_\_\_\_  
Fecha

**\*\*This form will be filed in student's cumulative folder.\*\***



## Gifted and Talented Program

### Parent Notification of Campus GT Committee Decision

Dear GISD Parent/Guardian

\_\_\_\_\_   
Date

The State of Texas requires school districts to screen, assess and identify students for their Gifted and Talented programs at every grade level. This process is done for all students in kindergarten and by referral for grades 1-12.

To meet these state requirements, Granbury ISD screened all kindergarten and referred students for our district's Gifted and Talented Program according to the established state and district criteria. This screening process included teacher and parent surveys, work samples provided by teacher and parents, secondary student interviews, and quantitative testing data. A selection committee composed of professional educators who received training in the nature and needs of gifted and talented students evaluated each student's data and identified those students for whom gifted program placement was the most appropriate educational setting.

After carefully examining your child's assessment data and evaluating your child's specific educational needs, the Gifted and Talented Committee does not feel your child exhibits an educational need to benefit from the Gifted and Talented program and does not qualify for identification as a gifted and talented student. Your child may be referred again for screening in subsequent years. Please be assured that your child's teacher will be aware of his or her unique academic abilities and will continue working to enhance them. If you have further questions or would like to schedule an appointment to look at your child's assessment results, please contact your school's counselor.

Sincerely,

Campus Gifted & Talented Committee



## Notificación Paterna de Decisión del Comité Escolar del Programa de Estudiantes Talentosos y Dotados

Estimados Padres o Guardianes de GISD,

\_\_\_\_\_

La Fecha

El Estado de Texas requiere que los distritos escolares detecten, evalúen e identifiquen a los estudiantes para sus programas de Estudiantes Dotados y Talentosos en cada nivel de grado. Este proceso se realiza en Kínder y de manera de nominación en los grados 1-12.

Para cumplir con estos requisitos estatales, Granbury ISD ha examinado a todos los alumnos de Kínder y a los estudiantes nominados para nuestro Programa de Dotados y Talentosos del distrito, de acuerdo a los criterios establecidos por el distrito y el estado. Este proceso de selección incluyó encuestas de maestros, padres y las muestras de trabajo establecido por el profesor y los padres, entrevistas secundarias a estudiantes y evaluación de datos cuantitativos. Un comité de selección compuesto por profesionales de la educación que recibieron capacitación en la naturaleza y necesidades de los estudiantes dotados evaluaron los datos de cada estudiante e identificaron a los estudiantes que estarían mejor colocados en el entorno educativo del programa para dotados.

Después de examinar cuidadosamente los datos de pruebas de su hijo(a) y de evaluar sus necesidades educativas específicas, la comisión de nombramiento al programa no siente que su hijo(a) exhibe una necesidad educativa de beneficiarse del programa de Estudiantes Dotados y Talentosos y no califica para identificarlo(a) como un(a) estudiante dotado(a)/talentoso(a). Su hijo(a) puede ser nombrado otra vez para la investigación en años subsiguientes. Tenga la seguridad que el maestro de su hijo(a) estará consciente de las capacidades académicas extraordinarias de su hijo(a) y seguirá trabajando para aumentarlas. Si tiene aún más preguntas o le gustaría hacer una cita para ver los resultados de su hijo(a), por favor llame a la consejera de su escuela.

Sinceramente,

Comité Escolar del Programa de Estudiantes Talentosos y Dotados



## Gifted and Talented Program

### PARENT/STUDENT APPLICATION FOR CHANGE OF STATUS

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Campus: \_\_\_\_\_

DOB: \_\_\_\_\_ ID#: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_  
(street, or apt #) (City, State, & Zip)

Date: \_\_\_\_\_

Student is requesting (check one)  FURLOUGH  EXIT from the GISD Gifted and Talented Program.

If **furlough**, give the following information:

Grade/Course/courses for which furlough is requested: \_\_\_\_\_

\_\_\_\_\_

Duration of requested furlough (up to one academic year) \_\_\_\_\_

Reason(s) for the furlough: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(If applicable, documentation attached)

If **exiting**, please be aware that an exit from the program is a **permanent status**. Once a student exits the program, he/she must repeat the complete assessment process and qualify again before being eligible for the program in the future.

Reason(s) for the requested exit: \_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

-----  
**To be completed by Campus GT Committee:** Request is: \_\_\_ Approved \_\_\_ Denied Date: \_\_\_\_\_

Committee Members' Signatures: \_\_\_\_\_

\_\_\_\_\_

**\*\*This form will be filed in student's cumulative folder.\*\***



***Distrito Escolar Independiente de Granbury***  
**Programa Dotado y Talentoso**

**APLICACION DE PADRE/ESTUDIANTE PARA CAMBIO DE ESTADO**

Estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_ Escuela: \_\_\_\_\_

FDN: \_\_\_\_\_ ID#: \_\_\_\_\_

Padre/Tutor: \_\_\_\_\_ Teléfono: \_\_\_\_\_

Dirección: \_\_\_\_\_  
(Calle, o # de apt) (Ciudad, Estado, y Código)

Fecha: \_\_\_\_\_

El estudiante está solicitando (Marque uno)  **PERMISO DE AUSENCIA**  **SALIDA** del Programa Dotado y Talentoso de GISD

Si dado el **permiso de ausencia**, de la siguiente información:

Grado/Curso/cursos en los que se solicita el permiso de ausencia: \_\_\_\_\_  
\_\_\_\_\_

Duración del solicito del permiso de ausencia (hasta un año académico) \_\_\_\_\_

Razón(es) para el permiso de ausencia: \_\_\_\_\_  
\_\_\_\_\_

(Si corresponde, documentación adjunto)

Si sale, por favor, sea consciente de que una salida del programa es un **estado permanente**. Una vez que el estudiante se salga del programa él / ella debe repetir el proceso de evaluación completa y calificar otra vez antes de ser elegible para el programa en el futuro.

Razón(es) para la salida solicitada: \_\_\_\_\_  
\_\_\_\_\_

Firma de Estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma de Padres/Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

-----  
**Para ser completado por la Comisión de Campus de GT:** Solicitud: \_\_\_ Aprobada \_\_\_ Denegado Fecha: \_\_\_\_\_

Firma de los Miembros de la Comisión: \_\_\_\_\_

**\*\* Este formulario será archivado en la carpeta escolar del estudiante.\*\***

Add in student's cumulative folder:  
\_\_\_\_GT yellow folder



### PEIMS FORM

GIFTED & TALENTED  
ADD/DROP STUDENTS FOR REPORTING

Campus: \_\_\_\_\_ Student ID: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Initial  Transfer Student  Change of placement/furlough/exit  
If transfer, name of district and campus \_\_\_\_\_

Date of **ENTRY** to Program **THIS SCHOOL YEAR:** \_\_\_\_\_  
(Date services begin, date of enrollment in school/program)

Programming will begin at the start of **NEXT** school year \_\_\_\_\_

Placement Indicator Code: (check all that apply)

G/T – Receiving Services **OR**  G/T – Furlough Date: \_\_\_\_\_

Date of **EXIT** from Program: \_\_\_\_\_

**EXIT GT** – Exiting Gifted & Talented program

Reason (circle): parent request, reevaluation DNQ, other: \_\_\_\_\_

CAMPUS OFFICE USE ONLY

\_\_\_\_\_ Date **GT** coding entered into Skyward by PEIMS Clerk

\_\_\_\_\_ Date **GT** student entered on district spreadsheet

**\*\*The Naglieri (NNAT3) score  
is not to be reported to parents by the classroom teacher.  
It must be reported by an assessment professional  
(counselor, diagnostician, LSSP, etc). \*\***

**Facts about the NNAT®3  
(Naglieri Nonverbal Ability Test® - Third Edition)**

**What is it?**

- The NNAT®3 is an assessment of general cognitive ability.
- GISD uses the online form of this assessment.
- The test is particularly helpful for assessing students who may be emergent bilingual or who may have limited academic skills.

**How is it used?**

- Primarily used by GISD to:
  - Assess general ability as a screener for MTSS
  - General measure for teacher of student ability
  - Screener for GT to identify students who are likely to have the potential for advanced scholastic achievement

**For more information, please see the school counselor.**

**\*\*\*Please print this cover sheet in red and staple to the front  
of each individual student's NNAT3 score report  
before placing it in the cumulative folder.\*\*\***

**GRANBURY INDEPENDENT SCHOOL DISTRICT**

**INTEROFFICE MEMO**

**FINANCE AND BUSINESS AFFAIRS**

To: Board of Trustees  
Date: February 17, 2025  
For: Information

**TO:** Dr. Courtney Morawski, Superintendent      **FROM:** Emmett Whitefield  
**DATE:** February 11, 2025  
**RE:** 2025-26 Budget Assumptions &  
Calendar

**SUMMARY:**

I have attached the budget assumptions we are proposing to use as we develop the budget for the 2025-26 school year. I have also included the budget calendar.

Should you need additional information, please let me know.

Respectfully submitted,



Emmett Whitefield  
Chief Financial Officer

Staff Persons Responsible:                      Emmett Whitefield

Date Submitted:                                      February 11, 2025

## Budget Process and Assumptions Guiding the Development of the General Fund Budget 2025-2026 Fiscal Year

### Fiscal Year

The fiscal year will run from September 1, 2025 to August 31, 2026.

### Fund Balance

The general operating Unassigned fund balance is projected to decrease for the current fiscal year. The current operating budget reflects a \$2,207,665 deficit budget. This is due to amending the current budget for the purchase of an additional seven buses and the HVAC project to replace units within the district. With district spending lapses and conservative budget management the district will likely not realize the entire deficit.

Even with the anticipated decrease, the District's fund balance is still sufficient for good financial operations. However, continued decrease in fund balance from this point would have a negative impact. The fund balance after these projects and initiatives are completed will remain within the District's fund balance policy limits.

In addition to the Unassigned fund balance, the District currently has \$1.29 million identified as Committed fund balance.

- Capital Expenditures for Vehicle and Equipment - \$750,000
- Other Purposes – Instructional Improvement Fund - \$540,000

Committed funds are constrained to a specific purpose by the Board of Trustees and require Board action to commit and un-commit. Requests and needs that arise for the utilization of fund balance for necessary improvements and purchases are considered each year by administration for possible presentation to the Board for action and implementation. Consideration of these projects and purchases are based on currently available funds and fund balance policy constraints, as well as future fund balance projections and other issues that may impact fund balance and future district operations. Depending on the amount of the anticipated increase or decrease to fund balance as well as the total costs of any approved projects and purchases, committed fund balance can be increased (or decreased) to keep the District at or below the Optimum Fund Balance level.

Administration will make recommendations to manage Unassigned, as well as Committed Fund Balances, for district needs to maintain balance levels dictated by policy and appropriate to maintain an Optimal Fund Balance level. The 2024 FYE audited fund balance reflected a healthy fund balance. An adjustment to Committed Fund Balance accounts will most likely be necessary once the year end fund balance is estimated, taking into consideration the estimated spending lapse for the year as well as any planned reductions to current fund balance levels. This will be monitored as we get closer to the 2025 FYE and an adjustment to Committed fund balance will be made as needed to bring our Unassigned General Fund Balance level in line or slightly below the Optimum Fund Balance Level the current fiscal year.

### Revenue

The **taxable value** of property is projected to increase again for 2025-26 fiscal year. However, keep in mind HB3 (and SB2 from past sessions) substantially changed the way state funding and recapture are calculated. Among other things, current year property values are now used to calculate state funding and recapture as opposed to using prior year values under the old funding system. Also keep in mind HB3 put in place a 2.5% tax cap. This tax cap limits the amount of

revenue the District can generate from tax collections by compressing the District's Tier One M&O tax rate, currently \$0.6169 for tax year 2024, however the district did pass the VATRE brining our M&O rate to \$0.7869. The degree to which the District's M&O tax rate will be compressed for tax year 2025 will be determined by using either State or Local tax compression rates. State and local compression work in parallel and the greater amount of compression from the two calculations (lowest tax rate) will apply to the 2025 Tier One maximum compressed rate (MCR). Having said that please remember that there are bills filed in the current session that address compression and the homestead exemption.

### How Does State Compression Work?

State compression will be based on the comptroller's estimates of statewide property value growth that will be published in the general appropriations act for the current legislative session. Therefore, the MCR for a school district is the prior year MCR (\$0.6855) \* (1.025 / state property value growth percentage). For example, if the comptroller's estimates of statewide property value growth is 5.00% for tax year 2025, the calculation for state compression would be as follows:

$$\text{MCR} = 0.6855 * (1.025 / 1.050) = \$0.6692$$

### How Does Local Compression Work?

Districts that grow faster than the statewide average growth rate will have their tax rates compressed further so that the District's local tax collections increase by no more than 2.5% per year. Therefore, the MCR for a school district with a local growth rate higher than the statewide average is the prior year MCR (\$0.6855) \* (1.025 / local property value growth percentage). For example, say GISD's local value growth percentage rate is 18.0% for tax year 2025, the calculation for local compression will be as follows:

$$\text{MCR} = 0.6855 * (1.025 / 1.180) = \$0.5955 (\$0.6022 \text{ MCR floor})$$

As previously mentioned, a District's maximum Tier One tax rate (MCR) will be the lesser of the State or Local compression. Therefore, based on the State and Local growth percentage examples used above, the District's tax rate for 2025 would be the lower rate of \$0.5955. However, due to the limit that TEA is mandated to maintain a tax rate equity that no district may have an MCR less than 90 percent of any other district. That limit under the example above would be \$0.6022. And of course the \$0.17 additional Golden Pennies can be added to the MCR to come up with the total M&O tax rate. In the **example** above, local compression lowers the district's M&O tax rate to keep the overall M&O taxes raised by the district limited to a 2.5% increase per year.

The 2025 formula percentages have not been released from TEA at this point. The above examples are based on prior year calculations, however, maximum compressed tax rate is projected to be used in calculations for this year as well.

**A Tax collection ratio of 99 percent** will continue to be used, based on past history and current economic conditions.

**Projected student growth of 1.5% (based on 119 student increase)** will be used for state revenue calculations for 2025-26. Student enrollment at the beginning of February 2025 was 7,909 as compared to 7,901 for the same time period last year. This represents an increase in enrollment of 8 students, however, the district expects continued growth based on the current demographic report. Average Daily Attendance (ADA) at the end of the 1<sup>st</sup> semester this year was 7,347.012 as compared to 7,321.978 at the end of the 1<sup>st</sup> semester in 2023-24. The district expects increased attendance percentages for the 2025-26 school year with the continued use of the RaaWee software.

## **State Aid and Recapture**

GISD will continue to receive some state funding under HB3. Based on current enrollment data, ADA and projected tax collection data, GISD is anticipating a recapture payment of approximately \$3,701,781 to the State for the current 24-25 school year. However, keep in mind this recapture amount is based on projected ADA and the Comptroller's final property values. This amount can increase.

Based on HB3 and 2024 Preliminary Value Study findings as well as current enrollment projections, recapture is estimated to remain steady or slightly increase in 25-26. However, until we know what our Tier 1 compressed tax rate will be, it is impossible to estimate that number at this time. Of course, this depends on student enrollment and ADA growth, or value growth and tax collections are not as much in 25-26, then the recapture amount will be less.

**Additional sources** of funding will continue to be pursued.

## **Expenditures**

A **per pupil allocation** will be calculated for each school based on projected enrollment by grade. Funding considerations maintaining a per pupil allocation will be included in the 2025-26 budget.

The same Central Office and Department allocations as last year will be included in the 2025-2026 budget unless State funding allocations in special programs or other changes/needs dictate an increase or a decrease is warranted.

**Needs above allocations** will be presented by Budget Managers for consideration by the Superintendent and the Executive budget team for inclusion in the budget.

**Long range facility needs** will be reviewed and incorporated into the budget process as appropriate.

## **Salaries & Benefits**

**Staffing Formulas previously utilized will be used** as well as consideration given to staffing information received from the TASB Staffing Study completed in 2020. Each position that is vacated will be reviewed by the Superintendent as to whether or not it will be maintained for future years. New positions will be added to meet the needs of GISD students after extensive research and consideration by the Superintendent. Reallocation of existing staff will be the first line of support if appropriate.

**GISD teacher salary** rankings with area districts will continue to be reviewed as well as information received from the TASB Salary Study completed in 2020. The district made great strides in the last couple of years with increased teacher salaries. Dependent upon the total staffing plan and available funds, as well as information received from the TASB Salary Study and other sources, salary increases will be addressed as appropriate.

Continued emphasis on increasing the number of teachers with advanced degrees in subject areas will be made when developing salary schedules and recruiting of new staff.

**Salary schedules for other district employees** will be restructured and updated to reflect related market changes and changes to teacher salary schedules. Again, the district made great strides in this area as well in the past couple of years. However, there is still some work to be performed on these schedules. Emphasis will be on campus level personnel when developing these salary schedules and related mid-point increases. The results of the recent TASB Salary

Study will also be a consideration as well as information received from other sources in determining salary schedules for other district employees.

**District Insurance contribution** will be maintained at \$378 per month unless an increase or decrease is approved by the board.

### **Ongoing Financial Management**

The budget process will be structured to **identify programs and activities that can be reduced or eliminated** with little or no impact on operations or teaching and learning.

GRANBURY INDEPENDENT SCHOOL DISTRICT  
PRELIMINARY BUDGET CALENDAR  
2025-26

DATE	ACTIVITY	PARTICIPANTS	PERSON RESPONSIBLE
February 2025	Student Projections for 2025-26	Chief Financial Officer	Chief Financial Officer
February 2025	Budget Parameters Set	Chief Financial Officer	Chief Financial Officer
February 2025	Calendar Established	Chief Financial Officer	Chief Financial Officer
February 2025	Student:Teacher Ratios Established	Board/Superintendent	Chief Financial Officer
2/17/2025	Budget Assumptions & Calendar Presented to Board	Supt/Chief Financial Officer	Chief Financial Officer
3/3/2025	Budget Packets Disseminated	Principals/Directors	Chief Financial Officer
3/3/2025	Allocations to Department Budget Managers	Budget Managers	Chief Financial Officer
3/3/2025	Allocations to Campus Budget Managers	Budget Managers	Chief Financial Officer
March, 2025	Meetings with Prin/Dir to Discuss Budget Needs	Prin/Dir/Asst Supt/Supt/CFO	Asst Supt/ Supt/CFO
3/4/2025	Skyward Budget Input open to Campus/Departments	Prin/Dir/Bus Ofce	Chief Financial Officer
3/17/2025	Maintenance Needs to Finance and Facilities Director	Principals/Directors	Chief Financial Officer
3/17/2025	Additional Utility Needs to Finance and Facilities Director	Principals/Directors	Chief Financial Officer
3/17/2025	New Initiative Packets to Business Office	Principals/Directors	Chief Financial Officer
4/15/2025	Budget Development Worksheets Due to Business Ofc	Principals/Directors	Chief Financial Officer
May, 2025	Preliminary Property Values Due From Appraisal Districts	Chief Appraisers	HCAD/JCAD/SCAD/PCAD
5/19/2025	Presentation of Preliminary Property Values	Supt/Chief Financial Officer	Chief Financial Officer
5/19/2025	Presentation of 2025-26 Salary Schedules	Superintendent	Director of HR
June, 2025	Full Budget Presented to Supt (payroll estimated)	Chief Financial Officer	Chief Financial Officer
June, 2025	Staffing Cost Projections to Business Ofc	Hum Res Dir/Chief Financial Office	Director of HR
6/24/2025	Salary Increase Review	Board/Superintendent	Board/Superintendent
7/25/2025	Certified Tax Values Due from Appraisal Districts	Chief Appraisers	HCAD/JCAD/SCAD/PCAD
7/XX/2025	Budget Workshop / Regular Board Meeting	Board/Superintendent	Superintendent
7/XX/2025	Decide on Proposed Tax Rate for Publication in Paper	Board/Superintendent	Board/Superintendent
8/XX/2025	Publish "Notice of Public Meeting / Proposed Tax Rate"	Chief Financial Officer	Chief Financial Officer
8/XX/2025	Publish on Website Budget Comparision	Chief Financial Officer	Chief Financial Officer
8/XX/2025	Budget & Tax Rate Hearing, Adopt Budget	Board/Superintendent	Board/Superintendent
8/XX/2025	Set Tax Rate	Board	Board/Superintendent

**GRANBURY INDEPENDENT SCHOOL DISTRICT**

**INTEROFFICE MEMO**

**FINANCE AND BUSINESS AFFAIRS**

To: Board of Trustees  
Date: February 17, 2025  
For: Information

**TO:** Dr. Courtney Morawski, Superintendent

**FROM:** Emmett Whitefield

**DATE:** February 11, 2025

**RE:** Engagement of Auditing Firm  
For 2024-25 School Year

**SUMMARY:**

Each year TEA requires school districts to have their annual financial statements audited by a licensed independent CPA firm. The District engaged Snow Garret Williams, Certified Public Accounts to perform the Annual Financial and Compliance Report (AFR) for the 2023-24 school year. Snow Garrett Williams has submitted the attached 2024-25 school year engagement letter for consideration by the District. Selecting an auditor early in the school year allows both the District and the Auditor to plan and work together during the year. Snow Garret Williams has served the District extremely well for many years and has a very good understanding of how the District Operates. This familiarity and understanding of District operations enables Snow Garret Williams to provide the District with a very comprehensive and thorough audit year in and year out.

**RECOMMENDATION:**

That the Board of Trustees approve the engagement of Snow Garrett Williams, Certified Public Accountants as the independent auditor for the 2024-25 school year.

Respectfully submitted,



Emmett Whitefield  
Chief Financial Officer

Staff Person Responsible: Emmett Whitefield

Date Submitted: February 11, 2025



**SNOW GARRETT WILLIAMS**  
CERTIFIED PUBLIC ACCOUNTANTS

February 6, 2025

Granbury Independent School District  
217 N. Jones Street  
Granbury, Texas 76048

Dear Board of Trustees and Management:

We are pleased to confirm our understanding of the services we are to provide Granbury Independent School District for the year ended August 31, 2025.

**Audit Scope and Objectives**

We will audit the financial statements of the governmental activities, the business-type activities, if any, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements, of Granbury Independent School District as of and for the year ended August 31, 2025. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Granbury Independent School District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by U.S. generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis.
2. Budgetary Comparison Schedules.
3. Schedule of the District's Proportionate Share of the Net Pension Liability- Teacher Retirement System of Texas.
4. Schedule of the District's Pension Contributions- Teacher Retirement System of Texas.
5. Schedule of the District's Proportionate Share of the Net OPEB Liability - Teacher Retirement System of Texas.
6. Schedule of the District's OPEB Contributions - Teacher Retirement System of Texas.

We have also been engaged to report on supplementary information other than RSI that accompanies Granbury Independent School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

1. Schedule of Expenditures of Federal Awards.
2. Schedule of Delinquent Taxes Receivable.
3. Budgetary Comparison Schedule for National School Breakfast and Lunch Program and Debt Service Fund as Required by the Texas Education Agency.
4. Use of Funds Report- Select State Allotment Program.
5. Schedule of Required Responses to Selected School First Indicators.

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

1. Introductory Section.

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

## **Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit**

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories if significant, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We may also request written representations from your attorneys as part of the engagement.

We have identified the following significant risks of material misstatement as part of our audit planning:

1. Improper revenue recognition due to fraud.
2. Management override of controls.

We may, from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will

take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Our audit of financial statements does not relieve you of your responsibilities.

### **Audit Procedures-Internal Control**

We will obtain an understanding of the District and its environment, including the system of internal control sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

### **Audit Procedures-Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Granbury Independent School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the OMB *Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Granbury Independent School District's major programs. For federal programs that are included in the most recent version of the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Granbury Independent School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

## **Responsibilities of Management for the Financial Statements and Single Audit**

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the district's ability to continue as a going concern for the 12 months after the financial statements date or shortly thereafter. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles (GAAP). You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

### **Other Services**

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of Granbury Independent School District in conformity with accounting principles generally accepted in the United States and the Uniform Guidance based on information provided by you all of which are considered nonaudit services. In addition, we will provide the following nonaudit services: assist with entries to convert accounting records from modified accrual to full accrual, prepare the data collection form, prepare reports required by TEA Data Feed Standards, and prepare capital asset cost/depreciation/amortization schedules. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, related notes, and additional nonaudit services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, the additional nonaudit services listed in this section, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal awards, and related notes, the additional nonaudit services listed in this section, and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

### **Engagement Administration, Fees, and Other**

We understand that your employees will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the Federal Audit Clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Snow Garrett Williams and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to a grantor or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Snow Garrett Williams personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the cognizant agencies, oversight agencies for audit, or pass-through entities. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Lindsey Kennimer is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be based on the actual time spent at our standard hourly rates. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon notification of termination, even if we have not completed your report(s). You will be obligated to compensate us for all out-of-pocket costs through the date of termination. We will keep you informed of any problems that we encounter that may require significant additional time, and the potential fee implications.

**Reporting**

We will issue a written report upon completion of our Single Audit. Our report will be addressed to the Board of Trustees of Granbury Independent School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor’s report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District’s internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District’s internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to Granbury Independent School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

*Snow Garrett Williams*

Snow Garrett Williams

Response:

This letter correctly sets forth the understanding of Granbury Independent School District.

Management Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Governance Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



To: Board of Trustees

From: Stacey Mitchell

RE: GEF Annual Report

**SUMMARY:**

Annual Report of the Granbury Education Foundation



<b>For:</b>	<b>Board of Trustees</b>
<b>Date:</b>	<b>February 17, 2025</b>
<b>Action:</b>	<b>Report</b>

<b>TO: Board of Trustees</b> <b>From: Todd Gibson</b> <b>Date: February 17, 2025</b> <b>RE: CTE Report</b>
---

**SUMMARY:**

**CTE Annual Report**

**Respectfully submitted,**

**Todd Gibson, CTE Director**



***Granbury ISD***



***CTE***

***Career & Technical Education***



# Enrollment & Space

## Granbury High School

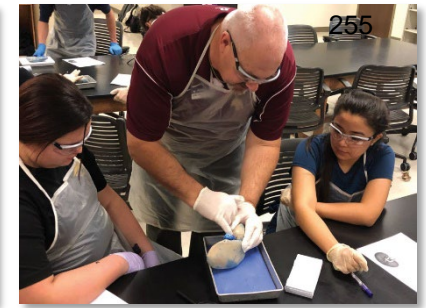
- Granbury High Schools Enrollment: 2,200
- 94% are in at least 1 CTE course
- Over 3,800 course requests
- Average of 1.85 CTE courses per student in CTE
- 37 CTE Teachers

## AMS & GMS

- Three CTE Courses
- 855 total students in CTE

## Space Constraints

- 5 CTE specialty areas converted into classrooms
- Limiting students on courses
- Moved CTE courses into two art rooms
- Two CTE teachers teaching out of GHS classrooms
- Two teachers teaching out of Auto-Tech bays





# Career Clusters

**State of Texas**  
14 Career Clusters  
65 Programs of Study

**Granbury HS**  
12 Career Clusters  
20 Programs of Study

[TEA CTE Programs of Study Link](#)  
[GISD CTE Programs of Study Link](#)



**Graphic Arts & A-V Technology**



**Business, Marketing, & Finance**



**Programming & Software Development**



**Education & Training**



**Health Science**



**Human Services**



**Culinary Arts**



**Agriculture**



**Law & Public Safety**



**Auto-Tech, Aviation**



**Engineering**



**Architecture & Construction (25-26)**



# Certifications & More



**Adobe: Photoshop, Illustrator, After Effects, Premiere Pro, InDesign**



**QuickBooks, Google Analytics, Stukent, Real Estate License**



**OnRamps Dual Enrollment – UT AP course**



**Educational Aide Certification**



**EKG, CNA, EMT, Pharm-Tech**



**ServSafe Manager Certification**



**Vet-Tech, Welding Certification, Floral Certification, Advanced Animal Science Certification**

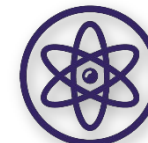


**Job site practicum experiences, EMT**

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**Private Pilot License, Drone License, Automotive practicum and job placement, ASE certifications**



**SolidWorks**

109 GHS students earned certifications in 2020-2021  
235 GHS students earned certifications in 2021-2022  
357 GHS students earned certifications in 2022-2023  
425 GHS students earned certifications in 2023-2024

[TEA Link to all available IBCs](#)



# CTSOs and Businesses

## Career and Technical Student Organizations

- DECA – Distributive Education Clubs of America
- HOSA – Future Health Professionals
- FFA – Future Farmers of America
- High School BBQ
- TSA – Technology Student Association
- STEM Racing
- FCCLA – Family, Career and Community Leaders of America
- VEX Robotics
- TPSA – Texas Public Safety Association

## CTE School Businesses

- Pirate Production Studios, Pirate Sports Network
- Pirate Printing
- Pirate Blooms
- The Anchor
- The Galley
- Auto-Tech
- Engineering
- Ag Mech





# Highlights

## **A/V**

- UIL Short Film Contest - 3 films made it to the semifinal round.
- One was a top finalist in the state for the UIL animation contest and her film will be shown in Austin on Feb 27th.

## **DECA**

- 23 Students competing at the state level after advancing beyond the regional level
- Fourth straight year to qualify students to compete at ICDC International Competition - Orlando in 2025
- Anchor Day of Service - Assisted Local Non-Profits

## **HOSA**

- Three students advancing to the state competition
- Service Project with local nursing homes

## **FFA**

- Hood County Stock Show - Over \$110,000 at the sale.
- Ft. Worth, San Angelo, San Antonio; CDEs
- Hood County News FFA Series

## **Robotics**

- Two teams advancing to state competition at End of February
- Unified Robotics to Austin

## **F1 in Schools – Name change to STEM Racing**

- Performed well at the regional event in December
- Competing in Charlotte, NC in April

## **BBQ Team**

- 12<sup>th</sup> in state in 23-24
- 4<sup>th</sup> place at Ft . Worth Stock Show Contest

## **Education and Training**

- 2<sup>nd</sup> year of ESD student workers
- STEAM Carnival at ESC Region 11
- FCCLA Competition at end of February

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## **TPSA- Law Enforcement**

- Three 1<sup>st</sup> place finishes at the Regional competition and 11 students will be moving on to the State Competition.

## **Engineering Partnership with Mission Granbury**

## **Auto-Tech- Truck Donation from Ford and Shottenkirk**



# Marine Corps JROTC

Naval Honor School for more than ten consecutive years  
**Marine Corps Reserve Association (MCRA) Outstanding Unit Award for the fourth year running. Makes them the top MCJROTC in the World.**

## Involvement

- Community Service
- Student Government
- School Activities and Clubs
- Academic Awards
- Scholarships
- Public Affairs Events
- Team Accomplishments

## Extracurricular Activities

- Rifle Team
- Harlingen Marine Academy
- Robotics Teams
- Cyber Patriot Competition
- Color Guard
- Physical Fitness Team
- Academic Team
- Orienteering Team

## Rifle

- 8 Straight National Championships
- Multiple NCAA shooters
- CMP Distinguished Badge
- National Records



LtCol Casey



1stSgt Rositas





## Comments. Questions?



**GRANBURY INDEPENDENT SCHOOL DISTRICT**

**INTEROFFICE MEMO**

**Curriculum, Instruction and Assessment Department**

<b>TO:</b> Dr Courtney Morawski, Superintendent GISD Board of Trustees	<b>FROM:</b> Julie Rohleder, Dr. Lacey Padgett, Stacie Brown <b>DATE:</b> February 5, 2025 <b>RE: GMS &amp; BES TIP Update</b>
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**SUMMARY:**

In the Fall of 2023 BES and GMS were awarded the 2-year, Title I, 1003 ESF-Focused Support Grant based upon identified comprehensive needs from the 2022-2023 campus STAAR scores. This grant requires the campuses to create an individual Targeted Implementation Plan or TIP annually surrounding identified areas for improvement.

Attached are the GMS & BES TIPs for board review.

Total Grant Funds Received: \$230,262.

Respectfully submitted,

*Julie Rohleder: Principal Granbury Middle School*  
*Dr. Lacey Padgett: Principal-Nettie Baccus Elementary*  
*Stacie Brown: Director of Curriculum, Instruction and Assessment*



GRANBURY MIDDLE SCHOOL – JULIE ROHLER, PRINCIPAL  
BACCUS ELEMENTARY SCHOOL – DR. LACEY PADGETT, PRINCIPAL

# TIP UPDATE BOARD PRESENTATION

February 17, 2025



# ESF GRANT/ TIP

## What is an ESF Grant?

- **Effective Schools Framework**
- **Provides resources to help schools improve student outcomes**

## What is a TIP?

- **Targeted Improvement Plan that has a data driven approach**
- **Identify and focus on which gaps need to be closed**
- **Prioritize and sequence the scope of the improvement efforts**
- **Create a blueprint that clearly identifies the system and capacity that needs to be addressed**

# T.I.L. - TEXAS INSTRUCTIONAL LEADERSHIP

## What is a TIL-Texas Instructional Leadership?

- A coaching program focused on enhancing classroom practice through effective leadership practices
- GISD works closely with our Region 11 Service Center

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# TIP STRATEGIES

## COLLABORATIVE PROCESS

- In collaboration with TIL, our C&I Director works with campus admin team to provide coaching, training, and ongoing support throughout the process of identifying and implementing action steps.
- Coaching with the administrative leadership team on campus occurs at least 2 times a month.
- Administrative leadership team will attend labs once in the fall semester and spring semester to support continuous improvement based on areas of need with TIL support.

# TIP STRATEGY

## DISTRICT SCOPE AND SEQUENCE

- District created scope/sequence for curriculum and technology resources.
- Implementation is facilitated through the Professional Learning Communities (PLC) process and monitored through district assessments (MAP, benchmarks, and individual data collections).

# TIP STRATEGY

## BLUEBONNET MATH GRADES K-8

### What is it?

- High quality instructional materials from the Texas Education Agency which feature a proven, research-based design to support high-quality instruction and ensure students build enduring knowledge and a deep conceptual understanding of mathematics.
- GISD is beginning implementation this spring of bluebonnet math utilizing federal/local funding to train Instructional Coaches and teachers on research based instructional strategies and internalization for rollout in 2025-2026 school year.

# GRANT FUNDS

- **GMS funds are utilized to provide an instructional coach to support teachers and staff in developing and implementing a productive learning environment across the school. The Instructional Coach is responsible for tracking pertinent campus data and supporting all campus processes and procedures.**
- **BES funds are utilized to provide a certified teacher interventionist to support implementation of a productive learning environment across the school. The interventionist will work with focused small group instruction in both math and reading to help accelerate student learning and close gaps.**

**QUESTIONS?**



**GRANBURY INDEPENDENT SCHOOL DISTRICT**  
**GENERAL OPERATING FUND - SORTED BY FUNCTION CODE**  
**INTERIM STATEMENT OF REVENUES AND EXPENDITURES**  
**FOR THE PERIOD ENDED DECEMBER 31, 2024**

	<b>ANNUAL BUDGET</b>	<b>YTD ACTUAL</b>	<b>REMAINING BALANCE</b>	<b>YTD PERCENT</b>	<b>PRIOR YTD PERCENT</b>
<b>REVENUES</b>					
5700 LOCAL					
PROPERTY TAXES	73,506,730	26,322,505	47,184,225	35.81%	12.41%
INVESTMENT INCOME	2,000,000	444,244	1,555,756	22.21%	22.85%
OTHER LOCAL INCOME	520,000	414,487	105,513	79.71%	1.45%
5800 STATE					
STATE FUNDING	16,002,246	9,325,248	6,676,998	58.27%	67.71%
5900 FEDERAL					
FEDERAL PROJECTS	1,872,965	229,252	1,643,713	12.24%	10.65%
<b>TOTAL REVENUES</b>	<b>93,901,941</b>	<b>36,735,736</b>	<b>57,166,205</b>	<b>39.12%</b>	<b>18.59%</b>
<b>EXPENDITURES</b>					
11 INSTRUCTION	55,976,454	18,235,787	37,740,667	32.58%	32.26%
12 INSTRUCTIONAL RESOURCES & MEDIA	812,295	282,383	529,912	34.76%	34.25%
13 CURRICULUM & STAFF DEVELOPMENT	793,454	291,349	502,105	36.72%	35.25%
21 INSTRUCTIONAL LEADERSHIP	1,169,642	334,620	835,022	28.61%	34.31%
23 SCHOOL LEADERSHIP	4,427,860	1,485,672	2,942,188	33.55%	30.17%
31 GUIDANCE/COUNSELING	2,602,980	869,862	1,733,118	33.42%	33.52%
32 SOCIAL WORK SERVICES	0	0	0	0.00%	0.00%
33 HEALTH SERVICES	571,762	177,015	394,747	30.96%	29.28%
34 TRANSPORTATION	5,103,609	2,796,749	2,306,860	54.80%	52.00%
35 FOOD SERVICE	0	0	0	0.00%	0.00%
36 CO-CURRICULAR/EXTRACURRICULAR	2,229,788	795,942	1,433,846	35.70%	42.45%
41 GENERAL ADMINISTRATION	3,163,947	1,110,175	2,053,772	35.09%	36.49%
51 PLANT MAINTENANCE	9,050,861	4,732,331	4,318,530	52.29%	55.32%
52 SECURITY & MONITORING SERVICES	1,688,178	479,636	1,208,542	28.41%	25.89%
53 DATA PROCESSING	1,484,346	578,779	905,567	38.99%	37.74%
61 COMMUNITY EDUCATION	52,911	16,385	36,526	30.97%	19.10%
71 DEBT SERVICE	216,123	216,123	0	100.00%	100.00%
81 FACILITIES CONSTRUCTION & ACQUISITION	1,275,165	1,075,710	199,455	84.36%	0.00%
91 CONTR INSTRUCTIONAL SERVICES	3,740,231	0	3,740,231	0.00%	0.00%
93 PAYMENTS TO FISCAL AGENT	0	0	0	0.00%	0.00%
99 OTHER INTER GOV CHARGES	1,750,000	435,137	1,314,863	24.86%	19.52%
<b>TOTAL EXPENDITURES</b>	<b>96,109,606</b>	<b>33,913,655</b>	<b>62,195,951</b>	<b>35.29%</b>	<b>33.40%</b>
OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
<b>EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	<b>(2,207,665)</b>	<b>2,822,081</b>	<b>(5,029,746)</b>		

**GRANBURY INDEPENDENT SCHOOL DISTRICT**  
**GENERAL OPERATING FUND**  
**INTERIM STATEMENT OF REVENUES AND EXPENDITURES**  
**FOR THE PERIOD ENDED DECEMBER 31, 2024**

	<b>ANNUAL BUDGET</b>	<b>YTD ACTUAL</b>	<b>REMAINING BALANCE</b>	<b>YTD PERCENT</b>
<b><u>REVENUES</u></b>				
5700 LOCAL SOURCES	76,026,730	27,181,236	48,845,494	35.75%
5800 STATE SOURCES	16,002,246	9,325,248	6,676,998	58.27%
5900 FEDERAL SOURCES	1,872,965	229,252	1,643,713	12.24%
<b>TOTAL REVENUES</b>	<b>93,901,941</b>	<b>36,735,736</b>	<b>57,166,205</b>	<b>39.12%</b>
<b><u>EXPENDITURES</u></b>				
6100 PAYROLL COSTS	76,755,949	24,126,033	52,629,916	31.43%
6200 PROFESSIONAL & CONTRACTED SERVICES	11,261,219	4,375,895	6,885,324	38.86%
6300 SUPPLIES/MATERIALS	2,494,599	1,158,720	1,335,879	46.45%
6400 OTHER OPERATING	2,290,441	1,463,119	827,322	63.88%
6500 DEBT SERVICE	216,123	216,123	0	100.00%
6600 CAPITAL OUTLAY	3,091,275	2,573,765	517,510	83.26%
<b>TOTAL EXPENDITURES</b>	<b>96,109,606</b>	<b>33,913,655</b>	<b>62,195,951</b>	<b>35.29%</b>
<b><u>OTHER SOURCES AND USES</u></b>				
7900 OTHER RESOURCES	0	0	0	0.00%
8900 OTHER USES	0	0	0	0.00%
<b>OTHER SOURCES(USES)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>	<b>(2,207,665)</b>	<b>2,822,081</b>	<b>(5,029,746)</b>	

**GRANBURY INDEPENDENT SCHOOL DISTRICT**  
**GENERAL OPERATING FUND - SORTED BY FUNCTION CODE**  
**INTERIM STATEMENT OF REVENUES AND EXPENDITURES**  
**FOR THE PERIOD ENDED JANUARY 31, 2025**

	<b>ANNUAL BUDGET</b>	<b>YTD ACTUAL</b>	<b>REMAINING BALANCE</b>	<b>YTD PERCENT</b>	<b>PRIOR YTD PERCENT</b>
<b>REVENUES</b>					
5700 LOCAL					
PROPERTY TAXES	73,506,730	50,810,149	22,696,581	69.12%	61.44%
INVESTMENT INCOME	2,000,000	653,478	1,346,522	32.67%	34.52%
OTHER LOCAL INCOME	520,000	448,518	71,482	86.25%	43.20%
5800 STATE					
STATE FUNDING	16,002,246	9,675,694	6,326,552	60.46%	70.55%
5900 FEDERAL					
FEDERAL PROJECTS	1,872,965	242,633	1,630,332	12.95%	11.43%
<b>TOTAL REVENUES</b>	<b>93,901,941</b>	<b>61,830,472</b>	<b>32,071,469</b>	<b>65.85%</b>	<b>61.07%</b>
<b>EXPENDITURES</b>					
11 INSTRUCTION	55,976,454	22,416,230	33,560,224	40.05%	40.15%
12 INSTRUCTIONAL RESOURCES & MEDIA	812,295	346,678	465,617	42.68%	42.64%
13 CURRICULUM & STAFF DEVELOPMENT	793,454	345,468	447,986	43.54%	43.92%
21 INSTRUCTIONAL LEADERSHIP	1,169,642	421,226	748,416	36.01%	42.59%
23 SCHOOL LEADERSHIP	4,427,860	1,852,427	2,575,433	41.84%	37.42%
31 GUIDANCE/COUNSELING	2,602,980	1,070,843	1,532,137	41.14%	41.71%
32 SOCIAL WORK SERVICES	0	0	0	0.00%	0.00%
33 HEALTH SERVICES	571,762	221,661	350,101	38.77%	36.53%
34 TRANSPORTATION	5,103,609	3,078,383	2,025,226	60.32%	55.69%
35 FOOD SERVICE	0	0	0	0.00%	0.00%
36 CO-CURRICULAR/EXTRACURRICULAR	2,229,788	954,405	1,275,383	42.80%	50.89%
41 GENERAL ADMINISTRATION	3,163,947	1,357,352	1,806,595	42.90%	44.83%
51 PLANT MAINTENANCE	9,050,861	5,197,877	3,852,984	57.43%	60.74%
52 SECURITY & MONITORING SERVICES	1,688,178	585,927	1,102,251	34.71%	31.90%
53 DATA PROCESSING	1,484,346	661,447	822,899	44.56%	45.78%
61 COMMUNITY EDUCATION	52,911	22,609	30,302	42.73%	24.43%
71 DEBT SERVICE	216,123	216,123	0	100.00%	100.00%
81 FACILITIES CONSTRUCTION & ACQUISITION	1,275,165	1,271,975	3,190	99.75%	0.00%
91 CONTR INSTRUCTIONAL SERVICES	3,740,231	0	3,740,231	0.00%	0.00%
93 PAYMENTS TO FISCAL AGENT	0	0	0	0.00%	0.00%
99 OTHER INTER GOV CHARGES	1,750,000	435,137	1,314,863	24.86%	19.52%
<b>TOTAL EXPENDITURES</b>	<b>96,109,606</b>	<b>40,455,768</b>	<b>55,653,838</b>	<b>42.09%</b>	<b>40.30%</b>
OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
<b>EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	<b>(2,207,665)</b>	<b>21,374,704</b>	<b>(23,582,369)</b>		

**GRANBURY INDEPENDENT SCHOOL DISTRICT**  
**GENERAL OPERATING FUND**  
**INTERIM STATEMENT OF REVENUES AND EXPENDITURES**  
**FOR THE PERIOD ENDED JANUARY 31, 2025**

	<b>ANNUAL BUDGET</b>	<b>YTD ACTUAL</b>	<b>REMAINING BALANCE</b>	<b>YTD PERCENT</b>
<b><u>REVENUES</u></b>				
5700 LOCAL SOURCES	76,026,730	51,912,145	24,114,585	68.28%
5800 STATE SOURCES	16,002,246	9,675,694	6,326,552	60.46%
5900 FEDERAL SOURCES	1,872,965	242,633	1,630,332	12.95%
<b>TOTAL REVENUES</b>	<b>93,901,941</b>	<b>61,830,472</b>	<b>32,071,469</b>	<b>65.85%</b>
<b><u>EXPENDITURES</u></b>				
6100 PAYROLL COSTS	76,798,449	30,141,302	46,657,147	39.25%
6200 PROFESSIONAL & CONTRACTED SERVICES	11,223,019	4,482,939	6,740,080	39.94%
6300 SUPPLIES/MATERIALS	2,496,436	1,308,411	1,188,025	52.41%
6400 OTHER OPERATING	2,283,865	1,534,607	749,258	67.19%
6500 DEBT SERVICE	216,123	216,123	0	100.00%
6600 CAPITAL OUTLAY	3,091,714	2,772,386	319,328	89.67%
<b>TOTAL EXPENDITURES</b>	<b>96,109,606</b>	<b>40,455,768</b>	<b>55,653,838</b>	<b>42.09%</b>
<b><u>OTHER SOURCES AND USES</u></b>				
7900 OTHER RESOURCES	0	0	0	0.00%
8900 OTHER USES	0	0	0	0.00%
<b>OTHER SOURCES(USES)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>	<b>(2,207,665)</b>	<b>21,374,704</b>	<b>(23,582,369)</b>	

**GRANBURY INDEPENDENT SCHOOL DISTRICT**  
**INTEROFFICE MEMO**  
**FINANCE AND BUSINESS AFFAIRS**

To: Board of Trustees  
Date: February 17, 2025  
For: Information

**TO:** Dr. Courtney Morawski, Superintendent      **FROM:** Emmett Whitefield  
**DATE:** February 11, 2025  
**RE:** Cash Flow and Investment Report  
as of December 31, 2024 / January 31, 2025

**SUMMARY:**

Attached is the Cash Flow and Investment Report for the period ending December 31, 2024 and January 31, 2025.

**BUDGET IMPACT:** None

Respectfully submitted,




Emmett Whitefield RSTBA  
Chief Financial Officer

Staff Person Responsible:      Emmett Whitefield

Date Submitted:                      February 11, 2025

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	<b>GRANBURY INDEPENDENT SCHOOL DISTRICT</b>																	
2	<b>CASH AND INVESTMENT REPORT</b>																	
3	<b>FROM DECEMBER 1, 2024 TO DECEMBER 31, 2024</b>																	
4	FOR BOARD MEETING FEBRUARY 17, 2025		<u>PLAINS CAPITAL BANK / FIRST FINANCIAL BANK</u>								<u>POOL INVESTMENTS</u>				<u>TCG INVESTMENT ADVISORS</u> <u>MAPP PROGRAM</u>			
5																		
6			<u>GENERAL FUND</u>	<u>DEBT</u>	<u>CAPITAL PROJ</u>	<u>PAYROLL</u>	<u>A/P</u>	<u>WC FUND</u>	<u>EZDENT</u>	<u>CHILD NUTRITION</u>	<u>LOGIC</u>	<u>LONE STAR</u>	<u>TEXPOOL</u>	<u>TEXAS RANGE</u>	<u>AMERITRADE</u>	<u>LANDING ROCK</u>	<u>TOTAL</u>	
8	<b>BEGINNING BALANCE-DECEMBER 1, 2024</b>		\$ 3,594,692	\$ 1,083,009	\$ 25,917	\$ 2,088,889	\$ 1,150,088	\$ 833,951	\$ 97,885	\$ 1,466,353	\$ 4,541	\$ 17,157,098	\$ 34	\$ 273	\$ -	\$ -	\$ 27,502,732	
10	LOCAL REVENUE-RENT, CAFÉ MEALS,ATH		\$ 4,989,081.78		\$ -	\$ -				\$ 274,584		\$ -					\$ 5,263,666	
11																	\$ -	
12	TAX COLLECTIONS		\$ -	\$ -								\$ 30,647,472					\$ 30,647,472	
13																	\$ -	
14	TEA COLLECTIONS:																\$ -	
15	CHILD NUTRITION		\$ 696,812							\$ 418,119							\$ 1,114,931	
16	FOUNDATION		\$ 522,916														\$ 522,916	
17	TITLE FUNDS		\$ 420,223														\$ 420,223	
18	AVAILABLE SCHOOL FUND		\$ -														\$ -	
19	IDEA-B FUNDS		\$ 411,277														\$ 411,277	
20	IMA		\$ -														\$ -	
21	PERKINS		\$ 14,002														\$ 14,002	
22	Safety Grant		\$ 216,952														\$ 216,952	
23	MAC/SHARS		\$ 64,498														\$ 64,498	
24	MCJROTC		\$ 8,024														\$ 8,024	
25	DUE TO / FROM OTHER FUNDS EDA		\$ -							\$ -							277	
26	TRANSFERS IN		\$ 6,900,000	\$ -	\$ -	\$ 5,149,460	\$ 4,910,180	\$ 41,608	\$ 34,658	\$ -	\$ -	\$ -	\$ -			\$ -	\$ 17,035,906	
27	TRANSFERS IN SWEEP ACCOUNT		\$ 5,644,585	\$ -		\$ 546,387	\$ 2,138,452	\$ 54,023	\$ 35,346	\$ 333,712							\$ 8,752,505	
28	BOND PAYMENT			\$ -													\$ -	
29	OPERATING EXPENSES		\$ (8,361,948)	\$ -			\$ (4,910,180)	\$ (41,608)	\$ (34,658)	\$ (554,565)	\$ -	\$ -			\$ -	\$ -	\$ (13,902,959)	
30	PAYROLL		\$ (5,882,667)			\$ (5,149,460)				\$ (138,138)							\$ (11,170,264)	
31	TEA RECAPTURE		\$ -			\$ -											\$ -	
32	TRANSFERS OUT			\$ -	\$ -			\$ -			\$ -	\$ (6,900,000)	\$ -	\$ -	\$ -		\$ (6,900,000)	
33	TRANSFERS OUT SWEEP ACCOUNT		\$ (2,226,050)			\$ (715,934)	\$ (1,793,736)	\$ (9,379)	\$ (16,974)	\$ (161,566)								
34	MARKET APPRECIATION / (DEPRECIATION)																\$ -	
35	MONTHLY DIVIDENDS & INTEREST EARNED AND PAID		\$ 10,942	\$ 3,554	\$ 85	\$ 6,156	\$ 4,984	\$ 2,854	\$ 366	\$ 5,035	\$ 18	\$ 94,738	\$ -	\$ 1	\$ -	\$ -	\$ 128,733	
36	ACCRUED INTEREST PAID																\$ -	
37	<b>ENDING BALANCE - DECEMBER 31, 2024</b>		\$ 7,023,341	\$ 1,086,563	\$ 26,002	\$ 1,925,497	\$ 1,499,789	\$ 881,448	\$ 116,623	\$ 1,643,534	\$ 4,559	\$ 40,999,308	\$ 34	\$ 274	\$ -	\$ 0	\$ 55,206,975	
38																		
39	INTEREST ACCRUED, NOT PAID AT MONTHS END																\$ -	
40																		
41	WEIGHTED AVERAGE MATURITY		1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	51 Days	58 Days	36 Days	1 Days				
42																		
43	CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:		3.855%	3.855%	3.855%	3.855%	3.855%	3.855%	3.855%	3.855%	4.693%	4.769%	4.392%	4.500%	0.000%	0.000%		
44	PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:		3.934%	3.934%	3.934%	3.934%	3.934%	3.934%	3.934%	3.934%	4.830%	4.900%	4.730%	4.660%	0.000%	0.000%		
45																		
46																		
47	We, the approved Investment Officers of Granbury ISD, hereby certify that the above Investment Report represents the investment position of the District (as of the end of the month indicated at the top of this investment form) in accordance with the Board approved Investment Funds Policy, the Public Funds Investment Act (Texas Government Code 2256), and Generally Accepted Accounting Principals (GAAP).											<b>2024-25 INTEREST</b>						
48												ACCRUED (as of 12/31/24)						
49												Sep-24	\$ 154,540.82	Mar-25				
50												Oct-24	\$ 138,758.94	Apr-25				
51												Nov-24	\$ 116,395.33	May-25				
52												Dec-24	\$ 128,733.06	Jun-25				
53												Jan-25		Jul-25				
54												Feb-25		Aug-25				
55												<b>TOTAL</b>			\$ 538,428.15			
56																		
57												DECEMBER INTEREST ACCRUED			\$ -			
58												DECEMBER INTEREST EARNED & PD			\$ 128,733.06			
59												DECEMBER TOTAL INTEREST			\$ 128,733.06			

  
Emmett Whitefield  
Chief Financial Officer



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	<b>GRANBURY INDEPENDENT SCHOOL DISTRICT</b>																	
2	<b>CASH AND INVESTMENT REPORT</b>																	
3	<b>FROM JANUARY 1, 2025 TO JANUARY 31, 2025</b>																	
4	FOR BOARD MEETING FEBRUARY 17, 2025		<b>FIRST FINANCIAL BANK</b>								<b>POOL INVESTMENTS</b>				<b>TCG INVESTMENT ADVISORS MAPP PROGRAM</b>			
5																		
6			<u>GENERAL FUND</u>	<u>DEBT</u>	<u>CAPITAL PROJ</u>	<u>PAYROLL</u>	<u>A/P</u>	<u>WC FUND</u>	<u>EZDENT</u>	<u>CHILD NUTRITION</u>	<u>LOGIC</u>	<u>LONE STAR</u>	<u>TEXPOOL</u>	<u>TEXAS RANGE</u>	<u>AMERITRADE</u>	<u>LANDING ROCK</u>	<u>TOTAL</u>	
8	<b>BEGINNING BALANCE-JANUARY 1, 2025</b>		\$ 7,023,341	\$ 1,086,563	\$ 26,002	\$ 1,925,497	\$ 1,499,789	\$ 881,448	\$ 116,623	\$ 1,643,534	\$ 4,559	\$ 40,999,308	\$ 34	\$ 274	\$ -	\$ 0	\$ 55,206,975	
10	LOCAL REVENUE-RENT, CAFÉ MEALS,ATH		\$ 2,142,773.98		\$ -	\$ -				\$ 599,203							\$ 2,741,977	
11																	\$ -	
12	TAX COLLECTIONS		\$ -	\$ -								\$ 28,999,127					\$ 28,999,127	
13																	\$ -	
14	TEA COLLECTIONS:																\$ -	
15	CHILD NUTRITION		\$ 287,274							\$ 287,274							\$ 574,548	
16	DYSLEXIA GRANT		\$ -														\$ -	
17	TITLE FUNDS		\$ 80,757														\$ 80,757	
18	AVAILABLE SCHOOL FUND		\$ -														\$ -	
19	IDEA-B FUNDS		\$ -														\$ -	
20	IMA		\$ -														\$ -	
21	PERKINS		\$ -														\$ -	
22	ARP FUNDS		\$ -														\$ -	
23	MCJROTC		\$ 8,024														\$ 8,024	
24	MAC/SHARS		\$ 9,403														\$ 278,9,403	
25	TRANSFERS IN		\$ 5,300,000	\$ 880,192	\$ -	\$ 5,093,254	\$ 2,166,129	\$ 44,035	\$ 41,463	\$ -	\$ -	\$ -	\$ -			\$ -	\$ 13,525,074	
26	BOND PAYMENT			\$ (880,192)													\$ (880,192)	
27	OPERATING EXPENSES		\$ (1,969,311)	\$ -	\$ -		\$ (2,166,129)	\$ (44,035)	\$ (41,463)	\$ (745,768)	\$ -	\$ -			\$ -	\$ -	\$ (4,966,706)	
28	PAYROLL		\$ (5,859,703)	\$ -	\$ -	\$ (5,093,254)				\$ (140,709)							\$ (11,093,667)	
29	TEA RECAPTURE		\$ -				\$ -										\$ -	
30	TRANSFERS IN SWEEP ACCOUNT		\$ 190,467	\$ -		\$ 723,585	\$ 1,054,143	\$ 32,122	\$ 17,626	\$ 558,053							\$ -	
31	TRANSFERS OUT SWEEP ACCOUNT		\$ (4,711,262)	\$ (880,192)	\$ -	\$ (705,141)	\$ (1,640,236)	\$ (11,913)	\$ (23,837)	\$ (230,301)	\$ -	\$ (5,300,000)	\$ -	\$ -	\$ -	\$ -	\$ (13,502,883)	
32	MARKET APPRECIATION / (DEPRECIATION)																\$ -	
33	MONTHLY DIVIDENDS & INTEREST EARNED AND PAID		\$ 11,153	\$ 3,372	\$ 83	\$ 6,646	\$ 2,734	\$ 2,785	\$ 347	\$ 5,656	\$ 18	\$ 214,802	\$ -	\$ 1	\$ -	\$ 0	\$ 247,597	
34	ACCRUED INTEREST PAID																\$ -	
35	<b>ENDING BALANCE - JANUARY 31, 2025</b>		\$ 2,512,916	\$ 209,743	\$ 26,084	\$ 1,950,587	\$ 916,429	\$ 904,443	\$ 110,759	\$ 1,976,942	\$ 4,577	\$ 64,913,237	\$ 34	\$ 275	\$ -	\$ 0	\$ 73,526,029	
36																	\$ -	
37	INTEREST ACCRUED, NOT PAID AT MONTHS END																\$ -	
38																	\$ -	
39	WEIGHTED AVERAGE MATURITY		1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	43 Days	49 Days	36 Days	1 Days			\$ -	
40																	\$ -	
41	CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:		3.744%	3.744%	3.744%	3.744%	3.744%	3.744%	3.744%	3.744%	4.539%	4.594%	4.392%	4.410%	0.000%	0.000%	\$ -	
42	PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:		3.855%	3.855%	3.855%	3.855%	3.855%	3.855%	3.855%	3.855%	4.693%	4.770%	4.392%	4.500%	0.000%	0.000%	\$ -	
43																	\$ -	
44																	\$ -	
45	We, the approved Investment Officers of Granbury ISD, hereby certify that the above Investment Report represents the investment position											<b>2024-25 INTEREST</b>						
46	of the District (as of the end of the month indicated at the top of this investment form) in accordance with the Board approved Investment											ACCRUED (as of 1/31/25)						
47	Funds Policy, the Public Funds Investment Act (Texas Government Code 2256), and Generally Accepted Accounting Principals (GAAP).											Sep-24	\$ 154,540.82	Mar-25				
48												Oct-24	\$ 138,758.94	Apr-25				
49												Nov-24	\$ 116,395.33	May-25				
50												Dec-24	\$ 128,733.06	Jun-25				
51	Emmett Whitneys											Jan-25	\$ 247,596.54	Jul-25				
52	Chief Financial Officer											Feb-25		Aug-25				
53														<b>TOTAL</b>	\$ 786,024.69			
54																	\$ -	
55																	\$ -	
56																	\$ 247,596.54	
57																	\$ 247,596.54	