

**Notice of Public Meeting
The Board of Trustees
Granbury ISD
Monday, October 20, 2025
4:00 PM**

A Public Meeting of the Board of Trustees of Granbury ISD will be held Monday, October 20, 2025, beginning at 4:00 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
 - a. Personnel
To deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
(Texas Government Code 551.074)
 1. Staff Recommendations
 2. Superintendent Evaluation
 - b. Consultation with Attorney, if needed
To consult with its attorney when the Board seeks advice about pending or contemplated litigation or a settlement offer, or when the attorney will have an ethical duty of confidentiality
(Texas Government Code 551.071)
 - c. Real Property
To deliberate the purchase, exchange, lease of real property if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.
(Texas Government Code 551.072)
3. RECONVENE IN OPEN SESSION-5pm
4. FACILITIES ASSESSMENT WORKSHOP 3
5. INVOCATION-6pm
6. PLEDGES led by Nettie Baccus Elementary School
7. SCHOOL UPDATE- NETTIE BACCUS ELEMENTARY 31
8. 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.
9. PUBLIC HEARING FOR FIRST REPORT 42
10. ACHIEVEMENT SPOTLIGHT 62
 - a. Community Donations
 - b. National Merit Commended Scholars
 - c. Shottenkirk Senior of the Month
11. SUPERINTENDENT'S REPORT
12. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION
 - a. Consider Staff Recommendations
13. CONSENT AGENDA ITEMS 63
 - a. Approve past Meeting Minutes: September Regular Meeting and September Community Engagement Meeting 70
 - b. Approve a Resolution for Compliance with SB12 73
 - c. Approve the Renewal of the IReady program 82
 - d. Approve the Renewal of the IXL program 88
 - e. Approve a Revised Extra Duty Pay Schedule from Human Resources 96
 - f. Approve Budget Amendments 99
 - g. Approve a Resolution to amend Representatives for Texpool Investment Pool 102
 - h. Approve Hay Leases for 2025-2026 at Baccus and Acton 103
 - i. Approve a Forward Training Center Lease Agreement 104
 - j. Approve the Purchase of Cafeteria Tables through interlocal

k. Approve the Purchase of a Maintenance & Facilities Department Vehicle through Interlocal	107
14. DISCUSSION/ACTION	
a. Discuss and take Action on the District Improvement Plan	109
b. Discuss and possible Action to Nominate a Person(s) to the Hood Central Appraisal District Board.	167
c. Discuss and take Action on an Investment Policy Review Resolution	172
d. Discuss and take Action on the Purchase of: (5) 77 Passenger Student Buses and (1) 54 Passenger SPED Bus.	200
e. Discuss a Recommendation for District Audit Services from a RFQ.	216
f. Approve School Library Collection Procurement List	219
15. REPORTS	
a. Annual Continuing Education Report for the Board of Trustees	244
b. Categorical Spending Report	245
c. Financial Statements for period ending September 30, 2025	247
d. Cash Flow and Investment Report for period ending September 30, 2025	250
16. ADJOURN	

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, 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.

Superintendent or Designee (For the Board of Trustees)

Granbury ISD

3

TASB Facility Dashboard Orientation & Facility Assessment Overview

Scott Beene

Facility Consultant

- **31 years** in Public Education as a Teacher, Administrator & Consultant
- **17 years** as a Superintendent
- **Joined TASB in 2023**



Categories Evaluated

Site

Building systems and components

Safety and security

Educational adequacy

Support Space

ADA Accessibility

Staff wants and needs

Portable Buildings – (Recommendation is to replace with permanent structure)

5

Exterior Areas Evaluated

Site size

Parking area

Topography and drainage

Pedestrian services and on-site walkways

Street access and vehicular traffic

Canopies

6

Exterior Areas Evaluated

Building envelope

Roofs

Foundations

Walls, doors and windows

ADA compliance (high-level)

Playground, athletic, and P.E. space size

Campus security systems

Interior Areas Evaluated

ADA compliance (high-level)

Heating, ventilation, and air conditioning

Electrical infrastructure

Lighting, communications, and data infrastructure

Plumbing infrastructure

Restrooms and drinking fountains

Flooring

Doors, walls, cabinets, and ceilings

Campus security systems

Life safety systems

Interior Areas Evaluated

Academic learning spaces

Specialized learning spaces

Library

Gyms, athletic, and P.E. facilities

Science labs

Band, choir, and music spaces

Art space

Computer labs

Interior Areas Evaluated

Support Spaces

Teacher work rooms

Cafeteria and kitchen

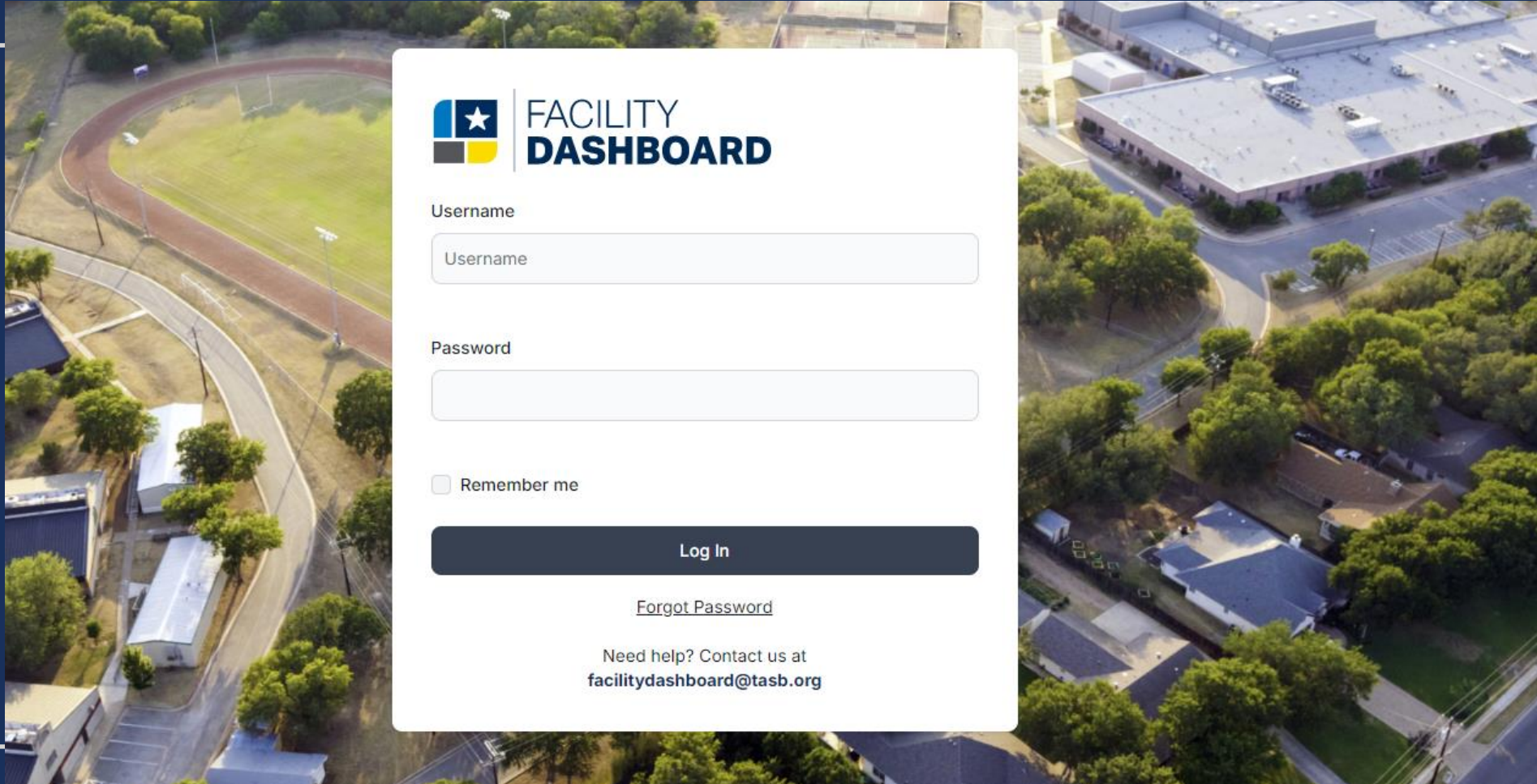
Nurse's clinic

Reception space

Administrative and support spaces

10

Facility Dashboard (tasb.org)

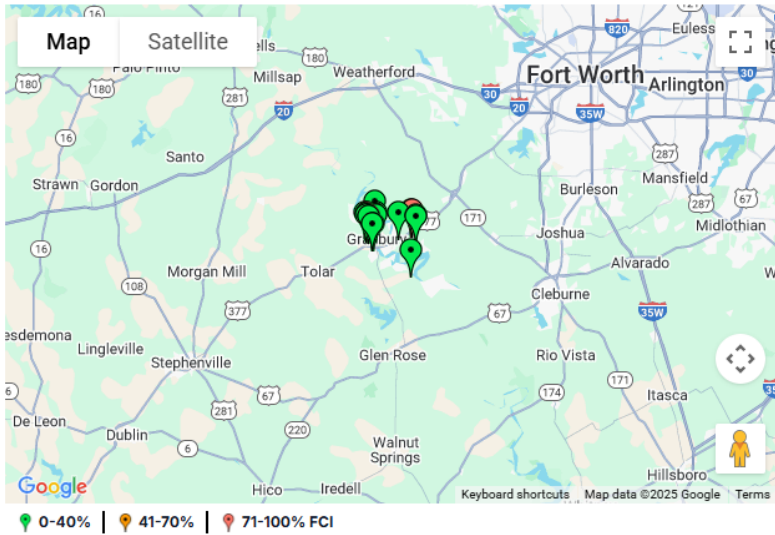


District Home Page

Granbury ISD

PRIORITY PROJECTS HVAC SUMMARY ROOF SUMMARY FACILITY UPDATE SURVEY EQUIPMENT LIST

District Sites



District Information



Granbury ISD

- Address:** 217 N Jones St. Granbury, Texas 76048
- Square Footage:** 1,547,917
- Replacement Cost Built:** \$973,235,290
- Condition Budget:** \$134,239,127
- Total Enrollment/Capacity - Elementary:** 3,911 | 4,773
- Total Enrollment/Capacity - Middle:** 1,772 | 2,891
- Total Enrollment/Capacity - High:** 2,298 | 2,887
- Public Url:** <https://facilitydashboard.tasb.org/public?districtname=Granbury-ISD>

District Summary

+ ADD SITE

NAME	TOTAL SQUARE FOOTAGE	REPLACEMENT BUDGET	PHYSICAL CONDITION BUDGET	FCI	EDIT	DUPLICATE
Acton Daycare	7,000	\$4,069,910	\$332,287	10%		
Administration - Forward Training Center	6,450	\$3,650,829	\$856,954	28%		
Administration - Main	72,500	\$41,036,450	\$7,183,672	21%		

District Page – Priority Projects

Granbury ISD


PRIORITY PROJECTS

HVAC SUMMARY

ROOF SUMMARY

FACILITY UPDATE SURVEY

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Priority Projects

Elementary - Emma Roberson Gym 2016

Fill in holes around foundation.

Elementary - Emma Roberson Main

Single ply roof is past useful life expectancy and should be considered for replacement.

Inspect and repair damaged exterior expansion caulking as needed.

Replace single pane window systems with energy efficient double pane window systems. Inspect exterior windows and repair damaged window caulking.

Install ADA lift at stage.

Update Energy Management system as needed when new HVAC units are installed.

Test and balance new HVAC units when installed.

High School - Main Building

Re-seal the building envelope by regrouting or repointing the masonry work and replacing cracking or missing expansion joint caulking as needed.

Re-caulk window frames as needed.

Cracking observed in framed partitions of the interior walls, repair walls, fill and refinish surfaces before movement.

Additional Projects, if Funds Become Available

Elementary - Emma Roberson Gym 2016

Update interior lighting fixtures to LED.

Elementary - Emma Roberson Main

Refinish exterior hollow metal doors as needed.

Refinish interior wooden doors.

Refinish interior storefront doors.

Refinish interior wallboard wall surfaces as needed.

Replace carpet that is damaged, stained, or past useful life expectancy.

Replace vinyl floor tile that is damaged or past useful life expectancy.

Replace stained or damaged 2x2 lay-in ceiling tiles as needed.

Update lighting fixtures to LED.

Install lighting control system with new LED fixtures.

Replace restroom stalls made of metal or laminate material with HDPE materials.

Replace original cabinets and countertops. Refinish remaining cabinets and countertops as needed.

Pave northeastern section of dirt roadway.

Restripe parking lots and provide adequate ADA parking spaces (3 total, 1

Completed Projects

Elementary - Emma Roberson Gym 2016

No Projects

Elementary - Emma Roberson Main

No Projects

High School - Main Building

No Projects

13

Middle School - Granbury

No Projects

High School - Fieldhouse, Pirate Pavilion, Track

No Projects

High School - Ag Complex

No Projects

High School - James Wann Sports Center

No Projects

District Page – HVAC Summary

Granbury ISD

PRIORITY PROJECTS HVAC SUMMARY ROOF SUMMARY FACILITY UPDATE SURVEY EQUIPMENT LIST

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Acton Daycare

LOCATION OF UNIT	MANUFACTURER	MODEL NUMBER	SERIAL NUMBER	TYPE	TONNAGE	YEAR	AGE	REPLACEMENT COST	IMMEDIATE NEED COST	ATTACHMENTS
Ground	American Standard	5A7A4060A10000AA	2507369KF	Split System	3	2025	0		\$22,500	\$0
Ground	American Standard	5A7A4060A10000AA	2510244X3F	Split System	3	2025	0		\$22,500	\$0
Ground	American Standard	5A7A4060A10000AA	25102443F	Split System	3	2025	0		\$22,500	\$0
Ground	American Standard	5A7A4060A10000AA	2510248L3F	Split System	3	2025	0		\$22,500	\$0
Ground	American Standard	5A7A4060A10000AA	252634M1GF	Split System	3	2025	0		\$22,500	\$0
Ground	American Standard	5A7A4060A10000AA	252722J9F	Split System	3	2025	0		\$22,500	\$0
Ground	American Standard	5A7A4060A10000AA	251032D3F	Split System	3	2025	0		\$22,500	\$0

1

Items per page: 10

Administration - Forward Training Center

LOCATION OF UNIT	AREA SERVED	MANUFACTURER	MODEL NUMBER	SERIAL NUMBER	DISTRICT ID	TYPE	TONNAGE	YEAR	AGE	REPLACEMENT COST	IMMEDIATE NEED COST	ATTACHMENTS
Ground	FTC	York	H2RA060S06D	EBJM1493	1	Split System	5	2000	25		\$37,500	\$37,500
Ground	FTC	N/A	H1RA060S06A	EEEM163335	2	Split System	5	1996	29		\$37,500	\$37,500
Ground	ftc	International Comfort Products (ICP)	N4A360GKC300	E131204827	3	Split System	3	2013	12		\$22,500	\$0
Ground	N/A	Carrier	38EH060530	1088E13791	N/A	Split System	5	2002	23		\$37,500	\$37,500
Ground	FTC	International Comfort Products (ICP)	WCA3604GKC100	X132362804	N/A	Split System	3	2013	12		\$22,500	\$0
Ground	FTC	Other	NAC060AK??	N/A	N/A	Split System	5	2003	22		\$37,500	\$37,500

1

Items per page: 10

Administration - Main

LOCATION OF UNIT	MANUFACTURER	MODEL NUMBER	SERIAL NUMBER	TYPE	TONNAGE	CFM/MBH	YEAR	AGE	REPLACEMENT COST	IMMEDIATE NEED COST	NO HAIL GUARD	REFRIGERANT TYPE	HAS OA ON UNIT	VOLTS/PH	HEATING, KW	HEAT PUMP, BTUH	ATTACHMENTS
Roof	Trane	YSC060A3RLA140000A1000000	321100315L	Packaged Unit	5	48	2003	22	\$37,500	\$37,500	false	R-22	true	208-230/60/3	N/A	N/A	
Roof	Trane	YSC060A3RLA140000A1000000	321100277L	Packaged Unit	5	48	2003	22	\$37,500	\$37,500	false	R-22	true	208-230/60/3	N/A	N/A	
Roof	Carrier	50TJ-008---521--	3000G30355	Packaged Unit	8	N/A	2000	25	\$56,250	\$56,250	false	R-22	true	208-230/60/3	N/A	N/A	
Roof	Trane	YSC060A3RLA140000A1000000	321100242L	Packaged Unit	5	48	2003	22	\$37,500	\$37,500	false	R-22	true	208-230/60/3	N/A	N/A	
Roof	Trane	YSC060A3RLA140000A1000000	321100277L	Packaged Unit	5	48	2003	22	\$37,500	\$37,500	false	R-22	true	208-230/60/3	N/A	N/A	
Roof	Trane	YSC060A3RLA140000A1000000	321100283L	Packaged Unit	5	48	2003	22	\$37,500	\$37,500	false	R-22	true	208-230/60/3	N/A	N/A	
Roof	Trane	YHC060A3RLA1VB08B1A1008000	520100534L	Packaged Unit	5	48	2005	20	\$37,500	\$37,500	false	R-22	true	208-230/60/3	N/A	N/A	
Roof	Trane	YCD181C3L0CA	521100274D	Packaged Unit	15	70	2005	20	\$112,500	\$112,500	false	R-22	true	208-230/60/3	N/A	N/A	
Roof	Trane	YSC060A3RLA140000A1000000	321100298L	Packaged Unit	5	48	2003	22	\$37,500	\$37,500	false	R-22	true	208-230/60/3	N/A	N/A	
Roof	Carrier	50TJ-008---521--	3000G30353	Packaged Unit	8	N/A	2000	25	\$56,250	\$56,250	false	R-22	true	208-230/60/3	N/A	N/A	



District Page – Roof Summary

Granbury ISD


PRIORITY PROJECTS

HVAC SUMMARY

ROOF SUMMARY

FACILITY UPDATE SURVEY

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High School - Main Building

Roof Assessment - Auditorium Canopy

Roof	
Area Name	Auditorium Canopy
Type of Roof	Gravel
Roof Deck Material	Steel
Reported Installation Year	1985
Sq. Ftg.	1,500
Overall Condition Grade (auto calculated)	Replace
Replacement Cost	\$66,612
Replacement Cost Factor	44
Slope	Flat
Years of Remaining Life (auto calculated)	-20
Roof Condition	
Debris & Dirt	Minor
Fading or Chalking	Major
Surface Degradation	Major

Roof Assessment - Main

Roof	
Area Name	Main
Type of Roof	Single Ply
Roof Deck Material	Steel
Reported Installation Year	2016
Sq. Ftg.	396,492
Overall Condition Grade (auto calculated)	Minor
Replacement Cost	\$16,253,000
Replacement Cost Factor	41
Slope	Flat
Years of Remaining Life (auto calculated)	6
Roof Condition	
Debris & Dirt	Minor
Fading or Chalking	Minor
Surface Degradation	Minor

15

Site Home Page-Summary

← Granbury ISD - High School - Main Building

SUMMARY

FACILITY FINDINGS

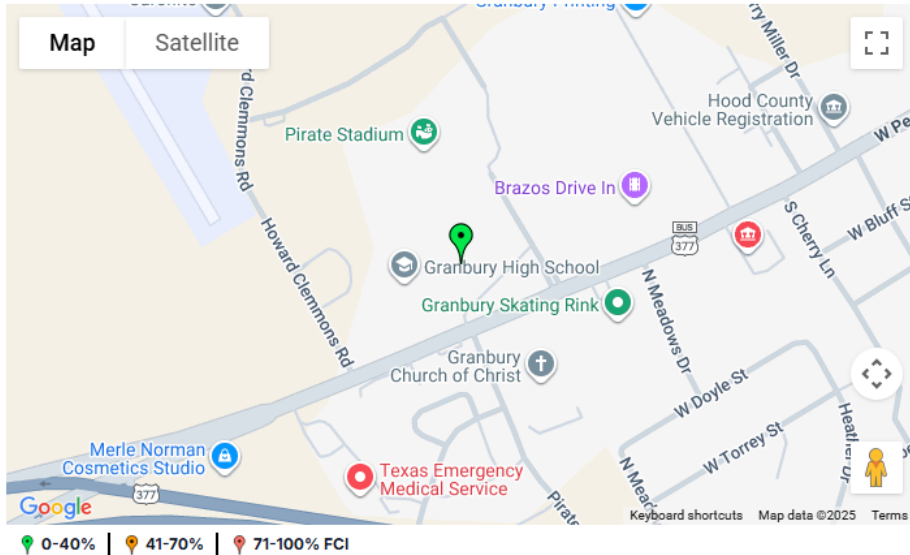
FACILITY DETAILS

HVAC

ROOF

Print

High School - Main Building



Facility Scorecard

- Name:** High School - Main Building
- Address:** 2000 W. Pearl St. Granbury , Texas 76048
- Year Built:** 1973,1979,1985,1995,1996,1997,2015,2016
- Square Footage:** 376,492
- Replacement Cost Built:** \$259,941,823
- Condition Budget:** \$11,352,795
- Facility Condition Index:** 5%

16

Assessments

+ CREATE ANNUAL UPDATE

+ CREATE NEW ASSESSMENT

ASSESSMENT TYPE	CREATED ON	CREATED BY	ASSESSOR	STATUS
HVAC	8/19/2025, 7:59 PM	Scott Beene (Admin)	Scott Beene	Published
Roof	6/2/2025, 2:58 PM	Scott Beene (Admin)	Scott Beene	Published

Site Page - Facility Findings

← Granbury ISD - High School - Main Building

SUMMARY




FACILITY FINDINGS

FACILITY DETAILS

HVAC

ROOF

Print

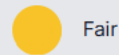
YEAR BUILT	SQUARE FOOTAGE	REPLACEMENT COST	CONDITION BUDGET	FACILITY CONDITION INDEX
1973,1979,1985,1995,1996,1997,20	 376,492	 \$259,941,823	 \$11,352,795	 5%

Condition Assessment

System Rating Score



Good



Fair

(or will require attention in near future 3-10 years)



Poor

(or will require attention now 0-2 years)

17

Exterior



Fair

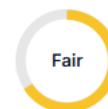
Exterior Structure: Re-seal the building envelope by regrouting or repointing the masonry work and replacing cracking or missing expansion joint caulking as needed.



Good

Foundation: No issues observed or reported.

Interior



Fair

Interior Structure: Cracking observed in masonry work, repair cracking and gaps, observe for change, if movement persists engineering study is recommended to determine cause and mitigation. Cracking observed in framed partitions of the interior walls, repair walls, fill gaps and refinish surface; observe for movement. Refresh high touched interior paint on masonry wall finished surfaces. Repair wallboard wall surfaces and refresh finished surfaces. Deep clean, repair or replace masonry ceramic wall tile, re-grout, and re-seal surface. Replace damaged and stained 2x2 ceiling tiles as needed. Clean and refresh wallboard finished ceiling surfaces.



Fair

Plumbing: Repair, replace, or re-install damaged and missing or non-ADA compliant plumbing fixtures as needed.

Site Page - Facility Details

← Granbury ISD - High School - Main Building

SUMMARY FACILITY FINDINGS FACILITY DETAILS HVAC ROOF

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● None
 ● Minor/Moderate
 ● Major/Replace

TYPE (AS APPLICABLE)	% OF BUILDING/QTY	NONE	MINOR	MODERATE	MAJOR	REPLACE	AUTOMATED BUDGET ESTIMATE	NOTES
Substructure								
Foundations								
● Foundations Standard	100%	100%	0%	0%	0%	0%	\$0	
Shell								
18								
Superstructure								
● Floor Construction Concrete	100%	100%	0%	0%	0%	0%	\$0	
Exterior Enclosure								
● Exterior Walls Framed w/Metal Panel	10%	100%	0%	0%	0%	0%	\$0	
● Exterior Walls Masonry	90%	0%	20%	0%	0%	0%	\$278,087	Re-seal the building envelope by regrouting or repointing the masonry work and replacing cracking or missing expansion joint caulking as needed.
● Exterior Windows Aluminum/Steel	364	233	131	0	0	0	\$3,978	Re-caulk window frames as needed.
● Exterior Doors Rollup Metal	7	0	7	0	0	0	\$1,206	Refresh exterior rollup metal door finished surfaces as needed.
● Exterior Doors Storefront	50	50	0	0	0	0	\$0	
● Exterior Doors Hollow Metal	22	0	22	0	0	0	\$9,477	Refresh exterior hollow metal door finished surfaces as needed.
Interiors								
Interior Construction								
● Partitions Curtain Wall	2%	100%	0%	0%	0%	0%	\$0	
● Partitions Masonry	40%	62%	37%	0%	0%	0%	\$365,837	Cracking observed in masonry work, repair cracking and gaps, observe for change, if movement persists engineering study is recommended to determine cause and mitigation.

Site Page - HVAC

← Granbury ISD - High School - Main Building

SUMMARY FACILITY FINDINGS FACILITY DETAILS HVAC ROOF

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Heating, Ventilation, and Air Conditioning

Total Replacement Cost: \$8,820,000

HVAC Summary					
Sq. Ftg.	376,492	Construction Year	1973,1979,1985,1995,1996,1997,2015,2016	Immediate Need Cost	\$562,500
Tonnage	1,217	Assessment Year	2025	Total Replacement Cost	\$8,820,000
SqFt/Tonnage	309.361				

● Unit is < 10 years old

● Unit is 10-13 years old

● Unit is 14+ years old

LOCATION OF UNIT	MANUFACTURER	MODEL NUMBER	SERIAL NUMBER	TYPE	TONNAGE	CFM/MBH	YEAR	AGE	REPLACEMENT COST	IMMEDIATE NEED COST	NO HAIL GUARD	REFRIGERANT TYPE	HAS OA ON UNIT	VOLTS/PH	HEATING, KW	HEAT PUMP, BTUH	ATTACHMENTS
Roof	Trane	YSC060E4RZA28WE	155010679L	Packaged Unit	5	104	2015	10	\$37,500	\$0	false	R-410A	true	460/60/3	N/A	N/A	19
Roof	Trane	YSC120F4RZA28WE	155010308L	Packaged Unit	10	160	2015	10	\$75,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC048E4RZA1VB0	155010765L	Packaged Unit	4	96	2015	10	\$30,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC120F4RZA28WE	155010296L	Packaged Unit	10	160	2015	10	\$75,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC060E4RZA28WE	155010567L	Packaged Unit	5	104	2015	10	\$37,500	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSD240F4RLA0301	132510203D	Packaged Unit	20	200	2013	12	\$150,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC060E4RZA28WE	153411548L	Packaged Unit	5	104	2015	10	\$37,500	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC072F4RZA28WE	153411574L	Packaged Unit	6	120	2015	10	\$45,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC072F4RZA28WE	153411602L	Packaged Unit	6	120	2015	10	\$45,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC072F4RZA28WE	153411630L	Packaged Unit	6	120	2015	10	\$45,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC0630G4RZA28WE	161511380L	Packaged Unit	5	107	2016	9	\$37,500	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC048E4RZA26S5	155010569L	Packaged Unit	4	96	2015	10	\$30,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC060E4RZA28WE	152410868L	Packaged Unit	5	104	2015	10	\$37,500	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC060E4RZA28WE	152410908L	Packaged Unit	5	104	2015	10	\$37,500	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC048E4RZA26S5	152410171L	Packaged Unit	4	96	2015	10	\$30,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC060E4RZA28WE	152410828L	Packaged Unit	5	104	2015	10	\$37,500	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC048E4RZA26S5	152410093L	Packaged Unit	4	96	2015	10	\$30,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC048E4RZA26S5	152410124L	Packaged Unit	4	96	2015	10	\$30,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC060E4RZA28WE	152410848L	Packaged Unit	5	104	2015	10	\$37,500	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC048E4RZA26S5	152410197L	Packaged Unit	4	96	2015	10	\$30,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC048E4RZA1VB0	152410267L	Packaged Unit	4	96	2015	10	\$30,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC048E4RZA26S5	152410067L	Packaged Unit	4	96	2015	10	\$30,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	
Roof	Trane	YSC072F4RZA28WE	152611726L	Packaged Unit	6	120	2015	10	\$45,000	\$0	false	R-410A	true	460/60/3	N/A	N/A	

Site Page - Roof

← Granbury ISD - High School - Main Building

SUMMARY FACILITY FINDINGS FACILITY DETAILS HVAC **ROOF**

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High School - Main Building

Roof Assessment - Auditorium Canopy

Roof	
Area Name	Auditorium Canopy
Type of Roof	Gravel
Roof Deck Material	Steel
Reported Installation Year	1985
Sq. Ftg.	1,500
Overall Condition Grade (auto calculated)	Replace
Replacement Cost	\$66,612
Replacement Cost Factor	44
Slope	Flat
Years of Remaining Life (auto calculated)	-20
Roof Condition	
Debris & Dirt	Minor
Fading or Chalking	Major
Surface Degradation	Major
Expansion Joints	None

Roof Assessment - Main

Roof	
Area Name	Main
Type of Roof	Single Ply
Roof Deck Material	Steel
Reported Installation Year	2016
Sq. Ftg.	396,492
Overall Condition Grade (auto calculated)	Minor
Replacement Cost	\$16,253,000
Replacement Cost Factor	41
Slope	Flat
Years of Remaining Life (auto calculated)	6
Roof Condition	
Debris & Dirt	Minor
Fading or Chalking	Minor
Surface Degradation	Minor
Expansion Joints	Minor

20

District Home Page

Granbury ISD: Personalized Log-in for Administrator and Board Member

Each Board Member will receive a log in from our site

[Facility Dashboard \(app-nexus-fd-p\)](#)[Facility Dashboard \(app-nexus-fd-prod-web.azurewebsites.net\)](#)[rod-web.azurewebsites.net\)](#)

21

Planning Membership

Dashboard Update

Expect email inquiries from TASB. (approximately ea. 6 mo)

Keep track of any significant changes or improvements to your facilities and report these to TASB, e.g.:

HVAC replacements

Major roof repairs or replacement

Building additions or renovations

Demolition of buildings, Etc.

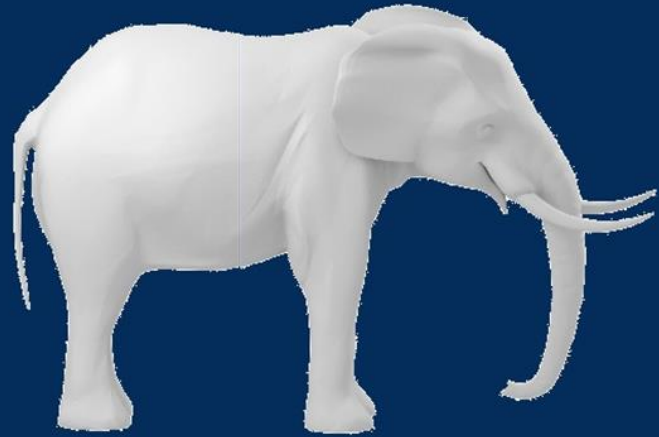
TASB staff will make annual visits to the district observing changes and updating dashboard.

22

So.....

Now what?





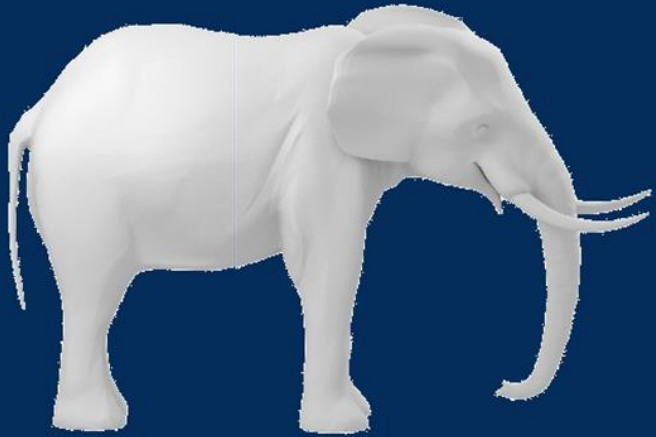
Facility Planning

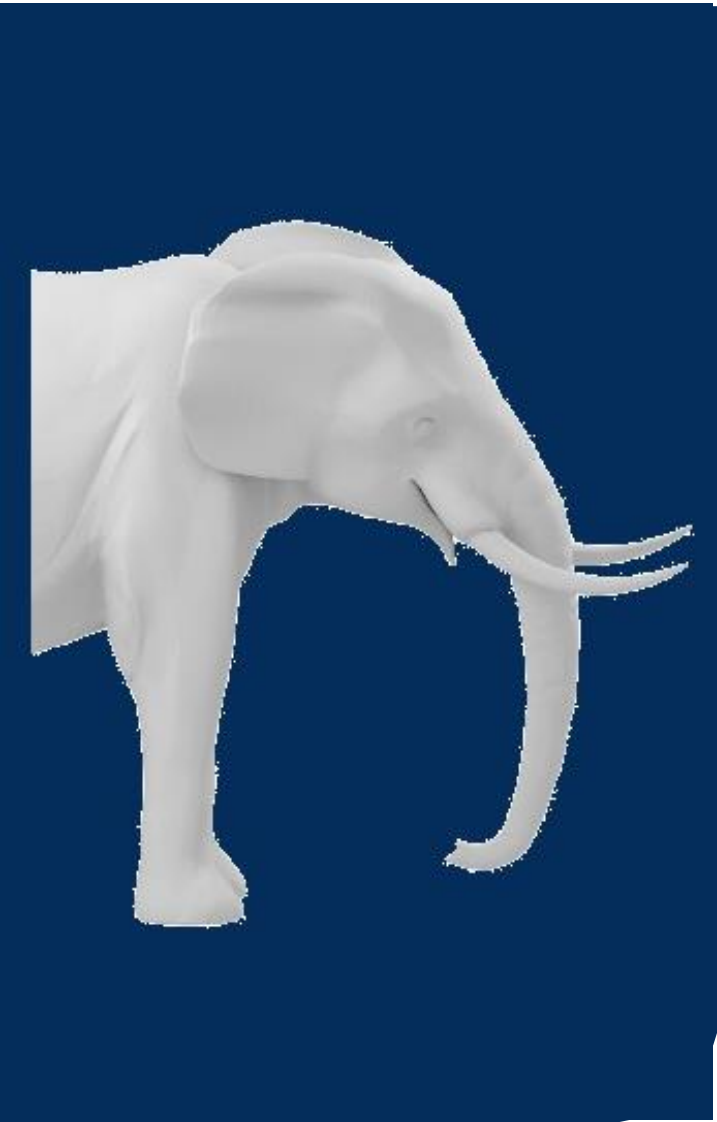
- Provides direction for future boards and administrators
- Aligns facilities with educational vision
- Communicates needs to the community

24

Facility Planning

- Capital or Maintenance?





Long-Range Facility Planning



Maintenance Planning

Maintenance Planning

- **Elements:**

- Maintenance and Improvement Projects
- Replacement Schedules
- Funding Priorities
- Building and Equipment Inventories
- Preventive Maintenance Schedules
- Facility Inspections
- Systems and Procedures

28

Maintenance Planning

- **Benefits:**
- Preventive Approach vs. Reactive Approach
- Efficient Use of Resources
- Transparency
- Communicates Good Stewardship
- Early Wins

29

Questions?

Scott Beene
Facility Consultant
scott.beene@tasb.org
940.274.6422
903.286.2380

30

For Dashboard assistance please contact:

Tiffany Hammond
Program Coordinator
Tiffany.Hammond@tasb.org
512-505-1055



BACCUS ELEMENTARY



Shine Bright at Baccus!
#Baccus Shines

Dr. Lacey Padgett | Principal
Lacey Clark | Assistant Principal
Stephanie Slimak | Assistant Principal Intern



Baccus Elementary Mission

At Baccus Elementary, we strive everyday to cultivate a love of learning, encouraging critical thinking and problem-solving to empower our students to grow into responsible, global citizens.

Baccus Elementary Vision

At Baccus Elementary, we will foster a nurturing and inclusive environment where every child feels safe, valued, and inspired to reach their full potential.

Baccus Elementary Motto

I CAN achieve! I WILL succeed! Because I MATTER!



BACCUS ELEMENTARY AT A GLANCE

Total Enrollment: 594 students

Total Staff Members: 63 staff members/41 teachers

Economically Disadvantaged: 77.1%

Special Education: 18.2%

Emergent Bilingual/English Learners: 28.6%

McKinney Vento: 16 students

**Note that enrollment grew from 454 to 594 in one school year with the addition of Bilingual Dual Language Program.*





ACADEMIC ACHIEVEMENT

Overall Rating:

2023-2024: 74 (C)

2024-2025: 81 (B)

Academic Growth

2023-2024: 75 (C)

2024-2025: 83(B)

Closing the Gaps:

2023-2024: 71 (C)

2024-2025: 75 (C)

Distinction:

Top 25% Comparative Academic Growth



Baccus Elementary Accountability Information

Overall Rating

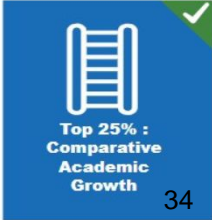
Academic Growth



83 out of 100
(+8 points growth)



81 out of 100
(+7 points growth)



Top 25% :
Comparative
Academic
Growth

34

Purple Star School





SPECIAL PROGRAMS AT BACCUS ELEMENTARY

One Way Dual Language Bilingual Enrichment Program

- 7 Teachers/1 Paraprofessional
- Math ~ English
- SLAR/ELAR ~ English/Spanish
- Science/SS ~ Spanish
- Promotes Bilingualism. Biliteracy, and biculturalism
- Bilingual/ESL programs currently serve 29.3% of our students

ACES (Academic, Communication, Emotional, Social Class) Program/Special Education

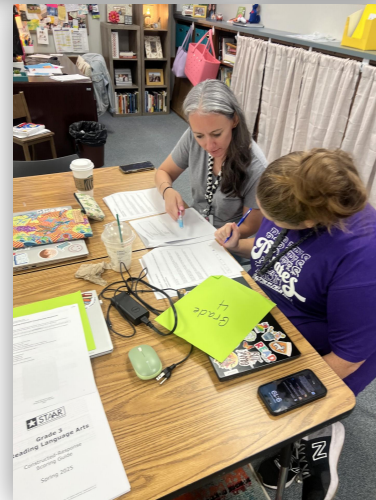
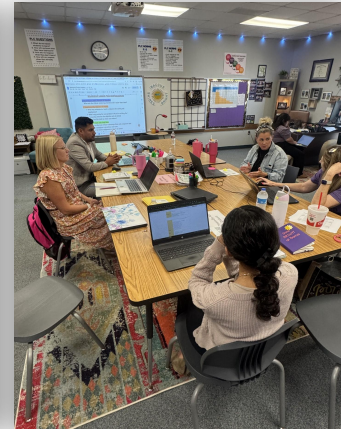
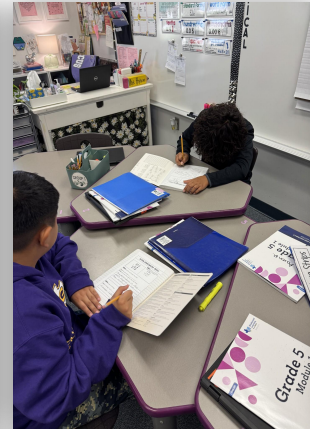
1 Teacher/2 Paraprofessionals

- Focus on safety, respect, and responsibility
- Students receive skill-building and support in the following areas:
Academics, Social skills training, Sensory Needs, Coping Skills, and Communication/Self-Advocacy skills
- Positive behavior intervention and tiered system of support



ACADEMIC FOCUS

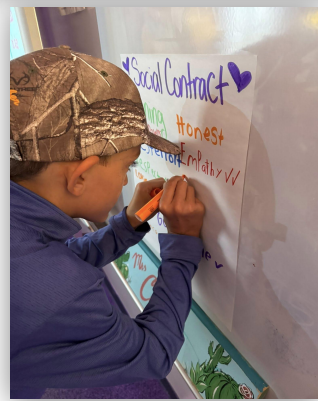
- Professional Learning Communities (PLCs)
- Bluebonnet Curriculum and Internalization
- Campus Learning Walks
- Multi-tiered System of Support
- Built in WIN time (What I Need)
- Observation/Feedback Coaching
- Mentoring Program
- Instructional Specialists
- Strategic focus on high leverage instructional strategies
- Communities in Schools Shared Staff Member





CAPTURING KIDS HEARTS/POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

- CKH Rising Star Campus
- EXCEL Model
- Leadworthy character traits lessons and celebrations
- Student Leadership/Classroom roles and responsibilities
- Social Contracts
- Common Language and School-Wide Expectations
- Reset/Break Program/Ready Body Learning Minds
- Process Champions
- Supports Student and Staff Culture





STUDENT ENGAGEMENT OPPORTUNITIES BACCUS ELEMENTARY



- Baccus Treasure Team
- Principal Advisory Council
- Student Ambassadors
- House Rallies
- Positive Principal Referrals
- Baccus Bash Celebration
- CKH Leadworthy Traits³⁸
- Student Surveys
- Career Day/First Responders Day
- Academic UIL



ENGAGED AND CONNECTED FAMILIES AT BACCUS ELEMENTARY

- Baccus Family Newsletter/This Week at Baccus
- Social Media/Class Dojo Presence
- Music Programs at every grade level
- Family Engagement Events
- Parent/Teacher Conferences AND Student-Led Conferences
- Family Surveys
- Parent/Teacher Organization
- Homeroom Parent Program
- Purple Star and Military Connected Activities and Support





STUDENT VOICE~WHY WE ❤️ BACCUS!





**THANK YOU FOR
SUPPORTING BACCUS
ELEMENTARY AND HELPING
US SHINE!**

QUESTIONS?





Schools FIRST Rating

**FINANCIAL INTEGRITY RATING
SYSTEM OF TEXAS
2025
FINANCIAL MANAGEMENT REPORT**

(2023-2024 DATA)

CONTENTS

- **WHAT IS SCHOOLS FIRST?**

- **DISTRICT RATING**

- **DISTRICT STATUS DETAIL (based on 2023-24 data)**

- **PRIOR YEAR COMPARISON**
 - > **2023-24 Status**

 - > **2022-23 Status**

- **HOW RATINGS ARE ASSESSED**

- **GLOSSARY OF TERMS**

- **REQUIRED DISCLOSURES**
 1. **Current Superintendent's Contract (published on District website)**

 2. **Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2024**

 3. **Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services for Fiscal Year 2024**

 4. **Gifts Received by the Executive Officer(s) and Board Members (and first degree relatives, if any) in Fiscal Year 2024**

 5. **Business Transactions Between School District and Board Members for Fiscal Year 2024**

 6. **Other Information**

What is Schools FIRST?

The Schools FIRST (Financial Integrity Rating System of Texas), is a financial accountability system for Texas school districts developed by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999. The primary goal of Schools FIRST is to achieve quality performance and transparency in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with the Texas' school finance system.

The Schools FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts, as follows:

<u>Rating</u>	<u>Points Earned</u>
A = Superior Achievement	90 - 100
B = Above Standard Achievement	80 - 89
C = Standard Achievement	70 – 79
F = Substandard Achievement	<70 or district answers No to any indicator 1,2,3,4.

The 2024-25 ratings are based on 2023-24 data and are published by TEA on their website in a document referred to as the District Status Detail. The 2024-25 Rating based on 2023-24 Data - District Status Detail is included in this report. The report contains each indicator and the result for the district.

Lastly, rules established by Title 19, TAC, Section 109 also require this report to include summary financial disclosures pertaining to the superintendent and school board as well as a copy of the superintendent's current contract if it is not published on the District Website.

This information is being reported in the format recommended by the Texas Education Agency.

GRANBURY INDEPENDENT SCHOOL DISTRICT FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

2025 FINANCIAL MANAGEMENT REPORT FOR FISCAL YEAR 2023-2024

Granbury ISD received the official notification from The Texas Education Agency of the district's rating under the Financial Integrity Rating System of Texas (FIRST) in September, 2025. Granbury ISD's rating for fiscal year 2023-2024 is:

SUPERIOR ACHIEVEMENT

The following financial management report is prepared in accordance with Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System. Please contact Emmett Whitefield, Chief Financial Officer, with questions regarding the Financial Management Report after the required public hearing. The address is 217 N. Jones Street., Granbury, TX 76048 or call Mr. Whitefield at 817-408-4015.



Financial Integrity Rating System of Texas

2024-2025 RATINGS BASED ON SCHOOL YEAR 2023-2024 DATA - DISTRICT STATUS DETAIL

Name: GRANBURY ISD(111901)	Publication Level 1: 8/8/2025 12:54:09 PM
Status: Passed	Publication Level 2: 8/8/2025 4:49:42 PM
Rating: A = Superior Achievement	Last Updated: 8/8/2025 4:49:42 PM
District Score: 100	Passing Score: 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	4/23/2025 6:09:51 PM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	4/23/2025 6:09:51 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	4/23/2025 6:09:51 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	4/23/2025 6:09:51 PM	Yes Ceiling Passed
			1 Multiplier Sum
5	Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	4/23/2025 6:09:51 PM	Ceiling Passed
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	4/23/2025 6:09:51 PM	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	4/23/2025 6:09:51 PM	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	4/23/2025 6:09:51 PM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	4/23/2025 6:09:51 PM	10
10	This indicator is not being evaluated.		10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)	4/23/2025 6:09:51 PM	10
12	What is the correlation between future debt requirements and the district's assessed property value?	4/23/2025 6:09:51 PM	10
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.	4/23/2025 6:09:51 PM	10
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.	4/23/2025 6:09:51 PM	10

15	Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.	4/23/2025 6:09:51 PM	5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	4/23/2025 6:09:51 PM	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)	4/23/2025 6:09:51 PM	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	4/23/2025 6:09:51 PM	10
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	4/23/2025 6:09:51 PM	5
20	Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	4/23/2025 6:09:51 PM	Ceiling Passed
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?	4/23/2025 6:09:51 PM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			100 Score

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.	
B.	Determine the rating by the applicable number of points.	
	A = Superior Achievement	90-100
	B = Above Standard Achievement	80-89
	C = Meets Standard Achievement	70-79
	F = Substandard Achievement	<70
<p>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</p> <p>The school district receives an F if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p> <p>The school district receives an F if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>		

CEILING INDICATORS

Did the school district meet the criteria for any of the following ceiling indicators 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.		
Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 5 (Total Net Position) - Negative total net position and do not have 7% or more or 1,000 or more increase in growth in students in membership over 5 years.	79	C = Meets Standard Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is No.	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is No.	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is No.	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is No.	89	B = Above Standard Achievement
Indicator 21 (FSP Repayment Plan) - Response to indicator is Yes.	70	C = Meets Standard Achievement

Home Page: [Financial Compliance | Texas Education Agency](#) | Send comments or suggestions to FinancialAccountability@tea.texas.gov

THE TEXAS EDUCATION AGENCY
1701 NORTH CONGRESS AVENUE • AUSTIN, TEXAS, 78701 • (512) 463-9734

FIRST 5.15.11.0

Granbury ISD SCHOOLS FIRST RATING PRIOR YEAR COMPARISON

2023-24 Data

#	Indicator Description	Explanation	23/24 Result 23/24 Measure
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	TEA received the 2024 GISD audit on December 17, 2024	Yes-Passed
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	The district received a "clean audit" (unmodified opinion).	Yes-Passed
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in the following years if the school district is current on its forbearance or payment plan with the lender and the payments are being made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of the debt covenant, contract, or master promissory note even though the payments to the lender, trust, or sinking fund are current. A debt agreement is the legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	No instances of material weakness were reported by the external auditor.	Yes-Passed
4	Did the school district make timely payments to the Teacher Retirement System (TRS) Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	All payments to government agencies were made in a timely manner	Yes-Passed
5	Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school may receive is 79 points, C=Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B= Above Standard Achievement.)	The districts net position was greater than zero.	Yes-Passed
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	Mathematical Breakdown: 0.0495 >= -0.25 Or 25,899,167 > 18,229,889.589	Yes-Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	127.0015 days >= 90 equals 10 Points	Yes 127.0015 10 Points
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	Ratio of 4.5961 >= 3.00 equals 10 Points	Yes 10 Points
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's cash on hand greater than or equal to 60 days?	Revenues exceeded expenditures by 1.66% or 127.0015 >= 60 >= 0% equals 10 Points	Yes 0.0166 10 Points
10	This indicator is not being scored for the 2024-2025 Ratings (2023-2024 data)	This indicator is not being scored for 2024-25 Ratings (2023-24 Data)	N/A 10 Points

11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.	LT Ratio of .5887 ≤ 0.60 equals 10 point or $0.0629 \geq 0.07$ or $468 \geq 1000$ Increase $\Rightarrow 7\%$ equals 10 Points	Yes LTL Ratio .5887 10 Points
12	What is the correlation between future debt requirements and the district's assessed property value?	Mathematical Breakdown = 0.8426 ≤ 4 equals 10 Points	Yes 0.8426 10 Points
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio?	Ratio of 0.0740373003 ≤ 0.1000 equals 10 Points for district ADA of 5,000 to 9,999	Yes 0.0740 10 Points
14	Did the school district not have a 15 percent decline in students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.	Mathematical Breakdown: $-0.0554 > -0.15$ Or $201 > 0$	Yes 10 Points
15	Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections?	.0506 difference 5,000-9,999 Dist Size ≤ 0.10 = 5 points	Yes 5 Points
16	Did the comparison to Public Information Management System (PEIMS) data to like information to the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	Variance was less than 0% $< 3\%$ Passes	Yes Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.)	The external auditor did not report any instances of material weaknesses in internal controls. Yes Passes	Yes Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	The external auditor did not report any instances of material non-compliance Yes = 10 Points	Yes 10 Points
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	The district posted all required documents on its website. Yes = 5 Points	Yes 5 Points
20	Did the school district's administration and school board members discuss any changes and/ or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	The board discussed property value Yes = Passed	Yes Ceiling Passed
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds because of a financial hardship?	The district did not receive an adjusted payment schedule.	Yes Ceiling Passed
District Rating			Superior
Total Points			100 POINTS
Determination of Rating			
A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.		
B.	Determine rating by applicable number of points.		
	A = Superior Achievement B = Above Standard Achievement C = Meets Standard Achievement F = Substandard Achievement:	90-100 80-89 70-79 < 70 or No to indicators 1, 2, 3, or 4	

Granbury ISD SCHOOLS FIRST RATING PRIOR YEAR COMPARISON

2022-23 Data

#	Indicator Description	Explanation	22/23 Result 22/23 Measure
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline on the school district's fiscal year end date of June 30 or August 31, respectively?	TEA received the 2023 GISD audit on December 14, 2023	Yes-Passed
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	The district received a "clean audit" (unmodified opinion).	Yes-Passed
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in the following years if the school district is current on its forbearance or payment plan with the lender and the payments are being made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of the debt covenant, contract, or master promissory note even though the payments to the lender, trust, or sinking fund are current. A debt agreement is the legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	No instances of material weakness were reported by the external auditor.	Yes-Passed
4	Did the school district make timely payments to the Teacher Retirement System (TRS) Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	All payments to government agencies were made in a timely manner	Yes-Passed
5	Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school may receive is 79 points, C=Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B= Above Standard Achievement.)	The districts net position was greater than zero.	Yes-Passed
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	Mathematical Breakdown: 0.0857 >= -0.25 Or 24,011,382 > 17,773,266.9863	Yes-Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	108.4181 days >= 90 equals 10 Points	Yes 108.4181 10 Points
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	Ratio of 3.7389 >= 3.00 equals 10 Points	Yes 10 Points
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's cash on hand greater than or equal to 60 days?	Revenues exceeded expenditures by 1.02% >= 0% equals 10 Points	Yes 0.0102 10 Points

10	This indicator is not being scored for the 2023-2024 Ratings (2022-2023 data)	This indicator is not being scored for 2023-24 Ratings (2022-23 Data)	N/A 10 Points
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)	LTL Ratio of .6492 ≤ 0.60 equals 10 point or 0.0868 ≥ 0.07 or 634 ≥ 1000 Increase ⇒ 7% equals 10 Points	Yes 8.68% Growth 10 Points
12	What is the correlation between future debt requirements and the district's assessed property value?	Mathematical Breakdown = 0.9977 ≤ 4 equals 10 Points	Yes 0.9977 10 Points
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio?	Ratio of 0.0747760717 ≤ 0.1000 equals 10 Points for district ADA of 5,000 to 9,999	Yes 0.0748 10 Points
14	Did the school district not have a 15 percent decline in students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.	Mathematical Breakdown: -0.079 > -0.15 Or 485 > 0	Yes 10 Points
15	This indicator is not being scored	This indicator is not being scored	N/A 5 Points
16	Did the comparison to Public Information Management System (PEIMS) data to like information to the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	Variance was less than 0% < 3% Passes	Yes Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.)	The external auditor did not report any instances of material weaknesses in internal controls. Yes Passes	Yes Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	The external auditor did not report any instances of material non-compliance Yes = 10 Points	Yes 10 Points
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	The district posted all required documents on its website. Yes = 5 Points	Yes 5 Points
20	Did the school district's administration and school board members discuss any changes and/ or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	The board discussed property value Yes = Passed	Yes Ceiling Passed
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds because of a financial hardship?	The district did not receive an adjusted payment schedule.	Yes Ceiling Passed
District Rating			Superior
Total Points			100 POINTS
Determination of Rating			
A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.		
B.	Determine rating by applicable number of points. A = Superior Achievement B = Above Standard Achievement C = Meets Standard Achievement F = Substandard Achievement:	90-100 80-89 70-79 <70 or No to indicators 1, 2, 3, or 4	



How Ratings are Assessed

Preliminary ratings are released by TEA every calendar year on or before August 8. The commissioner's rules for School FIRST are contained in 19 TAC 109.1001. The rules include an attached figure (rating worksheet) for each rating year that specifies the rating indicators for that year.

The questions a school district must address in completing the worksheet used to assess its financial management system can be confusing to non-accountants. The indicators for **rating year 2024-2025 based on fiscal year 2024 financial data** are set out below with an explanation of what the questions mean—and what your district's answers can mean to its rating.

1. Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?

A simple indicator. Was your Annual Financial Report filed by the deadline?

2. Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)

Review the AFR for an unmodified opinion and material weaknesses.

3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)

This indicator seeks to confirm that your district has timely paid all bills/obligations, including financing arrangements to pay for school construction, school buses, photocopiers, etc.

4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail this



indicator. If the school district was issued a warrant hold, the maximum points and highest rating the school district may receive is 95 points, A = Superior Achievement (even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days).

This indicator seeks to confirm the district fulfilled its obligation to the TRS, TWC and IRS to transfer payroll withholdings and to fulfill any additional payroll-related obligations required to be paid by the district.

5. Was the total net position balance in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has such an increase, the maximum points and highest rating the school district may receive is 89 points, B = Above Standard Achievement.)

This indicator determines if the total net position in the governmental activities column of the Statement of Net Position as reported in the Annual Financial Report is greater than zero. A positive

net position demonstrates financial solvency.

6. Was the average change in (assigned and unassigned) fund balance over 3 years less than a 25% decrease or did the current year assigned and unassigned fund balance exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating the school district may receive is 89 points, B = Above Standard Achievement.)

This indicator measures the percentage change in fund balance to see whether the fund balance is declining too quickly, and if it is declining, whether sufficient fund balance remains to operate for at least 75 days.?

7. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?

This indicator measures how many days after the end of the fiscal year the school district could have disbursed funds for its operating expenditures without receiving any new revenues. At least 90 days must be covered to receive the maximum points.

8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?

This indicator measures whether the school district had sufficient short-term



assets at the end of the fiscal year to pay off its short-term liabilities. Did you meet or exceed the target amount in School FIRST?

9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?

This indicator simply asks, "Did you spend more than you earned?" (the school district will automatically pass this indicator if the school district had at least 60 days cash on hand.)

10. Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?

This indicator continues to be paused for the 2024-25 rating period.

11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)

This question is like asking if a person's mortgage exceeds the market value of their home. Were you below the cap for this ratio in School FIRST? Fortunately, this indicator recognizes that high-growth districts incur additional operating costs to open new

instructional campuses.

12. What is the correlation between future debt requirements and the district's assessed property value?

This indicator asks about the school district's ability to make debt principal and interest payments. Did you meet or exceed the target amount in School FIRST?

13. Was the school district's administrative cost ratio equal to or less than the threshold ratio?

This indicator measures the percentage of their budget that Texas school districts spent on administration. Did you exceed the cap in School FIRST for districts of your size?

14. Did the school district *not* have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)

If a decline in student enrollment is occurring, this indicator measures if the decline in total staff is in proportion to the declining enrollment over a 3-year period. If declining enrollment is occurring, the change in this ratio cannot exceed 15 percent.

15. Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections?

This indicator measures how well the



district was able to project average daily attendance for the coming biennium for payment purposes. Projected ADA is compared to actual.

16. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails this indicator, the maximum points and highest rating the district may receive is 89 points, B = Above Standard Achievement.)

This indicator measures the quality of data reported to PEIMS and in your Annual Financial Report to ensure that the data reported in each case "matches up." If the difference in numbers reported in any fund type is 3 percent or more, your district "fails" this measure.

17. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails this indicator, the maximum points and highest rating the district may receive is 79 points, C = Meets Standard Achievement.)

A clean audit of your Annual Financial Report would state that your district has no material weaknesses in internal controls. Any internal weaknesses

create a risk of your district not being able to properly account for its use of public funds and should be immediately addressed.

18. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)

This indicator measures whether the district is complying with laws, rules and regulations related to the expenditure of grant funds, contracts, and other state and federal funds.

19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?

This indicator measures whether the district is complying with legal requirements related to financial transparency by posting all required information.

20. Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget? (If the school district fails this indicator, the maximum points and highest rating



the school district may receive is 89 points, B = Above Standard Achievement.)

This indicator measures whether the administration and the board had the opportunity to consider the impact of changes in local, state, and federal funding.

21. Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship? (If the school district fails this indicator, the maximum points and highest rating the school district may receive is 70 points, C = Meets Standard Achievement.)

This indicator determines if the district has an adjusted repayment schedule for an overallocation of FSP funds.



Glossary

Annual Financial Report (AFR): The audited annual report required by TEC section 44.008, that is due to TEA by no later than 150 days after the close of a school district's or an open-enrollment charter school's fiscal year.

Ceiling indicator: An upper limit (the maximum score) at which a score from a standard limit of a specific indicator will result regardless of overall points.

Debt: An amount of money owed to a person, bank, company, or other organization.

Electronic submission: The TEA electronic data feed format required for use by school districts, open-enrollment charter schools, and regional education service centers (ESCs).

Financial Integrity Rating System of Texas (FIRST): The financial accountability rating system administered by the TEA in accordance with the TEC sections 39.082 and 39.085. The system provides additional transparency to public education finance and meaningful financial oversight and improvement for school districts (School FIRST) and open-enrollment charter schools and charter schools operated by a public institution of higher education under TEC, Chapter 12, Subchapters D and E (Charter FIRST).

Fiscal Year: The fiscal year of a school district or an open-enrollment charter school, which begins on July 1 or September 1 of each year, as determined by the board of trustees of the district or the governing body of the

charter holder in accordance with the TEC, §44.0011.

Foundation School Program (FSP): The program established under the TEC, Chapters 46, 48, and 49 or any successor program of state-appropriated funding for school districts in this state.

Summary of Finances (SOF) report: The document of record for FSP allocations. An SOF report is produced for each school district and open-enrollment charter school by the TEA division responsible for state funding that describes the school district's or open-enrollment charter school's funding elements and FSP state aid.

Texas Student Data System Public Education Information Management System (TSDS PEIMS): The system that school districts and open-enrollment charter schools use to load, validate, and submit their data to the TEA.

Warrant hold: The process by which state payments issued to payees indebted to the state, or payees with a tax delinquency, are held by the Texas Comptroller of Public Accounts until the debt is satisfied in accordance with the Texas Government Code section 403.055



Disclosures

Reporting requirements for the financial management report for the School FIRST public hearing are found in **Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1001(q)**. This rule prescribes requirements for the six disclosures described below that are included in the School FIRST financial management report.

1. Superintendent's Employment Contract

The school district must provide a copy of the superintendent's current employment contract that is effective on the date of the School FIRST hearing. In lieu of publication in the School FIRST financial management report, the school district may publish the superintendent's employment contract on the school district's website. If published on the district's website, the contract is to remain accessible for twelve months.

58

The Superintendent's employment contract is published on the Granbury ISD website.



2. Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2024

REIMBURSEMENTS RECEIVED BY THE SUPERINTENDENT & BOARD MEMBERS FOR FISCAL YEAR 2023-24										
FOR TWELVE-MONTH PERIOD ENDING 8/31/2024										
DESCRIPTION OF REIMBURSEMENTS	SUPT / Glenn	Interim SUPT / Dixon	Herrington	Graft	Gore	Moore	Townsend	Wimberly	Alana	Lowery
Meals	\$ 154.55	\$ -	\$ 55.14	\$ -	\$ 190.00	\$ 88.00	\$ 32.41	\$ 108.14	\$ 88.00	\$ -
Lodging	\$ 1,230.37	\$ 686.94	\$ 731.59	\$ -	\$ 1,676.03	\$ 786.82	\$ 3,344.29	\$ 786.82	\$ 786.82	\$ -
Transportation	\$ 290.18	\$ -	\$ -	\$ -	\$ 33.57	\$ 301.50	\$ 263.96	\$ -	\$ -	\$ -
Motor Fuel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 3,534.07	\$ -	\$ 548.35	\$ 70.00	\$ 472.42	\$ 459.07	\$ 472.42	\$ 459.07	\$ 459.07	\$ 120.00
Total	\$ 5,209.17	\$ 686.94	\$ 1,335.08	\$ 70.00	\$ 2,372.02	\$ 1,635.39	\$ 4,113.08	\$ 1,354.03	\$ 1,333.89	\$ 120.00

Note: The spirit of the rule is to capture all “reimbursements” for the fiscal year, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements are to be reported per category:

Meals – Meals consumed out of town and in-district at area restaurants (excludes catered meals for board meetings).

Lodging - Hotel charges.

Transportation - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.

Motor fuel – Gasoline.

Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements to (or on-behalf of) the superintendent and board members not defined above.



3. Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services in Fiscal Year 2024

For the Twelve-Month Period Ended August 31, 2024	
Name of Entity	Amount
	\$
Total	\$

Note: Compensation does not include revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

4. Gifts Received by the Executive Officer(s) and Board Members (and First-Degree Relatives, if any) in Fiscal Year 2024 (with a total economic value of \$250 or more)

FOR TWELVE-MONTH PERIOD ENDING 8/31/2024											
DESCRIPTION OF GIFTS	SUPT / Glenn	Interim SUPT / Dixon	Herrington	Graft	Gore	Moore	Townsend	Wimberly	Alana	Lowery	
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Note: An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. Gifts received by first degree relatives, if any, will be reported under the applicable school official.



5. Business Transactions Between School District and Board Members for Fiscal Year 2024

FOR TWELVE-MONTH PERIOD ENDING 8/31/2024										
DESCRIPTION OF BUSINESS TRANSACTION	SUPT / Glenn	Interim SUPT / Dixon	Herrington	Graft	Gore	Moore	Townsend	Wimberly	Alana	Lowery
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Note: The summary amounts reported under this disclosure do not duplicate the items reported in the summary schedule of reimbursements received by board members. 61

6. Any other information the board of trustees of the school district determines to be useful.

**2024-2025
Budget Amendment #2
General Operating**

<u>Other Donations from Community:</u>	
Donation from Oakwoods PTO to the campus activity fund to supplement the 1st grade field trip	1,105.00
Donation from Couto Homes to the Mambrino campus activity fund to fund signs for STEAM STAR	858.20
Donation from Tea N' Energy (Gina & Ben Moore) to the Mambrino campus activity fund in the form of adult & child beverage cards	800.00
Donation from Texas Paint to the Mambrino campus activity fund in the form of paint for the campus mural	500.00
Donation from StoneWater Serves to the Mambrino campus activity fund in the form of a refridgerator for the teachers lounge	448.93
Donation from A+ Roofing to the Mambrino campus activity fund for pickup car tags	2,366.42
Donation from an anonymous donor to the Mambrino campus activity fund in support of the campus	5,000.00
Donation from Zoo Crew Inc. to the Brawner campus activity fund for stuffed animals, outfits, and backpacks	1,525.00
Donation from the Optimist Club of Granbury to the GMS campus activity fund for RLA Dollars & Sense	1,200.00
Donation from Living Water Infant Aquatics (Candy Marcum) to the GMS campus activity fund to purchase student PE shirts	100.00
Donation from Valencia Ditto to the GHS CTE department campus activity fund for Education & Training	2,500.00
Donation from an anonymous donor to the GHS CTE Auto Tech department	300.00
Donation from the Optimist Club of Granbury to the Jr Optimist Club student activity fund to purchas uncrustables for the athletic freezer	400.00
Donation from Ultimate Tees to the GHS Stowaways student activity fund for fan apparel donation	1,313.00
Donation from Project Graduation for transportation to the Project Graduation Event	1,192.50
Donation from Shottenkirk Hyundai to the Athletics campus activity fund for the NFHS streaming service	1,000.00
Donation from First National Bank of Granbury to the Athletic campus activity fund as a athletic website sponsor	4,000.00
Donation from First National Bank of Granbury to the Athletic campus activity fund for Gold Card sponsorship	445.00
Donation from Berry & Berry DDS (Jason & Elizabeth Berry) to the Athletic campus activity fund for a sponsorship	1,000.00
Donation from Tyson Foods, Inc. to the Child Nutrition campus activity fund in support of the department	2,500.00
Total Donations from Community	28,554.05



For:	Board of Trustees
Date:	October 20, 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:

- September Regular Board meeting
- September Community engagement meeting

RECOMMENDATION:

The recommendation is to approve all as presented.

Respectfully,

Billy Wimberly
Board Secretary

Board Members:

Nancy Alana: Present

Tim Bolton: Present

Courtney Gore: Present

Karen Lowery: Absent

Mike Moore: Present

Barbara Townsend: Present

Billy Wimberly: Present

Present: 6, Absent: 1.

1. CALL TO ORDER-Meeting was called to order at 5:00 pm.

2. CONVENE IN CLOSED SESSION-Board convened into closed session at 5:02 pm.

2.a. Personnel

Texas Government Code 551.074 -To deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.

2.a.1. Staff Recommendations

2.b. Consultation with Attorney

Texas Government Code 551.071: Consultation with Attorney regarding real property, including but not limited to potential sale of 86 acres, more or less, of unimproved property in Hood County, described as Lot 1-R-1, Blk 2, Acton Middle School Addition, located at 1301 James Rd., Granbury, Texas 76049.

2.c. Real Property

Texas Government Code 551.072. To deliberate the purchase, exchange, lease of real property if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person. Discuss and deliberate regarding real property, including but not limited to the potential sale of 86 acres, more or less, of unimproved property in Hood County, described as Lot 1-R-1, Blk 2, Acton Middle School Addition, located at 1301 James Rd., Granbury, TX 76049.

3. RECONVENE IN OPEN SESSION - at 6:00 pm.

4. INVOCATION- led by Tim Bolton.

5. PLEDGES-Led by Brawner Elementary.

6. SCHOOL UPDATE- BRAWNER ELEMENTARY presented by Brawner Administrators: Sandy Ruiz, Principal, Nuvia Velazquez, Asst. Principal & Julie Sellers, Asst. Principal.

7. ACHIEVEMENT SPOTLIGHT

7.a. Community Donations-Donations from the community include Granbury Optimist Club, MDM Landscaping, Anonymous donor, Lauren Brown, Pirate Crew (Billy Martin), Wendy's (Leticia Rodriguez), AMS PTO, Granbury Optimist Club, Ducks Unlimited (Bob Locke), Lakeside Baptist Grace Class, Pro-Cad Plus, Will Steed Homes (Will Steed), and Constellation Energy for a total of \$20,379.72.

7.b. Shottenkirk Senior of the Month-Student of the month honored was GHS Senior, Caroline Jobe.

7.c. Paola Lumbreras- one of the Top 300 Junior Innovators Nationwide

8. SUPERINTENDENT'S REPORT presented by Dr. Courtney Morawski, Superintendent.

Dr. Morawski spoke briefly on several current topics including:

- Enrollment
- Coffee with the CFO is tomorrow at 9am at the Administration Building
- Thank you for Homecoming week: Lissa Oliver, Dir. Of Community Relations and others, Flyboys from Pecan Plantation, and SLC & Jr Optimist for Great Granbury Cleanup at GHS Saturday morning after the Homecoming game
- Transportation: Student View rollout has begun
- Advisory Groups starting this week
- SB12 Implementation

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.

1. Monica Brown: Closed session items, appraisal district, bluebonnet and budget.

10. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION

10.a. Approve Staff Recommendations

Move to approve staff recommendations as presented in closed session. This motion, made by Barbara Townsend and seconded by Tim Bolton, Passed.

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

Yea: 6, Nay: 0, Absent: 1

10.b. Discuss and possible action, including adoption of a resolution, to approve the sale of real property (surface only), described as 86 acres, more or less, of unimproved property in Hood County, described Lot 1-R-1, Blk 2, Acton Middle School Addition, located at 1301 James Rd., Granbury TX 76049.

Move to approve the resolution, as presented by Tim Bolton and discussed in closed session, and accept the bid, and authorize the superintendent to negotiate the contract and authorize the President of the Board to sign the deed. This motion, made by Tim Bolton and seconded by Mike Moore, Passed.

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

Yea: 6, Nay: 0, Absent: 1

DRAFT

11. CONSENT AGENDA ITEMS

Move to approve the consent agenda items as recommended by the administration. This motion, made by Nancy Alana and seconded by Barbara Townsend, Passed.

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

Yea: 6, Nay: 0, Absent: 1

11.a. Approve past meeting minutes: August regular meeting and August special called meeting

11.b. Approve two MOUs with Region 11 Service Center to be our approved provider for LASO.

11.c. Approve Budget Amendments

11.d. Approve Annual Utility Costs

12. DISCUSSION/ACTION

12.a. Discuss and take action on the campus improvement plans.

Move to accept the campus improvement plans as presented. This motion, made by Mike Moore and seconded by Nancy Alana, Passed.

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

Yea: 6, Nay: 0, Absent: 1

12.b. Discuss and possible action to nominate people for the Parker County Central Appraisal District Board.

Move to approve the nomination of John Korpala for the Parker County Central Appraisal District Board. This motion, made by Tim Bolton and seconded by Nancy Alana, Passed.

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

Yea: 6, Nay: 0, Absent: 1

12.c. Discuss and possible action to nominate people for the Johnson County Central Appraisal District Board.

No action taken.

13. REPORTS

- Strategic Plan Priority 2 - Human Capital presented by Wes Jones, Dir. Of Human Resources
- Academic Update - Bluebonnet Parent Portal presented by Karla Willmeth, Asst. Dir. Of Teaching & Learning
- Procurement Calendar Update presented by Emmett Whitefield, CFO
 - Financial Statements & Cash Flow and Investment Report for period ending August 31, 2025 presented by Emmett Whitefield, CFO

14. ADJOURN-President Gore adjourned the meeting at 7:12 pm.

MEETING MINUTES

Community Engagement Meeting
August 29, 2025, 5pm

Administration Building
217 N. Jones St.
Granbury, Texas 76048

Nancy Alana: Present
Tim Bolton: Present
Courtney Gore: Present
Karen Lowery: Present
Mike Moore: Present
Barbara Townsend: Present
Billy Wimberly: Present
Present: 7.

Call To Order

President Courtney Gore noted that a quorum of the Board was present and called the meeting to order at 5:01pm.

Ms. Gore gave the invocation and led the pledges.

Superintendent Comments: Superintendent Report presented by Dr. Courtney Morawski included:

- Leah Dawson reported that campus library book check outs are up by 500 books because of no cell phone policy!!! 😊
- Enrollment is 7899 - Our student enrollment is holding steady. While we're not seeing growth or decline right now, we'll continue to keep a close eye on the numbers and share updates with our Pirate Family.
- We also appreciate the opportunity to provide clarity on questions we've received.
 - When Granbury ISD receives a Public Information Request, we are required by law to review the documents carefully. Certain information must be redacted, such as confidential student or employee records and materials protected under attorney–client privilege. These redactions ensure that we comply with state law while also protecting the privacy and rights of individuals.
 - At this time, Granbury ISD does not have plans or proposal for a bond. When asked, we answer consistently because our priority is building trust through transparency, particularly regarding how we provide safe and secure learning environments. As part of that commitment, we will present the results of our facility audit at the October Board Business Meeting and begin creating a long-range plan to show how we are using the funds that we currently have available. We will also work with our advisory teams and our Long-Range Facility Planning Committee to help prioritize repair and replacement cycles so that we balance proactive and reactive needs of our buildings. These groups will be key partners in answering community questions and sharing.

MEETING MINUTES

concerns with district administrators. It's also important to note that in Texas, school bonds are the only financing mechanism available to public school districts for large capital projects.

- Public Comments:
1. Dannielle Thomas (parent) – Decker Gym
 2. Joseph Jones- Play it Forward Fitness
 3. Monica Brown- General questions including Decker gym lease, Dei, timing of meetings, free speech, agenda items during a board meeting & public comments procedure.
 4. Jim Brown- Meeting times & a/c in buses
 5. Rene Chehardy- positives from the Charlie Kirk tragedy, values need to drive behaviors.

The meeting adjourned at 5:47pm.



OFFICE OF SUPERINTENDENT

For:	Board of Trustees
Date:	October 14, 2025
Action:	Approval

To:	Board of Trustees
RE:	Consider approval of a S.B. 12 Resolution

SUMMARY:

The Senate Bill 12 Resolution is presented for your consideration.

RECOMMENDATION:

It is recommended that the Board Approve the SB 12 Resolution.

Respectfully submitted,

Dr. Courtney Morawski
Superintendent

Resolution Regarding Senate Bill 12 and Parent Rights

WHEREAS, Senate Bill 12 from the 89th legislative session relates to parental rights in public education, including requirements and prohibitions regarding instruction; diversity, equity and inclusion duties; assistance with District student social transitioning; and student clubs;

WHEREAS, Senate Bill 12 becomes effective on September 1, 2025; and

WHEREAS, local policies relating to matters in Senate Bill 12 will be adopted as soon as practicable, but after the effective date.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of _____ School District directs all staff and contractors to comply with the following requirements and directives:

1. All policies shall be implemented and followed;
2. Parental rights, including the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the parent's child will not be infringed unless required by law or to provide life-saving care to the child;
3. Except as required by state or federal law, employees and contractors may not assign diversity, equity, and inclusion duties to any person, and the District hereby prohibits a District employee, contractor, or volunteer from engaging in diversity, equity, and inclusion duties at, for, or on behalf of the District;
4. An employee or contractor who intentionally or knowingly engages in or assigns to another person diversity, equity, and inclusion duties or engages in prohibited instruction will be appropriately disciplined, up to and including termination;
5. Employees of the District are prohibited from assisting a student enrolled in the District with social transitioning, including providing any information about social transitioning or providing guidelines intended to assist a person with social transitioning;
6. No information about a parent's child may be withheld from the parent unless required by law, and parents are entitled to access all written records of the District concerning the parent's child, including library records and health records. Information may be withheld if disclosure is likely to result in the student suffering abuse or neglect;
7. Information regarding a parent's right to access records relating to the parent's child shall be posted on the District's home page of the internet website;
8. Instructional plans or course syllabi for each class offered in the District for a semester must be posted on the District's internet website at the beginning of each semester;
9. The Superintendent is directed to provide for an internet portal through which parents of students enrolled in the District may submit comments to campus or District administrators and the Board;
10. The Board shall prioritize public comments by hearing comments at the beginning of each Board meeting;
11. The Board will only hold Board meetings outside of typical work hours;

12. Parents are entitled to notice no later than one school business day after the date an employee first suspects that a criminal offense has been committed against the parent's child;
13. Employees are not prohibited from providing parents with information regarding a student's mental, emotional, or physical health or well-being or a change in services provided to or monitoring of the student related to the student's mental, emotional, or physical health or well-being;
14. No employee will encourage or have the effect of encouraging a student to withhold from the student's parent information about the student's mental, emotional, or physical health or well-being;
15. Employees may not discourage or prohibit parental knowledge of or involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being;
16. Unless authorized by law, no employee may disclose a child's health or medical information to any person other than the child's parent;
17. Unless authorized by law, no employee may collect, use, store, or disclose to any person other than the child's parent a child's biometric identifiers;
18. Unless authorized by law, no employee will provide health care services or medication or conduct a medical procedure to a student;
19. All grievances received by the District on or after September 1, 2025, will comply with the legal requirements in Texas Education Code Chapter 26A;
20. Before a student may be provided with human sexuality instruction, the District must obtain the written consent of the student's parent in the manner prescribed by law;
21. No employee may provide or allow a third party to provide instruction, guidance, activities, or programming regarding sexual orientation or gender identity to students enrolled in prekindergarten through grade 12;
22. Each parent will be provided at least two opportunities for in-person conferences with the child's teacher during each school year;
23. No student club authorized or sponsored by the District may be based on sexual orientation or gender identity;
24. Written parental consent is required before a student may participate in a student club authorized or sponsored by the District or campus;
25. The Superintendent is directed to provide a copy of this resolution to all District employees and contractors electronically and physically.

Adopted this ____ (date) day of _____ (month), ____ (year), by the Board.

Board President's signature: _____

Board Secretary's signature: _____

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

CURRICULUM AND INSTRUCTION

TO: Dr. Courtney Morawski

FROM: Stacie Brown

DATE: October 8, 2025

RE: Renewal of Curriculum and Associates- iReady

SUMMARY:

This memo is to request approval for the renewal of *iReady* to be used as the district’s universal screener and continue usage as a supplemental teacher resource as well as student growth measurement tool.

Rationale:

Beginning in the 2025–2026 school year, GISD will move away from using *NWEA MAP* testing for universal screeners and transition to *iReady*. This program will be administered at the beginning and middle of the year for all students, and at the end of the year for non-STAAR tested areas. STAAR will continue to serve as the end-of-year assessment for STAAR-tested subjects.

In addition to serving as our Universal Screener, *iReady* will also be utilized to measure student growth for the Teacher Incentive Allotment (TIA) in subjects not assessed by STAAR. The program uses information from the screener to create an individualized learning path for each student, supporting targeted instruction and intervention.

As well as the personalized learning paths, *iReady* includes a **Teacher Toolbox** that provides lessons teachers can use in whole group or small group settings, further enhancing instructional support. The combination and variety of resources makes *iReady* especially beneficial in serving all students.

Funding:

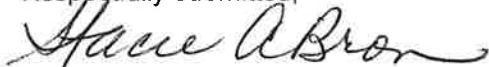
The renewal of *iReady* will be funded through the State of Texas **Instructional Materials Allotment** or IMA account.

Recommendation:

Renewal of *iReady* resources will continue to provide GISD with a reliable, TEKS-aligned universal screener that supports individualized instruction, equips teachers with additional lessons and resources, identifies and measures student growth for progress measuring and for Teacher Incentive Allotment.

We respectfully request board approval to move forward with this renewal.

Respectfully submitted,



Stacie Brown
Director of Teaching & Learning Department

Curriculum AssociatesSM

Prepared For:
 Stacie Brown
 Granbury ISD
 217 N Jones St,
 Granbury, TX 76048

BuyBoard Contract #748-24 October 21, 2025 to September 30, 2026

9/23/2025

Dear Stacie Brown,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2025-2026 Quote ID: 407610.8 Quote Valid through: 12/31/2025

Product	List Price	Net Price
i-Ready	\$146,062.50	\$138,759.38
Toolbox	\$60,540.00	\$51,458.99
i-Ready Partners Services	\$0.00	\$0.00
	List Total:	\$206,602.50
	Savings:	\$16,384.13
	Shipping/Tax/Other:	\$0.00
	Total:	\$190,218.37

Thank you again for your interest in Curriculum Associates.

Sincerely

Terri Ballesteros
 (915) 691-4047
 tballesteros@cainc.com

i-Ready Partners Services Includes:

- **Initial Implementation Services:** Provisioning, Initial Rostering, Hosting, Technology Assessment
- **Implementation Management:** Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- **Staff Development Consultation and Resources:** Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources
- **Technical Support:** Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

Please submit this quote with your purchase order

Curriculum Associates[®]

Quote ID: 407610.8 Date: 9/23/2025 Quote Valid through: 12/31/2025

Prepared For:
Stacie Brown
Granbury ISD
217 N Jones St,
Granbury, TX 76048
stacie.brown@granburyisd.org
(817) 408-4000

Your Representative:
Terri Ballesteros
(915) 691-4047
tballesteros@cainc.com

BuyBoard Contract #748-24

Acton ES 3200 Acton School Rd, Granbury, TX 76049

Total Building Enrollment: 848, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students	K-8	16664.0	1	\$23,032.50	\$21,880.88	\$21,880.88
Teacher Toolbox Access Math and Reading + Writing Per Site 801-1200 students	K-8	28409.0	1	\$7,590.00	\$6,451.50	\$6,451.50
i-Ready Implementation Support Services - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins	Multiple	27971.0	1	\$0.00	\$0.00	\$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 801 - 1200 Students	K-8	36703.0	1	\$1,841.25	\$1,565.06	\$1,565.06
Subtotal:						\$29,897.44
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$29,897.44

Acton MS 1300 James Rd, Granbury, TX 76049

Total Building Enrollment: 882, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students	K-8	16664.0	1	\$23,032.50	\$21,880.88	\$21,880.88
Teacher Toolbox Access Math and Reading + Writing Per Site 801-1200 students	K-8	28409.0	1	\$7,590.00	\$6,451.50	\$6,451.50
i-Ready Implementation Support Services - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins	Multiple	27971.0	1	\$0.00	\$0.00	\$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 801 - 1200 Students	K-8	36703.0	1	\$1,841.25	\$1,565.06	\$1,565.06
Subtotal:						\$29,897.44
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$29,897.44

Brawner ES 1520 S Meadows Dr, Granbury, TX 76048

Total Building Enrollment: 733, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students	K-8	16663.0	1	\$17,977.50	\$17,078.62	\$17,078.62
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students	K-8	28408.0	1	\$6,120.00	\$5,202.00	\$5,202.00
i-Ready Implementation Support Services - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins	Multiple	27971.0	1	\$0.00	\$0.00	\$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 501 - 800 Students	K-8	36702.0	1	\$1,485.00	\$1,262.25	\$1,262.25
Subtotal:						\$23,542.87
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$23,542.87

Granbury MS 2000 Crossland Rd, Granbury, TX 76048

Total Building Enrollment: 925, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students	K-8	16664.0	1	\$23,032.50	\$21,880.88	\$21,880.88
Teacher Toolbox Access Math and Reading + Writing Per Site 801-1200 students	K-8	28409.0	1	\$7,590.00	\$6,451.50	\$6,451.50
i-Ready Implementation Support Services - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins	Multiple	27971.0	1	\$0.00	\$0.00	\$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 801 - 1200 Students	K-8	36703.0	1	\$1,841.25	\$1,565.06	\$1,565.06
Subtotal:						\$29,897.44
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$29,897.44

Nettie Baccus ES 901 Loop 567, Granbury, TX 76048

Total Building Enrollment: 571, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students	K-8	16663.0	1	\$17,977.50	\$17,078.62	\$17,078.62
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students	K-8	28408.0	1	\$6,120.00	\$5,202.00	\$5,202.00
i-Ready Implementation Support Services - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins	Multiple	27971.0	1	\$0.00	\$0.00	\$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 501 - 800 Students	K-8	36702.0	1	\$1,485.00	\$1,262.25	\$1,262.25
					Subtotal:	\$23,542.87
					Shipping:	\$0.00
					Tax:	\$0.00
					School Subtotal:	\$23,542.87

Oak Woods School 311 Davis Rd, Granbury, TX 76049

Total Building Enrollment: 528, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students	K-8	16663.0	1	\$17,977.50	\$17,078.62	\$17,078.62
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students	K-8	28408.0	1	\$6,120.00	\$5,202.00	\$5,202.00
i-Ready Implementation Support Services - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins	Multiple	27971.0	1	\$0.00	\$0.00	\$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 501 - 800 Students	K-8	36702.0	1	\$1,485.00	\$1,262.25	\$1,262.25
					Subtotal:	\$23,542.87
					Shipping:	\$0.00
					Tax:	\$0.00
					School Subtotal:	\$23,542.87

The Steam Academy at Mambrino 3835 Mambrino Hwy, Granbury, TX 76048

Total Building Enrollment: 807, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students	K-8	16664.0	1	\$23,032.50	\$21,880.88	\$21,880.88
Teacher Toolbox Access Math and Reading + Writing Per Site 801-1200 students	K-8	28409.0	1	\$7,590.00	\$6,451.50	\$6,451.50
i-Ready Implementation Support Services - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins	Multiple	27971.0	1	\$0.00	\$0.00	\$0.00
Teacher Toolbox Access Texas ThinkUp Science Per Site 801 - 1200 Students	K-8	36703.0	1	\$1,841.25	\$1,565.06	\$1,565.06
Subtotal:						\$29,897.44
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$29,897.44

Total	
List Total:	\$206,602.50
Savings:	\$16,384.13
Merchandise Total:	\$190,218.37
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
Total:	\$190,218.37

Special Notes

- Please make PO out to Curriculum Associates.
- All i-Ready purchases require professional learning.
- 5% discount applied to i-Ready based on scope of quote.
- 15% i-Ready Partnership Discount applied to Toolbox contingent upon purchase of i-Ready.

F.O.B.: N. Billerica, MA 01862
 Shipping: Shipping based on MDSE total
 Terms: Net 30 days, pending credit approval
 Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y7

Curriculum Associates[®]

Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



Account Management



Professional Development



Educational Consultants



Achievement Analytics



Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates®

Placing an Order

Email: Orders@cainc.com
Fax: 1-800-366-1158
Mail:
 ATTN: CUSTOMER SERVICE DEPT.
 Curriculum Associates LLC
 153 Rangeway Rd
 North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.
 Please attach quote to all signed purchase orders.
 If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is **500lbs**.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$400/shipment location
- Freight Storage \$600 /shipment location
- Freight Carrier Redelivery \$100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at curriculumassociates.com/support/privacy-and-policies.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

TEACHING AND LEARNING

TO: Dr. Courtney Morawski

FROM: Stacie Brown

DATE: October 8, 2025

RE: Renewal of IXL-Supplemental Intervention Resource

Summary:

This memo is to request approval for the purchase of *IXL* as a supplemental instructional resource to support Tier II and Tier III students across the district.

Rationale:

Providing high-quality intervention resources is critical to meeting the needs of students who require additional support. While teachers will continue to conduct targeted small groups and tutoring sessions, *IXL* will serve as an additional layer of support by offering TEKS-specific practice tailored to each student's learning gaps.

IXL's adaptive platform ensures that students receive personalized skill practice and immediate feedback, which reinforces classroom instruction and intervention strategies. By integrating this resource, we can strengthen intervention efforts, support student growth, and provide more opportunities for mastery of foundational skills.

Funding:

The purchase of *IXL* will be funded through State Compensatory Education (SCE) funds.

Recommendation:

Approval of the purchase of *IXL* will allow GISD to provide a consistent, research-based supplemental tool to enhance intervention for students, ensuring they receive the targeted support needed to close learning gaps and achieve academic success.

Respectfully submitted,



Stacie Brown

Director of Teaching & Learning Department



IXL Learning
 777 Mariners Island Blvd., Suite 600
 San Mateo, CA 94404

RENEWAL QUOTE

QUOTE # 1501778-1
 DATE: SEPTEMBER 11, 2025

TO:
 Karla Willmeth
 Granbury Independent School District
 217 N JONES ST
 GRANBURY, TX 76048

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Caroline Peters	A19-2650374	October 25, 2025 - October 25, 2026	October 31, 2025

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET UNIT PRICE	NET PRICE
IXL site license, including:				
Grades 6-12 Subjects: IXL Complete (Math, ELA, Science, and Social studies)	4125	\$24.00	\$23.00	\$94,875.00
Grade 5 Subjects: IXL Complete (Math, ELA, Science, and Social studies)	625	\$24.00	\$23.00	\$14,375.00
Grades 3-4 Subjects: Math and ELA	1275	\$18.00	\$17.00	\$21,675.00
Grades K-2 Subject: Math	1575	\$12.50	\$11.50	\$18,112.50
			Total List Price	\$156,637.50
			Savings	\$7,600.00
			Total Net Price	\$149,037.50

SERVICES	QUANTITY	LIST UNIT PRICE	NET PRICE
Express PD for Districts	1	\$2,495.00	\$2,495.00
		Total Price	\$2,495.00

83 TOTALS

Total Subscriptions List Price	\$156,637.50
Total Services List Price	\$2,495.00
Total Savings	\$7,600.00
Grand Total	\$151,532.50

This quote with total savings of **\$7,600.00** is valid until **October 31, 2025**.

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, [click here](#) or go to <https://www.ixl.com/po-upload> and enter quote # 1501778-1. For international accounts, we can accept wire transfers for an additional fee.



SALES CONTRACT
CONTRACT #1501778-1
September 11, 2025

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

CUSTOMER

Karla Willmeth
Granbury Independent School District
217 N JONES ST
GRANBURY, TX 76048

RENEWAL INFO

Salesperson	Account #	Quote #	Renewal period
Caroline Peters	A19-2650374	1501778-1	October 25, 2025 - October 25, 2026

PAYMENT PLAN

Amount	Invoice date
\$151,532.50	November 8, 2025
TOTAL	\$151,532.50

Price valid until October 31, 2025

ACCEPTANCE OF SALES CONTRACT

This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE

DATE



TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.
2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

All checks should be mailed to:

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

Credit card payments may be made by phone at (855) 255-8800.

Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.

3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learning's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.

5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.
6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
 - a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
 - b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY,

SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (v) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.

c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.

d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.

Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.
8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.
11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:

Toll-free (855) 255-8800 | Direct (650) 372-4300 | E-mail orders@ixl.com

Completed sales contracts should be emailed to your sales consultant.

Director of Human Resources

For:	Board of Trustees
Date:	October 9, 20205
Action:	Discussion/Action

To: Dr. Courtney Morawski, Superintendent	From: Wes Jones
	Date: October 20,2025
	RE: Extra Duty Pay Schedule

SUMMARY:

The Extra Duty Pay Schedule has been adjusted to include a new Title I, Tier II stipend at the high school for after-school support for students in need of additional help. In addition, the Maintenance Department is adding a stipend for an IPM Subordinate Coordinator. The IPM Coordinator and the IPM Subordinate Coordinator apply district-approved pest-control chemicals.

Please see the changes highlighted in yellow.

RECOMMENDATION:

Approval of Extra Duty Pay Schedule for the 2025-2026 school year as presented.

Respectfully submitted,

Wes Jones
Director of Human Resources

Staff Responsible: **Wes Jones**
 Duane Fish
 Hailey Veron
 Dr. Courtney Morawski

DRAFT



**EXTRA DUTY
PAY SCHEDULES
2025/2026**

DEPARTMENT HEADS:

GRANBURY HIGH SCHOOL

***\$1,000 Plus \$100 per Teacher Over 10**

English	1	2,500
Foreign Language	1	2,500
Mathematics	1	2,500
Science	1	2,500
Social Studies	1	2,500
CTE	1	2,500
Fine Arts	1	2,500
Special Education - ALL	1	3,000
Special Education - Life Skills	1	1,500

MIDDLE SCHOOLS

\$1,000 Plus \$100 per Teacher Over 10

English/LA	1	1,000
Mathematics	1	1,000
Science / PE	1	1,000
Social Studies	1	1,000
CTE/Technology/Foreign Language	1	1,000
Fine Arts	1	1,000
Special Education	1	1,500

*Teachers who were previously employed and held this position prior to the 23/24 year will be grandfathered in for this stipend

ELEMENTARY CAMPUSES GRADE LEVEL CHAIRS

		\$1,000 Plus \$100 per Teacher Over 10		
Kindergarten	1	1,000		
1st Grade	1	1,000		
2nd Grade	1	1,000		
3rd Grade	1	1,000		
4th Grade	1	1,000		
5th Grade	1	1,000		
Special Programs: (SPED, Music, PE, 504 & Library)	1	1,000		
Spelling Bee Sponsor	1	400		PAY AFTER EVENT
UIL Coordinator	1	500		PAY AFTER EVENT



GRANBURY HIGH SCHOOL

All stipends are based upon full district representation in all contests and in any District meet where a complete entry is not fielded, the stipend will be subject to reduction accordingly.

Event		Extra Pay	
UIL Campus Coordinator	1	1,500	
Host District Meet Coordinator	1	825	PAY AFTER EVENT
Accounting	1	825	PAY AFTER EVENT
Calculator Applications	1	825	PAY AFTER EVENT
Computer Science	1	825	PAY AFTER EVENT
Copy Editing	1	825	PAY AFTER EVENT
Current Issues and Events	1	825	PAY AFTER EVENT
Copy, Editorial, Feature, Headline, News Writing	1	825	PAY AFTER EVENT
Film Festival	1	825	PAY AFTER EVENT
Literary Criticism	1	825	PAY AFTER EVENT
Mathematics	1	825	PAY AFTER EVENT
Number Sense	1	825	PAY AFTER EVENT
Poetry Interpretation	1	825	PAY AFTER EVENT
Prose Interpretation	1	825	PAY AFTER EVENT
Ready Writing	1	825	PAY AFTER EVENT
Robotics	1	825	PAY AFTER EVENT
Science	1	825	PAY AFTER EVENT
Social Studies	1	825	PAY AFTER EVENT
Spelling and Vocabulary	1	825	PAY AFTER EVENT
One-Act Play	1	1,575	

\$75.00 Paid Per Weekend Day for Attendance at Meet ABOVE District UIL Level (effective 15/16)



GRANBURY ISD

UIL - EXTRA DUTY PAY SCHEDULE 2025/2026

Competing in Lone Star 8 County Middle School District

Event		Extra Pay	
District Meet Director	1	400	PAY AFTER EVENT
Campus Coordinator	1	200	PAY AFTER EVENT
Art	1	450	PAY AFTER EVENT
Calculator Applications	1	450	PAY AFTER EVENT
Chess Puzzle	1	450	PAY AFTER EVENT
Dictionary Skills	1	450	PAY AFTER EVENT
Earth & Life Science	1	450	PAY AFTER EVENT
Impromptu Speaking	1	450	PAY AFTER EVENT
Listening	1	450	PAY AFTER EVENT
Maps, Graphs & Charts	1	450	PAY AFTER EVENT
Mathematics	1	450	PAY AFTER EVENT
Modern Oratory	1	450	PAY AFTER EVENT
Number Sense	1	450	PAY AFTER EVENT
One-Act Play (+100)	1	550	PAY AFTER EVENT
Oral Reading	1	450	PAY AFTER EVENT
Ready Writing	1	450	PAY AFTER EVENT
Social Studies	1	450	PAY AFTER EVENT
Spelling	1	450	PAY AFTER EVENT
Art History	1	450	PAY AFTER EVENT
(Available)	1	450	PAY AFTER EVENT

* Lone Star 8 County Meet Events not in UIL C&CR



GRANBURY ISD

OTHER EXTRA DUTY PAY SCHEDULE 2025/2026

GRANBURY HIGH SCHOOL

1st Assistant Band Director	3	13,331	
2nd Asst Band Director (MS/HS Ensemble)	0	2,320	
Auditorium Manager	1	5,464	
Cheerleader Sponsor - Varsity	1	6,376	
Cheerleader Sponsor - 9th	1	3,477	
Cheerleader Sponsor - Jr.Varsity	1	4,637	
Choral Director/District Coordinator	1	12,000	
1st Assistant Choral Director	1	7,878	
Color Guard Instructor FALL, WINTER, SUMMER	1	7,210	
Culinary	2	4,000 & 2,000	
PAY AFTER EVENT - DECA Sponsor	2	3,000 & 1,000	
Drama/Theater Arts Sponsor	1	2,320	
Asst. Drama/Theater Arts Sponsor	1	1,739	
Drill Team Sponsor	1	12,500	
Asst. Drill Team Sponsor	1	2,026	
EMT	1	1,500	
PAY AFTER EVENT - FCCLA Sponsor	2	1,000	
			1,000 if team advances (Pay After)
PAY ATER EVENT - F1 Sponsor	1	*1,000	
PAY AFTER EVENT - HOSA Sponsor	4	1,000	
ROBOTICS Sponsor	1	2,500	
Asst. ROBOTICS Sponsor	1	1,500	
National Honor Society	1	1,500	
Speech/Debate Sponsor	1	3,500	
Student Council Sponsor	1	2,250	
Yearbook Sponsor	1	5,000	
PAY AFTER EVENT - History Fair Coordinator	1	400	
PAY AFTER EVENT - LEFSA (Law Enforcement)	3	1,000	
PAY AFTER EVENT - Science Fair Coordinator	1	400	
PAY AFTER EVENT - Skills USA	1	1,000	
PAY AFTER EVENT - TSA Sponsor	1	1,000	



**OTHER EXTRA DUTY
PAY SCHEDULE
2025/2026**

MIDDLE SCHOOL CAMPUSES

Middle School Band Director	2	8,723
Middle School Assistant Band Director	2	7,878
Cheerleader Sponsor	2	2,814
Middle School Choir Director	2	3,939
Middle School Choir Director	2	3,939
National Junior Honor Society	2	500
Student Council Sponsor	2	500
Yearbook Sponsor	2	1,000
PAY AFTER EVENT - Spelling Bee Sponsor	2	400
PAY AFTER EVENT - History Fair Coordinator	2	400

SPECIAL ASSIGNMENTS

Automotive Tech Teacher - GHS (NA for New Hires after 22/23)	4	3,500
Athletics Website - Graphics/Schedule	1	1,000
Audio Visual - GHS	1	7,500
Bilingual Support Specialist- Baccus/GHS	3	3,500
Bilingual Teachers - Baccus/Brawner/Roberson	22	3,500
CN Café Mgr Summer Conference (Pay After Event)	9	300
CN Café Mgr Stipend(Pay After Event)	9	500
Counselor - Lead (GHS)	1	2,500
Elementary District UIL Coordinator (Pay After Event)	0	400
Health Coordinator	1	2,000
IPM Coordinator - Maintenance	1-2	1,500
JROTC	2	12,000
LSSP - SPED (NA for New Hires after 25/26)	2	6,000
Occupational Therapists - SPED	2	6,000
P&FE (Parent & Family Campus Liaison) (Pay After Event)	10	500
Pirate Study (after school support)	1	1,200
Professional Development (in District Training - paid per hour)*	0	\$25 - \$75
*Payment After Required Training is Completed		
Project Lead the Way Leader	1	1,500
Project Lead the Way Instructor Training*	0	1,500
*Payment After Required Training is Completed		
Security - Teacher Marshalls	0	1,500
Speech Language Pathologists - SPED	9	6,000
Speech Language Pathologists Supervisor - SPED	4	1,500
Visual Impairment Specialist - SPED	1	6,000
Visual Impairment Specialist and O & M	1	6,000
*TCC-Teachers (\$640 per class/prorated by student \$64 up to 10 students)	0	640
Teacher Residents	26	3,250
Teacher Resident Mentor	26	1,000
Travel Expense - Asst. Supt, CFO	3	3,000
Tutors - Paid Hourly (hourly rate varies)		\$12 or \$25
WIT/WIT Jr Sponsors (Pay After Event - Paid by A&M)	2	3,000

*Teachers who were previously employed with Weatherford College will receive the additional GISD Stipend

Board Approved _____

GISD is an Equal Opportunity Employer; policies, procedures and practices shall not discriminate against any individual with respect to compensation, terms, conditions or privileges of employment on the basis of race, color, religion, national origin, age, sex or disability.

**2024-2025
Budget Amendment #2
General Operating**

October 20, 2025 Meeting Proposed Budget Amendment #2		Increase	Decrease	Net Effect
Object	Revenue			
5700	Revenue Generated	0	0	
5800		0	0	
5900		0	0	
	Total	0	0	0
Function	Expenses			
11	CTE - Amend funds to complete Ag Greenhouse	0	2,100	
	Finance - Amend funds for cafeteria table replacements and payroll adjustments	0	523,000	
	Overall effect on Function 11	0	525,100	(525,100)
12	Overall effect on Function 12	0	0	0
13	CTE - Amend funds to complete Ag Greenhouse	0	1,500	
	Overall effect on Function 13	0	1,500	(1,500)
21	CTE - Amend funds to complete Ag Greenhouse	0	1,500	
	Overall effect on Function 21	0	1,500	(1,500)
23	Finance - Amend funds for payroll adjustments	185,000	0	
	Overall effect on Function 23	185,000	0	185,000
31	Overall effect on Function 31	0	0	0
32	Overall effect on Function 32	0	0	0
33	Overall effect on Function 33	0	0	0
34	Finance - Amend funds from fund balance for Bus purchase	860,000	0	
	Overall effect on Function 34	860,000	0	860,000
36	Overall effect on Function 36	0	0	0
41	Overall effect on Function 41	0	0	0
51	Finance - Amend funds for cafeteria table replacements	143,000	0	
	Overall effect on Function 51	143,000	0	143,000
52	Finance - Amend funds for payroll adjustments	195,000	0	
	Overall effect on Function 52	195,000	0	195,000
53	Overall effect on Function 53	0	0	0
61	Overall effect on Function 61	0	0	0
71	Overall effect on Function 71	0	0	0
81	CTE - Amend funds to complete Ag Greenhouse	5,100	0	
	Finance - Amend funds for HVAC Project	1,200,000	0	
	Overall effect on Function 81	1,205,100	0	1,205,100
91	Overall effect on Function 91	0	0	0
93	Overall effect on Function 93	0	0	0
99	Overall effect on Function 99	0	0	0
	Total	2,588,100	528,100	2,060,000

Granbury Independent School District

Fiscal Year 2024-2025

	Adopted Budget	Prior Budget Amendments	Budget Amendment 10/20/2025	Revised Budget
REVENUE				
5700 Local Revenue	78,106,917	-	-	78,106,917
5800 State Revenue	18,594,361	-	-	18,594,361
59/7900 Federal Programs/Other Sources	1,418,946	-	-	1,418,946
Total	98,120,224	-	-	98,120,224
EXPENDITURES				
11 Instruction & Instr. Related Services	57,593,420	-	(525,100)	57,068,320
12 Instructional Resources & Media Serve	780,889	-	-	780,889
13 Curriculum & Instr. Staff Development	904,173	-	(1,500)	902,673
21 Instructional Leadership	1,292,508	-	(1,500)	1,291,008
23 School Leadership	4,737,619	-	185,000	4,922,619
31 Guidance, Counseling & Evaluation Serve	2,664,894	-	-	2,664,894
32 Social Work Services	-	-	-	-
33 Health Services	557,367	-	-	557,367
34 Student (Pupil) Transportation	4,933,332	-	860,000	5,793,332
35 Food Service	-	-	-	-
36 Co curricular/Extracurricular Activities	2,080,619	-	-	2,080,619
41 General Administration	3,262,007	-	-	3,262,007
51 Plant Maintenance and Operations	10,114,337	200,000.00	143,000	10,457,337
52 Security & Monitoring Services	1,632,150	(200,000.00)	195,000	1,627,150
53 Data Processing Services	1,538,673	-	-	1,538,673
61 Community Services	55,140	-	-	55,140
71 Debt Service (M&O)	219,850	-	-	219,850
81 Facilities Acquisition	-	-	1,205,100	1,205,100
91 Contracted Instruction Services - Chapter 41	3,889,767	-	-	3,889,767
93 Shared Services Arrangement	-	-	-	-
99 Other Governmental Charges	1,863,479	-	-	1,863,479
00 Other Uses	-	-	-	-
Total Budgeted Expenditures	98,120,224	-	2,060,000.00	100,180,224
Excess Revenue over (Under) Expenditures	-	-	(2,060,000)	(2,060,000)

GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: October 20, 2025
For: Approval

TO: Dr. Courtney Morawski, Superintendent **FROM:** Emmett Whitefield
DATE: October 10, 2025
RE: Representative Change for Texpool Investments

SUMMARY:

Attached is the resolution updating the investment representatives for the Texpool investment pool.

BUDGET IMPACT: None

Respectfully submitted,



Emmett Whitefield RSTBA
Chief Financial Officer

Staff Person Responsible: Emmett Whitefield

Date Submitted: October 10, 2025



Resolution Amending Authorized Representatives

Please complete this form to amend or designate Authorized Representatives. *This document supersedes all prior Authorized Representative forms.*

* Required Fields

1. Resolution

WHEREAS,

Participant Name* Location Number*

("Participant") is a local government of the State of Texas and is empowered to delegate to a public funds investment pool the authority to invest funds and to act as custodian of investments purchased with local investment funds; and

WHEREAS, it is in the best interest of the Participant to invest local funds in investments that provide for the preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act; and

WHEREAS, the Texas Local Government Investment Pool ("TexPool / Texpool Prime"), a public funds investment pool, were created on behalf of entities whose investment objective in order of priority are preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act.

NOW THEREFORE, be it resolved as follows:

- A. That the individuals, whose signatures appear in this Resolution, are Authorized Representatives of the Participant and are each hereby authorized to transmit funds for investment in TexPool / TexPool Prime and are each further authorized to withdraw funds from time to time, to issue letters of instruction, and to take all other actions deemed necessary or appropriate for the investment of local funds.
- B. That an Authorized Representative of the Participant may be deleted by a written instrument signed by two remaining Authorized Representatives provided that the deleted Authorized Representative (1) is assigned job duties that no longer require access to the Participant's TexPool / TexPool Prime account or (2) is no longer employed by the Participant; and
- C. That the Participant may by Amending Resolution signed by the Participant add an Authorized Representative provided the additional Authorized Representative is an officer, employee, or agent of the Participant;

List the Authorized Representative(s) of the Participant. Any new individuals will be issued personal identification numbers to transact business with TexPool Participant Services.

1.

Name Title

Phone Fax Email

Signature

2.

Name Title

Phone Fax Email

Signature

3.

Name Title

Phone Fax Email

Signature

1. Resolution (continued)

4.
Name Title

Phone Fax Email

Signature

List the name of the Authorized Representative listed above that will have primary responsibility for performing transactions and receiving confirmations and monthly statements under the Participation Agreement.

Name

In addition and at the option of the Participant, one additional Authorized Representative can be designated to perform only inquiry of selected information. *This limited representative cannot perform transactions.* If the Participant desires to designate a representative with inquiry rights only, complete the following information.

Name Title

Phone Fax Email

D. That this Resolution and its authorization shall continue in full force and effect until amended or revoked by the Participant, and until TexPool Participant Services receives a copy of any such amendment or revocation. This Resolution is hereby introduced and adopted by the Participant at its regular/special meeting held on the day of , 20.

Note: Document is to be signed by your Board President, Mayor or County Judge and attested by your Board Secretary, City Secretary or County Clerk.

Name of Participant*

SIGNED

Signature*

Printed Name*

Title*

ATTEST

Signature*

Printed Name*

Title*

2. Delivery Instructions

Please return this document to **TexPool Participant Services:**

Email: texpool@dstsystems.com

Fax: 866-839-3291

**GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS**

To: Board of Trustees
Date: October 20, 2025
For: Approval

TO: Dr. Courtney Morawski, Superintendent

FROM: Houcine Chraibi
DATE: October 10, 2025
RE: Hay Leases 25-26

SUMMARY:

The district is seeking approval for two agricultural Hay Lease Agreements for the 2025/2026 lease year generating an annual revenue totaling \$1,800.00.

Lease 1 - Joe Langdon (Rollins Property): - Property: Approximately 73 acres fronting Highway 4 on the South, Hood County, Texas - Lease Term: September 1, 2025 to August 31, 2026 - Annual Base Rent: \$500.00

Lease 2 - Larry Avery (Baccus Property): - Property: Approximately 40 acres, 901 Loop 567, Hood County, Texas - Lease Term: September 1, 2025 to August 31, 2026 - Annual Base Rent: \$800.00

RECOMMENDATION:

All leases include automatic annual renewal terms with the 30 days cancellation. Administration recommends approval of the two (2) agricultural hay lease agreements for the 2025-2026 lease year as presented and authorizes the Superintendent to sign the attached agreement.

Houcine Chraibi

Houcine Chraibi
Assistant Director of Finance

Date Submitted: October 10, 2025

**GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS**

To: Board of Trustees
Date: October 20, 2025
For: Approval

TO: Dr. Courtney Morawski, Superintendent

FROM: Houcine Chraibi

DATE: October 10, 2025

RE: Memo Forward Training Center

PURPOSE

The district seeks Board approval for a commercial lease agreement with Forward Training Center of Hood County Texas, a 501(c)(3) nonprofit organization, for the former Administration and Board Room Facilities.

KEY TERMS

Property: Two buildings at 600 West Pearl Street, Granbury, TX 76048 (former Administration and Board Room Facilities)

Tenant: Forward Training Center of Hood County Texas (nonprofit)

Term:

- Initial: 3 years (beginning November 2025)
- Renewable: Year-to-year up to 5 years total

Financial Terms:

- Monthly Rent: \$1,000.00
- Late Fee: 10% of rent if unpaid within 15 days

Property Condition: Tenant accepts premises "as is" with working water and electrical utilities

Insurance Requirements:

- Commercial General Liability: \$500,000 per occurrence / \$1,000,000 aggregate
- Property insurance covering 100% replacement cost of tenant's personal property
- District named as additional insured

Parking: Non-exclusive access to 25-30 designated parking spaces; District retains access during tenant's business hours and full access after hours/weekends

Other Key Provisions:

- No pets except authorized service dogs
- Tenant must comply with District Board Policies (GKA, GKD)
- Tenant indemnifies District except for District's gross negligence/willful misconduct
- District may adjust rent with 30 days' notice

RECOMMENDATION:

Administration recommends Board approval of the lease agreement, and authorize the superintendent to sign attached agreement.

Houcine Chraibi

Houcine Chraibi
Assistant Director of Finance

Date Submitted:

October 10, 2025

**GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS**

To: Board of Trustees
Date: October 20,,2025
For: Approval

TO: Dr. Courtney Morawski, Superintendent

FROM: Houcine Chraibi

DATE: October 10, 2025

RE: Purchase of Cafeteria Tables
BuyBoard

SUMMARY:

Granbury ISD issued a Request for Quotes through Buy Board Purchasing Cooperative to procure 8' Convertible Bench tables for the use in three campus cafeterias. A comprehensive Scope of Work was provided to all participating vendors, outlining specifications, delivery requirements, and installation expectations. The purpose of this purchase is to replace aging cafeteria furniture and enhance the functionality and safety of dining spaces across three district campuses. The three campuses are listed below.

- **Granbury High School**
- **Granbury Middle School**
- **Brawner Elementary School**

Board Policy CH(LOCAL) requires board approval on purchases of \$50,000 or more. The policy states, "The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place, except as otherwise provided in policy."

The exceptions to the \$50,000 threshold in CH(LOCAL) are purchases made through an interlocal contract, a cooperative contract, a state contract, or a continuous or periodic purchase under a Board-approved bid or contract of over \$100,000. GISD is able to purchase directly from these contracts because they have been through a competitive process.

RECOMMENDATION:

It is recommended that the board approve School Specialty for the purchase of cafeteria tables for Granbury High School, Granbury Middle School, and Brawner Elementary School for a total cost of 132,560.61 for 168 tables.

Houcine Chraibi

Houcine Chraibi
Assistant Director of Finance

Staff Person Responsible: Bradee Drake

Date Submitted: October 10, 2025

QUOTE

SSL Quote Number: Q-613611

Status: Approved

Quote Name:

Currency: USD

Created Date: 10-01-2025

Expiration Date: 12-21-2025

Customer Number: 198319

Requestor Name: Bradee Drake

bradee.drake@granburyisd.org

8174084087

Customer Program: BUYBOARD - TX

To place an order using this quote, contact:

Phone 888-388-3224

Email:

F&E_Orders_Quotes_Questions@schoolspecialty.com



Sales Rep Name: Jon Burke

Sales Rep Email: jon.burke@schoolspecialty.com

Sales Rep Phone: (920) 243-5428

Bill To: GRANBURY INDEPENDENT SCHOOL DIST

217 N JONES ST

GRANBURY, TX 76048-2030

Ship To: BRAWNER ELEMENTARY SCHOOL

1520 S MEADOWS DR


GRANBURY, TX 76048-1758

Lift Gate Truck Required:

Inside Delivery:

Installation: By School Specialty

Notes: Buyboard -667-22

Quantity	SSL Item	Customer Item #	MFG Item	Image	Item Description	Your Price	Extended Price
168	1433650		DMCV8? ????L\$B KL		CAFETERIA TABLE - CLASSROOM SELECT - MOBILE CONVERTIBLE BENCH UNIT - 8 FT - MDF - LOCKEDGE - SPECIFY PRODUCT HEIGHT - SPECIFY TOP COLOR - SPECIFY EDGE COLOR - SPECIFY SEAT COLOR	\$744.21	\$125,027.28
1	INSTALL				INSTALLATION CHARGES OF TANGIBLE PROPERTY	\$7,533.33	\$7,533.33

Subtotal \$132,560.61

Estimated Taxes \$0.00

Shipping & Handling \$0.00

Total \$132,560.61

Accept this quote by sending back your purchase order number or signing it electronically. For orders over \$15,000.00, please submit a hard copy of your Purchase Order.

Prices subject to change until all finish selections have been completed. Order will not be placed until all finish options are selected.

Signature:

Name:

Date:

Purchase Order Number:

Pack Slip Notes:

**GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS**

To: Board of Trustees
Date: October 20, 2025
For: Approval

TO: Dr. Courtney Morawski
Superintendent

FROM: Houcine Chraibi
DATE: October 10, 2025
RE: Purchase of a Maintenance Vehicle

SUMMARY:

Granbury ISD's purchasing department submitted a Request for Quotes through the TIPS Cooperative to solicit pricing from qualified vendors for the purchase of a new vehicle to support the operational needs of the Maintenance Department. We outlined the two specs one for truck and the other for a cargo van with the intention to go with the most competitive pricing and early availability. We received eight quotes with delivery in 90-120 days.

Board Policy CH(LOCAL) requires board approval on purchases of \$50,000 or more. The policy states, "The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place, except as otherwise provided in policy."

The exceptions to the \$50,000 threshold in CH(LOCAL) are purchases made through an interlocal contract, a cooperative contract, a state contract, or a continuous or periodic purchase under a Board-approved bid or contract of over \$100,000. GISD is able to purchase directly from these contracts because they have been through a competitive process.

RECOMMENDATION:

After a thorough review, it is recommended the Board approve the purchase of a Chevrolet 1500 Silverado Double Cab from USA Automotive Partners at a total cost of \$40,500.00. This vendor met all required specifications with a delivery of 90-120 days outlined in the RFQ and submitted the lowest responsive bid. The selected vehicle aligns with the Maintenance Departments operations needs and represents a cost-effective solution for the district.

Staff Person Responsible: Bradee Drake

Date Submitted: October 10, 2025

Respectfully submitted,

Houcine Chraibi

Houcine Chraibi
Assistant Director Of Finance

CALDWELL COUNTRY CHEVROLET II LLC
800 HWY 21 E CALDWELL, TEXAS 77836
BUYBOARD 724-23

End User: GRANDBURY ISD **Caldwell Rep:** SIDD BARNETT
Contact: BRANDEE DRAKE **Phone:** (979) 567-1500
Phone/ Email: Bradee.Drake@granburyisd.org / 817-408-4087 **Date:** Friday, October 10, 2025
Product Description: 2025 WHITE Chevrolet Silverado 1500 (CC10753) 2WD Double **Email:** SBARNETT@USAAUTOMOTIVEPART

A. Bid Series: 2025 WHITE CHEVROLET SILVERADO 1500 **A. Base Price:** \$ 37,615.23

B. Published Options [Itemize each below] **Quote Number:** 3339

Code	Model Vehicle				
CC10753	2025 WHITE Chevrolet Silverado 1500 (CC10753) 2WD Double Cab 147" Work Truck				
Code	Options	Bid Price	Code	Options	Bid Price
AKO	Glass, deep-tinted	\$0.00	GAZ	Summit White	\$0.00
C49	Defogger, rear-window electric	\$0.00	GU6	Rear axle, 3.42 ratio	\$0.00
CTT	Hitch Guidance	\$0.00	H2G	Jet Black, Vinyl seat trim	\$0.00
DLF	Mirrors, outside heated power-adjustable	\$0.00	IOR	Audio system, Chevrolet Infotainment 3 system	\$0.00
PCV	WT Convenience Package	\$0.00	L3B	Engine, TurboMax	\$0.00
PEB	WT Value Package	\$0.00	MFC	Transmission, 8-speed automatic, electronically	\$0.00
Z82	Trailer Package	\$0.00	QBN	Tires, 255/70R17 all-season, blackwall	\$0.00
___	Option/package discount	\$0.00	QBR	Tire, spare 255/70R17 all-season, blackwall	\$0.00
FE9	Emissions, Federal requirements	\$0.00	RD6	Wheels, 17" x 8" 43.2 cm x 20.3 cm Ultra Silver	\$0.00
Total of B. Published Options					\$ -

C. Unpublished Options [Itemize each below, not to exceed 25%]

Unpublished Options	Bid Price	Unpublished Options	Bid Price
Total of C. Unpublished Options:			\$ -

D. Registration, Inspection, Paperwork, Postage cost, Courthouse time, & Runner time:

E. Upfitter/Quote Number: KNAPHEIDE QUOTE QU-62-1001361-1 \$ 2,484.77

F. Delivery ETA: 150 - 180 DAYS APPROX \$ -

G. Floor Plan Interest (for in-stock and/or equipped vehicles):

H. Lot Insurance (for in-stock and/or equipped vehicles):

I. Contract Price Adjustment:

J. Additional Delivery Charge _____ miles \$ -

K. Subtotal \$ 40,100.00

L. Quantity Ordered 1 x **K** = \$ 40,100.00

M. Trade in:

N. Coop Fee per purchase order \$ 400.00

O. Total purchase price with coop fee (Prices and availability are subject to change without notice) \$ 40,500.00

DISCLAIMER

PRICES AND AVAILABILITY CAN CHANGE AT ANY TIME WITHOUT FURTHER NOTICE DUE TO SUPPLY CHAIN CHALLENGES. REVERIFY PRICING BEFORE ISSUING A PURCHASE ORDER. FINAL PRICE IS NOT CONFIRMED UNTIL VEHICLE ORDER IS ACCEPTED BY THE MANUFACTURER. ACKNOWLEDGE BY EMAIL RECEIPT THAT THE PURCHASE ORDER WAS RECEIVED BY USA AUTOMOTIVE PARTNERS, LLC. (CALDWELL COUNTRY CHEVROLET, ROCKDALE COUNTRY FORD dba CALDWELL COUNTRY FORD, CAMERON COUNTRY CDJR)



OFFICE OF SUPERINTENDENT

For:	Board of Trustees
Date:	October 20, 2025
Action:	Action

TO: Board of Trustees
From: Tammy Clark
Date: October 20, 2025
RE: Consider Approval of District Improvement Plan

SUMMARY:

District level administration collaborated to develop performance objectives and strategies to align to the strategic planning goals established in 2023. These goals and objectives were shaped through input from a broad group of stakeholders, including GISD staff, students, parents, and community members. This past summer, the Board and district administrative team reviewed and refined the goals and objectives, maintaining stakeholder input while organizing the information for greater clarity and direction. The strategies presented in this year’s District Improvement Plan represent district-level priorities for the 2025-2026 school year and provide a focused framework to guide district efforts.

RECOMMENDATION:

It is recommended that the Board approve the District Improvement Plan as presented.

Respectfully submitted,

Tammy Clark
Assistant Superintendent



Granbury ISD District Plan-at-a-Glance 2025-2026

Mission

In partnership with our students, staff, families and community, Granbury I.S.D. is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.

Vision

Granbury I.S.D. inspires excellence and empowers all students to be future ready and positive contributors to their community.

Values & Beliefs

110

1. Positive partnerships with family and Community are important for Student success.
2. Students should be future ready.

PRIORITY ONE Student Achievement	PRIORITY TWO Human Capital	PRIORITY THREE Granbury Culture	PRIORITY FOUR Facility and Financial Stewardship
DISTRICT STRATEGIC OBJECTIVES			
1.1: Academic Achievement and Growth	2.1: Recruitment Systems	3.1: Student and Family Culture	4.1: Long-Range Facility and Asset Plan
<ul style="list-style-type: none"> ● Implementation of Bluebonnet Math curriculum ● LASO 3 grant reading planning for Research Based Instructional Strategies ● Targeted accelerated Intervention Instruction Reading/Math ● Programming for special populations: Migratory Students, EL, GT, SPED ● Innovative Course Offering 	<ul style="list-style-type: none"> ● Partnership with Tarleton State for Teacher Residents ● Explore International Teacher program for Bilingual needs ● GISD Job Fair- continue to improve and expand ● Explore Opportunities for increase in Salaries and Insurance 	<ul style="list-style-type: none"> ● District-Wide Communication <ul style="list-style-type: none"> ○ Family Newsletter ○ Special Population Newsletter ● Conduct Surveys ● Monitor/Evaluate Parent and Family Engagement ● Parent Advisory Team 	<ul style="list-style-type: none"> ● Facility Assessment to develop 5-year Facility plan ● Improve Replacement Cycle Plan and Structure to align with current needs <ul style="list-style-type: none"> ○ Technology Devices ○ Busses ○ Furniture ● Optimal Technological Infrastructure



1.2: College, Career, and/or Military Readiness (CCMR)	2.2: Retention Systems	3.2: Staff Culture	4.2: Transparent and Effective Budget Processes
<ul style="list-style-type: none"> • Tarleton Today- CTE opportunities • Expand Internship/Practicum CTE experiences • TSIA2 testing all Sophomores • CCMR Tracking/Monitoring 	<ul style="list-style-type: none"> • Implementation of District-Wide Mentoring program • Implement, Monitor, and Expand Teacher Incentive Allotment (TIA) • Lil' Bucs, Emma, Extended day Opportunities for Staff Children • CKH for Staff Well-being 	<ul style="list-style-type: none"> • District-Wide Communication <ul style="list-style-type: none"> ○ Staff Newsletter • CKH Staff survey • Leadership opportunities- TIA team, DAC, LEAP • Staff Advisory team 	<ul style="list-style-type: none"> • Continued Implementation of Cybersecurity program • GISD Energy Conservation Guidelines for at least 5% reduction in energy usage • Explore bids for Services such as insurance and External Auditing company
1.3: Safety, Well-Being, and Connection	2.3: Training & Development Systems	3.3: Community Relationships and Transparency	4.3: Alternative Revenue Sources 11
<ul style="list-style-type: none"> • Capturing Kids Hearts k-12 implementation • Character Education, Anti-Bullying lessons • Community in Schools connecting Families to Community resources • Safety drills/audit education and readiness 	<ul style="list-style-type: none"> • Observation/Feedback Instructional Coaching Support Teachers and Administrators • Improve Onboarding process • TCOLE Trainings in district for Recertifications • Structured PLCs- Professional Learning Communities and planning times, Teachers, Administrative team • Robust PD Offerings within GISD tiered Professional Development pay scale • LEAP • Training Opportunity Pilot for Leaders with GEF- PLI/API 	<ul style="list-style-type: none"> • District-Wide Communication <ul style="list-style-type: none"> ○ Community newsletter • Community Advisory Team • Increase of posted/available information • Community Partnerships 	<ul style="list-style-type: none"> • Explore Grant Funding <ul style="list-style-type: none"> ○ State ○ Federal ○ Private • Continue and Create New Partnerships with City, County, Private Businesses • Safety and Facilities Enhancement grants for security upgrades (SAFE Cycle 2) • Partner with Granbury Educational Foundation to maximize local grant dollars
1.4: Student Involvement			
<ul style="list-style-type: none"> • CTSO's (Career Tech Student Organizations) • Clubs and Activity offerings • Track Fine Arts/Athletics participation 			

Granbury Independent School District

District Improvement Plan

2025-2026



112

Mission Statement

In partnership with our students, staff, families and community, Granbury ISD is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.

Vision

Granbury ISD inspires excellence and empowers all students to be future ready and positive contributors to their community.

Value Statement

We believe positive partnerships with family and community are important for student success.

We believe students should be future ready.

113

Table of Contents

Comprehensive Needs Assessment	5
Technology	5
Priority Problem Statements	7
Goals	8
Goal 1: Granbury ISD students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.	8
Goal 2: Granbury ISD staff will be highly effective, well supported, and valued both personally and professionally.	18
Goal 3: Granbury ISD students, staff, families, and community will be connected, supported, respected, and value the educational experience.	25
Goal 4: Granbury ISD will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship. ..	31
Title I	37
Descriptor 1: Student Progress Monitoring and Supports	37
1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;	37
1.2: Identifying students who may be at risk for academic failure;	37
1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;	37
1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;	38
Descriptor 2: Teacher Quality	38
Descriptor 3: School Improvement and Support Activities	38
Descriptor 4: Measure of Poverty	38
Descriptor 5: Nature of Programs	38
Descriptor 6: Services to Homeless Children and Youth	38
Descriptor 7: Parent and Family Engagement Strategy	39
Descriptor 8: Early Childhood Education Programs and Transition Plans	39
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program	40
Descriptor 10: Middle to High School/High School to Postsecondary Transitions	40
10.1: Coordination with institutions of higher education, employers, and other local partners;	40
10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;	40
Descriptor 11: Discipline Disproportionality	40
Descriptor 12: Coordination and Integration	41
12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;	41
12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;	41
Descriptor 13: Other Proposed Uses of Funds	41
13.1: Assist schools in identifying and serving gifted and talented students;	41
13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. ..	42
Title I Personnel	43
Assurances	44
Statutorily Required Assurances	44
Policies, Procedures, and Requirements	45

Comprehensive Needs Assessment

Technology

Technology Summary

Granbury ISD's Technology Plan is to provide technological resources to all students to enable them to maximize their potential, foster creativity, enhance collaboration, communicate effectively, think critically, and to demonstrate learning in a variety of creative and/or engaging methods. We teach our staff and students to use technology appropriately, to be safe, responsible and respectful. We train our staff and students about the importance of cybersecurity by recognizing common attacks such as social engineering and phishing. Granbury ISD Technology provides support to students, staff, departments, vendors, and applications and we will continue to provide support in all content areas in order to create an environment that promotes innovative learning opportunities for all students.

Technology Strengths

Granbury ISD Technology Department provides support to students, staff, departments, vendors, and applications. We have a vast knowledge and understanding of many frameworks and years of experience to provide excellent service in all content areas.

116

We manage nearly 8000 students and 1200 staff members and all their user data, classroom data, and confidential information. We also manage all user accounts within the different programs the district offers. We manage and maintain more than 25,000 devices that connect to our network daily, ranging from Student Chromebooks, Staff Chromebooks, Teacher Cart computer, Printers, Cell Phones, iPads, Audio Speakers, Routers, Switches, Wireless Access Points, or anything that has the capability to get connected to a network. We also prevent attempts to gain privileged access to our network and devices to more than 40,000 attempts per minute by utilizing a Managed Endpoint Detection and Response team as well as the internal controls we have in place currently. We have started to maintain a device replacement schedule to keep all our devices within the proper compliance standards to ensure the data we have remains safe. This creates a logistical problem at times as to fully maintain this schedule, we need to replace each of these devices on an annual basis: approximately 800 Chromebooks, 300 Teacher Laptops, 100 Cart Computers, as well as repair the devices that have been mistreated that do not fall within a refresh cycle.

We have an excellent support team and we will continue to support those that create an environment that promotes innovative learning opportunities for all students.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students cannot participate in Instructional activities involving technology at the same time at every campus

Root Cause: Granbury ISD currently does not have enough end user devices for every student and current Wi-Fi infrastructure is not adequate to handle the necessary number of devices at one time.

Problem Statement 2: More than 6% of students and their families served by GISD do not have internet access at home

Root Cause: Lack of Internet providers in the area and the total area of coverage has minimized recently, but the cost of the service is more than our families can afford. More than half of the families we server are at or below the poverty line.

Problem Statement 3: Technology Device replacement schedules are challenging.

Root Cause: Large amounts of devices have failed or have been recycled and the current state testing standards require online testing which only support the latest standards.

Priority Problem Statements

Goals

Revised/Approved: September 19, 2025

Goal 1: Granbury ISD students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 1: Strengthen academic achievement and growth





High Priority

Evaluation Data Sources: Increased state accountability scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure alignment of the written, taught, and assessed curriculum with state standards through a systematic review and revision process. Facilitate collaborative planning to maintain instructional consistency across campuses and content areas. Implement ongoing monitoring and data analysis of curriculum implementation and student performance to evaluate effectiveness and inform continuous improvement.</p> <p>Strategy's Expected Result/Impact: Consistency across classrooms, improve instructional quality, and increase student mastery of TEKS, leading to measurable improvement in district-wide academic achievement and growth.</p> <p>Staff Responsible for Monitoring: Director and Asst. Director of Teaching & Learning Dept., Campus Admin., Coordinators, and Instructional Specialists</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and support the district-wide adoption of the Bluebonnet Math curriculum for Kindergarten through Algebra I to ensure alignment with the LASO 3:Strong Foundations Implementation Grant requirements. Provide targeted, high-quality professional development and instructional coaching to build teacher capacity and ensure fidelity of implementation. Utilize systematic progress monitoring and data analysis to evaluate instructional effectiveness and student outcomes. Teachers will engage in professional learning communities (PLCs) to analyze student performance data, share evidence-based practices, and adjust instruction to meet the diverse academic needs of all learners.</p> <p>Strategy's Expected Result/Impact: Increased consistency and alignment of math instruction across grade levels, resulting in measurable growth in student achievement and closing gaps in foundational math skills.</p> <p>Staff Responsible for Monitoring: Director and Asst. Director of Teaching & Learning Dept., Campus Admin., Coordinators, and Instructional Specialists</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the LASO 3 Reading Planning Grant to provide targeted professional development for teachers in Research-Based Instructional Strategies (RBIS) for reading. Establish and implement district-wide expectations for the components of highly effective reading instruction through consistent training, coaching, and monitoring. Evaluate the impact of implementation through walkthrough data, student performance measures, and teacher feedback to ensure improved instructional quality and student literacy outcomes.</p> <p>Strategy's Expected Result/Impact: Increased understanding and implementation of high quality instruction components (RBIS) in reading and math.</p> <p>Staff Responsible for Monitoring: Director and Asst. Director of Teaching & Learning Dept., Campus Admin., Coordinators, and Instructional Specialists</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue implementation of the K-3 Texas Reading and Biliteracy Academies (HB 3) to ensure all teachers of early literacy receive state-approved training in evidence-based reading instruction. Monitor completion rates, assess implementation fidelity through classroom observations and coaching feedback, and evaluate the impact on student literacy outcomes to ensure compliance with HB 3 requirements and continuous improvement in early reading instruction.</p> <p>Strategy's Expected Result/Impact: 60 hour professional development required for all K-3 teachers and administrators to equip teacher and administrators with evidence based content and methods that best support the science of teaching reading.</p> <p>Staff Responsible for Monitoring: Director and Assistant Director of Teaching & Learning Dept., Early Childhood Coordinator, Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				120
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize beginning-, middle-, and end-of-year assessments (PK-12) to systematically track student growth and identify learning needs. Use assessment data to guide timely, targeted skill-based acceleration and implement ongoing progress monitoring throughout the year. Evaluate the effectiveness of interventions and instructional adjustments through data analysis to ensure measurable student growth and inform continuous improvement.</p> <p>Strategy's Expected Result/Impact: Increase in student growth, additional skill based data for correlation of student probability for passing STAAR or increasing level of passing (for tested grades), and additional feedback for acceleration.</p> <p>Staff Responsible for Monitoring: Director and Asst. Director of Teaching & Learning Dept., Campus Admin., Intervention Programs Coordinator, campus instructional and intervention specialists.</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide targeted accelerated instruction in reading and mathematics for students performing below proficiency or identified as at risk of failing, ensuring mastery of essential knowledge and alignment with state and district performance standards. Utilize the Branching Minds platform to centralize student data and streamline progress monitoring. Offer structured training for teachers, instructional specialists, and administrators to ensure accurate documentation, fidelity of implementation, and effective delivery of MTSS interventions. Regularly evaluate intervention effectiveness through data analysis to measure student growth and inform continuous instructional improvement.</p> <p>Strategy's Expected Result/Impact: By providing accelerated instruction and streamlining MTSS documentation through Branching Minds, students will receive timely, targeted support that improves academic performance in reading and math.</p> <p>Staff Responsible for Monitoring: Intervention Program Coordinator, Instruction and intervention Specialists, and campus admin.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide targeted tutoring and supplemental instruction for migratory students to ensure they meet state academic standards and address identified learning gaps. Monitor student progress through regular formative and summative assessments, track participation and engagement in support programs, and use data to evaluate the effectiveness of interventions in improving academic outcomes and closing achievement gaps.</p> <p>Strategy's Expected Result/Impact: Increase in student growth and close gaps while aiding in probability for migratory students passing STAAR or increasing level of passing (for tested grades)</p> <p>Staff Responsible for Monitoring: Emergent Bilingual and Dual Language Instructional Coordinator, EB/DL Compliance Coordinator, Campus Admin, and Instructional and Intervention Specialists</p>	Formative			Summative
	Nov	Feb	Apr	June
				121
Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize Title III Part A Immigrant funds to ensure non-English/limited English proficient immigrant students have equitable access to instruction and learning opportunities. Provide targeted support services, language development programs, and supplemental resources to facilitate full participation in classroom instruction. Monitor student progress through language proficiency assessments and academic performance data, and evaluate the effectiveness of interventions to ensure measurable growth and compliance with federal and state requirements.</p> <p>Strategy's Expected Result/Impact: Equal access for immigrant students to effectively participate in instructional settings.</p> <p>Staff Responsible for Monitoring: Director & Assistant Director of Teaching & Learning Dept., EB/DL Compliance Coordinator, EB/DL Instructional Coordinator, Campus Admin, Campus Instructional Specialists</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Continue to provide supplemental curriculum, instructional materials, educational software, and assessment resources to identify and support gifted and talented (GT) students. Ensure these resources are used to differentiate instruction, monitor student progress, and enhance academic achievement. Evaluate the effectiveness of GT programs through performance data, student growth measures, and participation metrics to ensure continuous improvement and accountability in meeting the needs of advanced learners.</p> <p>Strategy's Expected Result/Impact: Ensure gifted and talented (GT) students are appropriately challenged and supported, leading to increased academic achievement, higher engagement, and opportunities for advanced learning and growth.</p> <p>Staff Responsible for Monitoring: Director & Assistant Director of Teaching & Learning Dept., Campus Admin, Counselors, Elementary GT Pullout Teacher, Secondary specified GT Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Expand innovative course offerings, including Virtual Learning, Dual Credit, and Dual Enrollment programs, to ensure equitable access for all eligible students. Establish clear enrollment pathways, provide guidance and support to students and families, and communicate program benefits effectively. Monitor participation, course completion rates, and academic outcomes to evaluate program effectiveness, ensure equitable opportunities, and inform continuous improvement in advanced and alternative learning options.</p> <p>Strategy's Expected Result/Impact: Students will graduate with advanced skills, college credit, and a competitive edge, supporting long-term academic and career success.</p>	Formative			Summative
	Nov	Feb	Apr	June
				122
Strategy 11 Details	Reviews			
<p>Strategy 11: Aligned with TEA goals, increase the percentage of special education students achieving "Meets" on STAAR to 25% for 4th and 8th ELA and English I EOC by maximizing daily exposure to rigorous, grade-level TEKS instruction. Deliver instruction in the least restrictive environment and minimize disciplinary removals to support consistent access to high-quality instruction. Monitor student progress through formative and summative assessments, track participation in core instruction, and analyze outcomes to evaluate the effectiveness of instructional strategies and interventions.</p> <p>Strategy's Expected Result/Impact: Higher performance levels support positive outcomes for students with disabilities. Increasing time in general education inclusive settings provides benefits beyond academic performance.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Coordinators of Special Programs, Campus Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Granbury ISD students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.





Performance Objective 2: Increase College, Career, and/or Military Readiness (CCMR)

High Priority

Evaluation Data Sources: Increased state accountability scores-especially CCMR component.

Students may achieve this through TSIA2 exam, ACT, SAT, College Prep courses, AP exams, Dual Credit courses, Dual Enrollment courses, IEP and workforce readiness status, military enlistment, and/or earning an Industry Based Certifications (IBC).

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue partnership with Tarleton State University to expand Tarleton Today opportunities for students across multiple CTE career clusters. Ensure equitable access for all eligible students, provide structured guidance and support, and clearly communicate program benefits to students and families. Monitor student participation, engagement, and outcomes to evaluate the impact of CTE experiences on career readiness and inform continuous program improvement.</p> <p>Strategy's Expected Result/Impact: Increased enrollment and success rate in Tarleton Today classes.</p> <p>Staff Responsible for Monitoring: CTE Director, CTE Support Staff</p>	Formative			Summative
	Nov	Feb	Apr	June
				123
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand internship and practicum opportunities for senior-level CTE students to enhance career readiness skills and provide practical, on-the-job experience. Ensure equitable access for all eligible students, establish clear placement procedures, and communicate program expectations and benefits to students and families. Monitor student participation, track skill development, and evaluate the impact of these experiences on career readiness outcomes to inform program improvement and demonstrate accountability.</p> <p>Strategy's Expected Result/Impact: Increased numbers in off campus experiences.</p> <p>Staff Responsible for Monitoring: CTE Director, CTE Support Staff</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administer the TSIA2 exam to targeted student groups, including all sophomores, to assess college readiness in alignment with state and district expectations. Ensure access to testing, provide preparatory support as needed, and track student participation. Analyze assessment results to identify areas for academic intervention, monitor growth over time, and inform instructional planning and program effectiveness.</p> <p>Strategy's Expected Result/Impact: Increase number of college ready students who are TSI complete by passing TSIA2 exam Reading and Math sections.</p> <p>Staff Responsible for Monitoring: GHS Principal, CTE Director, CTE Support Staff, and GHS Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor all seniors to ensure each student has an individualized plan to meet at least one College, Career, and Military Readiness (CCMR) indicator. Provide targeted guidance, resources, and support to help students achieve their CCMR goals. Track student progress, document completion of indicators, and analyze outcomes to evaluate the effectiveness of interventions and inform continuous improvement in postsecondary readiness.</p> <p>Strategy's Expected Result/Impact: Individualized plans and goals for each senior student.</p> <p>Staff Responsible for Monitoring: GHS Associate Principal of Academics, GHS Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Granbury ISD students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.

Performance Objective 3: Ensure safety, well-being, and connection for all students

Evaluation Data Sources: CKH Survey data, Sentinel monitoring of drills, BTA data, Bullying report capture data

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct regularly scheduled and clearly communicated safety drills (including fire, lockdown, tornado, and other required emergency procedures) on every campus. Provide comprehensive training and guidance for staff to ensure drills are executed with fidelity, conducted in a calm and orderly manner, and adjusted based on post-drill evaluations. Monitor drill completion, document staff and student participation, and use evaluation data to assess effectiveness, address gaps, and ensure continuous improvement in campus safety practices.</p> <p>Strategy's Expected Result/Impact: Consistent and effective safety drills will increase student and staff preparedness, reduce anxiety in emergency situations, and build confidence that schools are safe and secure environments where students can focus on learning.</p> <p>Staff Responsible for Monitoring: Campus Admin, Security Director, and teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				125
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain a multi-tiered approach to student support by integrating Capturing Kids' Hearts strategies, leveraging Communities in Schools services, utilizing TCHAT for mental health support, and delivering district-approved Character Education programs. Provide ongoing professional development to ensure staff consistently apply these resources, foster positive student-adult relationships, and maintain a safe and supportive school climate. Monitor implementation fidelity, track student participation and engagement, and evaluate outcomes to measure impact on student well-being, behavior, and academic success.</p> <p>Strategy's Expected Result/Impact: Enhance student engagement, reduce behavioral incidents, increase attendance, and strengthen a sense of belonging and connectedness, promoting overall well-being and academic success.</p> <p>Staff Responsible for Monitoring: Director and Assistant Director of Teaching & Learning Dept., Intervention Program Coordinator, Student Services Coordinator, and Campus Admin</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue implementing anti-bullying initiatives, including age-appropriate lessons, prominently displayed prevention and reporting materials, and ongoing staff training on identifying, preventing, and addressing bullying. Ensure consistent messaging and proactive intervention strategies across all campuses. Monitor implementation fidelity, track student and staff engagement, document reported incidents and responses, and evaluate outcomes to measure effectiveness in promoting a safe and supportive school environment.</p> <p>Strategy's Expected Result/Impact: By creating visible, actionable supports and equipping staff with the knowledge to respond effectively, students will feel safe and valued, bullying incidents will decrease, and overall school climate and student well-being will improve.</p> <p>Staff Responsible for Monitoring: Director and Assisnat Director of Teaching and Learning, Campus administrators</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 1: Granbury ISD students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future-ready skills.


Performance Objective 4: Increase student involvement and engagement in campus activities

Evaluation Data Sources: Increased number of involved students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student participation in Career and Technical Student Organizations (CTSOs) within the CTE department to enhance leadership skills, career readiness, and engagement in career-focused learning. Provide structured guidance, equitable access, and clear communication of benefits to students and families. Monitor membership, participation in activities and competitions, and leadership development outcomes to evaluate program effectiveness and inform continuous improvement in CTE programming.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to more future-ready skills and be more involved in the school community.</p> <p>Staff Responsible for Monitoring: CTE Director, CTE Coach</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate expansion of student clubs and extracurricular activities to provide diverse opportunities for students to connect, engage, and develop social, leadership, and academic skills within their school. Ensure equitable access for all students, clearly communicate opportunities, and provide guidance and support for club participation. Monitor membership, track participation rates, and evaluate student engagement and satisfaction to measure impact and inform continuous improvement in student involvement programs.</p> <p>Strategy's Expected Result/Impact: Students will be more involved in the school community and connected to their peers and their school.</p> <p>Staff Responsible for Monitoring: Campus principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Track and expand student participation in fine arts, athletics, and other co-curricular and extracurricular activities to promote engagement, personal growth, and school connectedness. Ensure equitable access for all district students, communicate opportunities effectively, and provide support for participation. Collect and analyze data on enrollment, attendance, and performance in these programs to evaluate effectiveness, monitor trends, and inform continuous improvement in student engagement initiatives.</p> <p>Strategy's Expected Result/Impact: Students will be more involved in the school community and connected to their peers and their school.</p> <p>Staff Responsible for Monitoring: Athletic director, Athletic coaches, fine arts teachers/directors, campus principals</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Granbury ISD staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 1: Strengthen recruitment systems for highly qualified staff

Evaluation Data Sources: Increased position fill rate in target area staffing

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue evaluating and implementing strategies to increase staff salaries and contributions toward insurance benefits to enhance recruitment, retention, and overall staff satisfaction. Monitor market competitiveness, analyze budget impact, and track staff turnover and retention data. Use these data to assess the effectiveness of compensation adjustments and inform ongoing decisions to support a high-quality and stable workforce.</p> <p>Strategy's Expected Result/Impact: Incentive for attracting teachers and retaining teachers in our district.</p> <p>Staff Responsible for Monitoring: Human Resource Director</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Explore and evaluate International Teacher Programs to recruit high-quality educators who meet district staffing needs and support student achievement. Establish clear criteria for candidate selection, provide orientation and support for international hires, and monitor teacher performance and retention. Collect and analyze data on program participation, teacher effectiveness, and student outcomes to assess impact and inform ongoing recruitment strategies.</p> <p>Strategy's Expected Result/Impact: Employing hard to find teachers in the areas of bilingual, math and science.</p> <p>Staff Responsible for Monitoring: HR Director</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Maintain and strengthen the partnership with Tarleton State University to recruit highly qualified teacher residents to support district staffing needs. Establish structured onboarding, mentoring, and performance monitoring for teacher residents. Track placement, retention, and effectiveness through classroom evaluations, student achievement data, and program feedback to ensure the partnership contributes to a highly effective teaching workforce and continuous improvement in instructional quality.</p> <p>Strategy's Expected Result/Impact: Pipeline to higher quality teachers</p> <p>Staff Responsible for Monitoring: Human Resource Director</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to strengthen the GISD Job Fair to recruit and retain highly qualified staff across all district roles. Implement targeted outreach strategies, ensure clear communication of opportunities and benefits, and provide structured support for prospective candidates. Track attendance, candidate engagement, hiring outcomes, and retention data to evaluate the effectiveness of the job fair and inform continuous improvement in district recruitment efforts.</p> <p>Strategy's Expected Result/Impact: Hire Quality Staff, track needs and retention</p> <p>Staff Responsible for Monitoring: Human Resource Director</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Granbury ISD staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 2: Strengthen retention systems for highly qualified staff

Evaluation Data Sources: Increased retention rate
Increasingly better survey results addressing staff working conditions, support,

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and monitor the Teacher Incentive Allotment (TIA) to recognize, reward, and retain highly effective teachers. Ensure accurate data collection, provide support for teacher designation processes, and communicate program requirements and benefits clearly. Monitor participation, evaluate impact on teacher effectiveness and retention, and use data to inform continuous improvement in teacher incentive strategies and overall instructional quality.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention, strengthen instructional quality, and improve student outcomes across all campuses.</p> <p>Staff Responsible for Monitoring: Director and Asst. Director of Teaching and Learning, HR Dept., Communications Dept., and Business Office</p>	Formative			Summative
	Nov	Feb	Apr	June
				131
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand and monitor the Work From Home pilot program for special education evaluation staff to support efficiency, work-life balance, and timely completion of evaluations. Collect feedback through middle- and end-of-year surveys from participating staff and administrators to assess program effectiveness, identify areas for improvement, and determine sustainability. Track program participation, evaluation completion rates, and staff satisfaction to measure impact and inform data-driven decisions for future implementation.</p> <p>Strategy's Expected Result/Impact: With a shortage of evaluation staff, Granbury ISD is piloting a "two days per month" work from home. This practice will help Granbury remain competitive in the region.</p> <p>Staff Responsible for Monitoring: Director of Special Programs and Coordinators of Special Programs</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a district-wide mentoring program beginning Fall 2025 to support professional growth, retention, and effectiveness of staff. Establish structured mentor-mentee pairings, provide ongoing training and guidance for mentors, and define clear goals and expectations for the program. Monitor participation, collect feedback, and track mentor and mentee outcomes (including teacher effectiveness, professional development progress, and retention) to evaluate program impact and inform continuous improvement.</p> <p>Strategy's Expected Result/Impact: Incentive for attracting teachers and retaining teachers in our district.</p> <p>Staff Responsible for Monitoring: Human Resource Director</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Develop structured professional advancement opportunities within the district security team by establishing clear steps for increased responsibility, skill development, and corresponding compensation. Provide training and mentorship to support career growth, monitor staff engagement and promotion rates, and evaluate the impact on retention, performance, and overall team effectiveness. Use collected data to refine advancement pathways and ensure accountability in workforce development initiatives.</p> <p>Strategy's Expected Result/Impact: This will allow security team members the opportunity to advance based on performance and therefore improve retention of the strongest team members. while growing future program leaders through increased responsibility.</p> <p>Staff Responsible for Monitoring: Chief of Security, CFO, Director of HR</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue providing district employees with access to safe, developmentally appropriate learning environments for their children through Lil' Bucs, Emma Roberson Early Learning Academy, and Extended Day programs. Ensure high-quality instructional and enrichment experiences, maintain health and safety standards, and provide ongoing staff training to support program effectiveness. Monitor enrollment, participation, and child outcomes, and use data to evaluate program quality, inform continuous improvement, and demonstrate accountability.</p> <p>Strategy's Expected Result/Impact: Incentive for attracting teachers and retaining teachers in our district.</p> <p>Staff Responsible for Monitoring: Site Directors, Campus Principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				132
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide comprehensive Capturing Kids' Hearts (CKH) training for all staff and implement a systematic approach to monitor district-wide adoption. Equip campus Process Champions with specialized training to sustain momentum, support consistent implementation, and reinforce CKH practices across classrooms. Monitor fidelity of implementation, track staff engagement, and evaluate the impact on student relationships, school climate, and academic outcomes to ensure continuous improvement and accountability.</p> <p>Strategy's Expected Result/Impact: Consistent CKH training and active campus leadership strengthens teacher confidence and effectiveness, fosters stronger student-teacher connections, promote positive classroom management, and reduces teacher burnout - resulting in improved classroom culture, higher student engagement, and greater teacher retention.</p> <p>Staff Responsible for Monitoring: Director and Assistant Director of Teaching and Learning Dept., and Campus Admin</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Granbury ISD staff will be highly effective, well supported, and valued both personally and professionally.

Performance Objective 3: Strengthen professional training and development systems of highly qualified staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of district and campus administrators, as well as instructional support staff, in the observation and feedback coaching model to enhance instructional effectiveness. Provide targeted professional development, ongoing coaching, and structured practice opportunities. Monitor fidelity of implementation, track participation, and evaluate the impact of coaching on teacher performance and student outcomes to ensure accountability and continuous improvement in instructional leadership.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention by helping improve teacher effectiveness making educators feel supported and confident.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Director & Asst. Director of Teaching and Learning Dept. and Coordinators, Campus Principals, and Instructional Specialists</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide structured training and ongoing support for Professional Learning Communities (PLCs) to ensure teachers collaborate effectively, analyze student data, share best practices, and implement evidence-based instructional strategies. Monitor PLC participation, fidelity of collaborative processes, and implementation of instructional strategies. Evaluate the impact on teacher effectiveness and student outcomes to inform continuous improvement and demonstrate accountability.</p> <p>Strategy's Expected Result/Impact: Strengthening PLCs will increase teacher effectiveness, foster collaboration, and create a supportive professional environment, resulting in improved instructional practices, higher student achievement, and staff who feel valued, supported, and engaged in their professional growth.</p> <p>Staff Responsible for Monitoring: Director & Asst. Director of Teaching and Learning Dept. and Coordinators, Campus Principals, and Instructional Specialists</p>	Formative			133 Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Offer a comprehensive professional development calendar with sessions designed to address teacher needs, support career growth, and enhance instructional best practices, including mentoring, coaching, and targeted skill-building opportunities. Leverage GISD's tiered professional development incentive pay, funded through Title II and other sources, to encourage participation and recognize staff commitment to professional growth. Monitor attendance, track skill acquisition, and evaluate the impact of professional development on teacher effectiveness and student outcomes to ensure accountability and continuous improvement.</p> <p>Strategy's Expected Result/Impact: Providing meaningful professional development and incentives will increase teacher retention by fostering a culture of growth, support, and recognition, while enhancing instructional effectiveness and student outcomes.</p> <p>Staff Responsible for Monitoring: Director & Asst. Director of Teaching and Learning Dept. and Coordinators, Campus Principals, and Instructional Specialists</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Schedule and deliver targeted professional development for special education paraprofessionals to enhance job knowledge, instructional skills, and the ability to support student learning. Provide practical tools and resources to improve student outcomes and ensure alignment with district and state expectations. Monitor attendance, track skill acquisition, and evaluate the impact of training on paraprofessional performance and student progress to inform continuous improvement and demonstrate accountability.</p> <p>Strategy's Expected Result/Impact: By improving knowledge and skills, paras can become effective implementers of IEP services and supports.</p> <p>Staff Responsible for Monitoring: Director of Special Programs and Coordinators of Special Programs</p>	Formative			Summative
	Nov	Feb	Apr	June
				134
Strategy 5 Details	Reviews			
<p>Strategy 5: Partner with the Texas Commission on Law Enforcement (TCOLE) to provide School Marshal Training and recertification opportunities for Granbury ISD staff. Ensure all participants complete required training to maintain compliance with state regulations and safety standards. Track attendance, certification completion, and skill proficiency, and evaluate the impact of training on school safety preparedness and staff readiness to inform continuous improvement in district security practices.</p> <p>Strategy's Expected Result/Impact: This will save the District thousands of dollars by not having to travel and stay in hotels and will ensure timely recertification of all security staff. Additionally, it will ensure we have access to the latest training and will reinforce our relationship with our local partners.</p> <p>Staff Responsible for Monitoring: Chief of Security, Deputy Chief of Security</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Enhance the district onboarding process to ensure new employees are effectively integrated into GISD, equipped with essential knowledge, and prepared to perform their roles successfully. Implement structured orientation, mentorship, and resource support, and clearly communicate district policies, procedures, and expectations. Monitor completion rates, gather feedback from new employees and supervisors, and evaluate the impact of onboarding on staff performance, engagement, and retention to ensure accountability and continuous improvement.</p> <p>Strategy's Expected Result/Impact: Streamline processes to make onboarding more efficient and effective</p> <p>Staff Responsible for Monitoring: Human Resource Director</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue the LEAP (Leadership Experiences for Aspiring Professionals) program to train teachers aspiring to leadership roles through a structured, in-house professional development pathway. Provide targeted training, mentoring, and experiential learning opportunities to develop leadership skills and instructional expertise. Monitor participation, track skill development, and evaluate the impact of the program on teacher readiness for leadership positions, campus performance, and student outcomes to ensure accountability and continuous improvement.</p> <p>Strategy's Expected Result/Impact: professional pipeline for growing future administrators</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Partner with the Granbury Educational Foundation (GEF) to pilot funding for targeted training opportunities for campus and district leadership. Ensure the program aligns with district goals for instructional and operational excellence. Monitor participation, collect feedback from participants, and evaluate the impact of training on leadership practices, decision-making, and school outcomes. Use collected data to assess effectiveness, inform future funding opportunities, and demonstrate accountability in leadership development initiatives.</p> <p>Strategy's Expected Result/Impact: Professional leadership growth and networking opportunity for top campus and district leaders through ELI, PLI, or API programs. Sharing of learned ideas through collaborations in PLCs with pertinent district leadership.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, GEF Executive Board</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Granbury ISD students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 1: Strengthen student and family culture and engagement





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue district-wide communication through family, staff, and community newsletters while standardizing teacher-family communication expectations. Ensure consistent, timely, and transparent information sharing to foster engagement, collaboration, and trust. Monitor communication effectiveness through surveys, feedback, and engagement metrics, and evaluate the impact on family and community involvement, staff awareness, and overall district transparency to inform continuous improvement and demonstrate accountability.</p> <p>Strategy's Expected Result/Impact: Improved communication between district and families, campuses and families and teacher and families. Also continue to build trust and transparency with the community through the community newsletter.</p> <p>Staff Responsible for Monitoring: Director of Communications, Director of Community Relations, Communications Committee, Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				136
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and administer a comprehensive survey to gather feedback from students, families, and committee members regarding their perspectives on the district. Use survey results to identify strengths, areas for improvement, and opportunities for enhanced engagement and services. Analyze data systematically, report findings to stakeholders, and implement action plans based on results to inform decision-making, demonstrate accountability, and support continuous district improvement.</p> <p>Strategy's Expected Result/Impact: Measure culture and climate from stakeholder survey input.</p> <p>Staff Responsible for Monitoring: Director of Communications, Director of Community Relations, Director and Assistant Director of Teaching & Learning Dept., Communications Committee, Culture Committee</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Systematically monitor and evaluate parent and family engagement across all campuses to ensure meaningful involvement in student learning and district initiatives. Collect data through surveys, participation records, event attendance, and feedback mechanisms. Analyze trends and outcomes to assess effectiveness, identify areas for improvement, and implement strategies that enhance engagement. Use findings to inform decision-making, demonstrate accountability, and support continuous improvement in family and community partnerships.</p> <p>Strategy's Expected Result/Impact: Measure and promote parent and family engagement.</p> <p>Staff Responsible for Monitoring: Director of Community Relations, Director of Communications</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide families with timely and accessible information on special education topics, including dyslexia characteristics, evaluation procedures, and intervention strategies through newsletters, emails, and other communication channels. Monitor distribution, track engagement and feedback, and evaluate the impact of communications on family understanding, participation, and collaboration in supporting student learning. Use collected data to inform ongoing improvements in parent outreach and ensure accountability in special education communication practices.</p> <p>Strategy's Expected Result/Impact: Dyslexia programming and special education services and supports has undergone significant changes over the last few years. Educating parents is an important strategy for maintaining strong partnerships with families to ensure all children with dyslexia are receiving appropriate evaluations and services.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Special Programs Coordinator, Dyslexia/504 Coordinator</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Engage parents and family members in the development and annual review of the written Parent and Family Engagement Policy for Title I campuses, ensuring the policy incorporates parent input and reflects community needs. Distribute the policy in multiple formats and in languages accessible to all families to promote understanding and participation. Monitor engagement in the review process, track distribution and accessibility, and evaluate the impact on parent involvement and compliance with federal Title I requirements to support continuous improvement and accountability.</p> <p>Strategy's Expected Result/Impact: By engaging families in shaping the policy and providing it in their preferred language, parents will feel valued, informed, and empowered to actively participate in their child's education, strengthening school-home partnerships and improving student success.</p> <p>Staff Responsible for Monitoring: Federal Programs Coordinator, Campus Admin</p>	Formative			Summative
	Nov	Feb	Apr	June
				137
Strategy 6 Details	Reviews			
<p>Strategy 6: The Superintendent will strengthen partnerships between families and the district by establishing a Parent Advisory Team that provides ongoing feedback, fosters collaboration, and supports continuous improvement in student learning and school climate. Monitor participation, document input and recommendations, and evaluate the impact of the advisory team's guidance on district initiatives, policies, and family engagement efforts to ensure accountability and inform continuous improvement.</p> <p>Strategy's Expected Result/Impact: Increase family engagement in decision-making and districtwide improvement. Strengthen trust and communication between families and District leadership. Gain insights from families that inform strategic planning and District initiatives.</p> <p>Staff Responsible for Monitoring: Superintendent, Director of Community Relations</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Granbury ISD students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 2: Strengthen staff culture

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide high-quality training opportunities for staff and parents that support innovative, balanced, ethical, and authentic student learning. Ensure training is aligned with district goals and instructional best practices. Monitor participation, gather feedback, and evaluate the impact of training on instructional practices, student engagement, and learning outcomes to inform continuous improvement and demonstrate accountability.</p> <p>Staff Responsible for Monitoring: Director of Technology</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Superintendent will strengthen partnerships between staff and the district by establishing a Staff Advisory Team that provides ongoing feedback, fosters collaboration, and supports continuous improvement in student learning and school climate. Monitor participation, document input and recommendations, and evaluate the impact of the advisory team's guidance on district initiatives, policies, and staff engagement efforts to ensure accountability and inform continuous improvement.</p> <p>Strategy's Expected Result/Impact: Increase staff engagement in decision-making and districtwide improvement. Strengthen trust and communication between staff and District leadership. Gain insights from staff that inform strategic planning and District initiatives.</p> <p>Staff Responsible for Monitoring: Superintendent, Director of Community Relations</p>	Formative			Summative
	Nov	Feb	Apr	June
				138
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue district-wide communication through staff newsletters. Ensure consistent, timely, and transparent information sharing to foster engagement, collaboration, and trust. Monitor communication effectiveness through surveys, feedback, and engagement metrics, and evaluate the impact on staff awareness and overall district transparency to inform continuous improvement and demonstrate accountability.</p> <p>Strategy's Expected Result/Impact: Improved communication between district and campuses, district and all staff. Also continue to build trust and transparency with the staff through the staff newsletter.</p> <p>Staff Responsible for Monitoring: Superintendent, Director of Communications, Director of Community Relations,</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 4 Details	Reviews			
<p>Strategy 4: Create structured opportunities for staff leadership and voice through participation in TIA teams, the District Advisory Committee, strategic planning subcommittees, and the LEAP (Leadership Experiences for Aspiring Professionals) program. Provide clear roles, expectations, and support for staff engagement. Monitor participation, document contributions, and evaluate the impact of these leadership opportunities on decision-making, school improvement initiatives, and professional growth to ensure accountability and inform continuous improvement.</p> <p>Strategy's Expected Result/Impact: Increased staff engagement, leadership capacity, and ownership in district decision-making, resulting in more informed policies, improved school initiatives, and enhanced professional growth opportunities for educators.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Director and Assistant Director of Teaching and Learning</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Goal 3: Granbury ISD students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Performance Objective 3: Increase community relationships and transparency practices

Strategy 1 Details	Reviews			
<p>Strategy 1: The Superintendent will strengthen partnerships between the community and the district by establishing a Community Advisory Team that provides ongoing feedback, fosters collaboration, and supports continuous improvement in student learning and school climate. Monitor participation, document input and recommendations, and evaluate the impact of the advisory team's guidance on district initiatives, policies, and community engagement efforts to ensure accountability and inform continuous improvement.</p> <p>Strategy's Expected Result/Impact: Increase community engagement in decision-making and districtwide improvement. Strengthen trust and communication between community and District leadership. Gain insights from community that inform strategic planning and District initiatives.</p> <p>Staff Responsible for Monitoring: Superintendent, Director of Community Relations</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews 140			
<p>Strategy 2: Increase transparency by regularly sharing relevant district data on the GISD website, including student performance, program outcomes, and district initiatives. Ensure data are presented in a clear, accessible, and timely manner for families, staff, and community members. Monitor website updates, track engagement metrics, and evaluate the impact of shared data on stakeholder understanding, trust, and involvement to support accountability and continuous improvement.</p> <p>Strategy's Expected Result/Impact: Improved stakeholder understanding, trust, and engagement through increased access to clear, timely, and relevant district data, supporting informed decision-making and accountability.</p> <p>Staff Responsible for Monitoring: Superintendent, Director of Communications</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Expand and strengthen community partnerships to enhance educational opportunities, resources, and experiences for students, while promoting recognition of student, staff, and school achievements. Collaborate with local organizations, businesses, and community members to support academic programs, extracurricular activities, and celebrations of accomplishments. Monitor partnership engagement, document contributions, and evaluate the impact on student learning, school culture, and community involvement to ensure accountability and continuous improvement.</p> <p>Strategy's Expected Result/Impact: Increased community engagement and support, leading to enriched student learning experiences, greater recognition of student and staff achievements, and a stronger, more connected school community.</p> <p>Staff Responsible for Monitoring: Director of Community Relations</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: Granbury ISD will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 1: Develop a district-wide Long-range facility and asset plan.

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete and then use the Facility Assessment to develop a comprehensive 5-year facility plan that documents district and community priorities, projected enrollment growth, and recommended budget allocations. Engage stakeholders in reviewing findings and setting facility goals. Monitor implementation progress, track resource allocation, and evaluate the impact of facility planning on operational efficiency, safety, and the learning environment to ensure accountability and data-driven decision-making.</p> <p>Strategy's Expected Result/Impact: The developed plan, along with feedback from the Facility Committee, will guide district decision-making, support efficient resource allocation, and provide a clear framework for communicating identified needs and planned projects to stakeholders.</p> <p>Staff Responsible for Monitoring: CFO, Director of Maintenance and Facilities, Facility Committee</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement a systematic asset replacement cycle for technology, buses, furniture, and other critical district resources. Establish criteria for prioritization, budgeting, and timelines to ensure efficient allocation of resources and minimal disruption to operations. Monitor asset condition, replacement schedules, and expenditures, and evaluate the impact on operational efficiency, instructional support, and overall district sustainability to ensure accountability and informed decision-making.</p> <p>Strategy's Expected Result/Impact: Developing a structured asset replacement cycle will facilitate effective budget planning and convey investment priorities to stakeholders.</p> <p>Staff Responsible for Monitoring: CFO, Director of Technology, Director of Transportation, Director of Maintenance & Facilities, Facility Committee</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide and maintain an optimal technology infrastructure that ensures an appropriate number of devices for students to engage in innovative, balanced, ethical, and authentic learning opportunities. Regularly assess hardware, software, and network capacity to meet instructional needs. Monitor device allocation, usage, and performance, and evaluate the impact on student engagement, learning outcomes, and digital equity to ensure accountability and continuous improvement in technology integration.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and equitable access to technology, supporting innovative and authentic learning experiences while ensuring reliable infrastructure and improved instructional outcomes across the district.</p> <p>Staff Responsible for Monitoring: Director of Technology</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborate with all stakeholders to identify and implement sustainable technology devices for each grade level that support balanced, innovative, and engaging learning opportunities for all students. Establish criteria for device selection, procurement, and maintenance, ensuring equitable access and long-term sustainability. Monitor device usage, integration into instruction, and student engagement, and evaluate the impact on learning outcomes to ensure accountability and data-driven decision-making.</p> <p>Strategy's Expected Result/Impact: Equitable access to sustainable technology devices that enhance student engagement, support innovative instructional practices, and improve learning outcomes across all grade levels.</p> <p>Staff Responsible for Monitoring: Director of Technology</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Goal 4: Granbury ISD will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 2: Refine and commit to transparent and effective budgeting processes

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementing a comprehensive cybersecurity program to protect district infrastructure against cyber attacks and other security incidents. Conduct regular risk assessments to identify vulnerabilities, implement mitigation strategies, and establish protocols for incident response and recovery. Monitor system security, track threat detection and resolution, and evaluate the effectiveness of cybersecurity measures to ensure accountability, minimize risk, and safeguard district data and technology resources.</p> <p>Strategy's Expected Result/Impact: Enhanced protection of district infrastructure and data, reduced cybersecurity risks, and improved readiness for incident response, ensuring a secure and reliable technology environment that supports teaching, learning, and district operations.</p> <p>Staff Responsible for Monitoring: Director of Technology</p>	Formative			Summative
	Nov	Feb	Apr	June
	144			
Strategy 2 Details	Reviews			
<p>Strategy 2: Follow the GISD Energy Conservation Guidelines and actively participate in TEMA (Texas Energy Managers Association) regional meetings to adopt best practices in energy management and sustainability. Implement strategies that promote the responsible use of public funds, monitor energy consumption, and evaluate cost savings and environmental impact. Use data from energy audits and performance tracking to inform decision-making, demonstrate accountability, and support continuous improvement in district sustainability initiatives.</p> <p>Strategy's Expected Result/Impact: The implementation of this strategy aims to result in a 5% reduction in the district's annual electric consumption.</p> <p>Staff Responsible for Monitoring: CFO, Director of Maintenance & Facilities, Facility Technician, Campus Principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct a systematic exploration of bids for key services, including insurance providers and external auditing companies, to ensure cost-effectiveness, quality, and compliance with district and regulatory requirements. Establish clear evaluation criteria, document decision-making processes, and monitor contract performance. Ensure responsible stewardship of district resources and support continuous improvement.</p> <p>Strategy's Expected Result/Impact: Improved fiscal accountability and operational efficiency through the selection of cost-effective, high-quality service providers, ensuring compliance with regulatory requirements and responsible stewardship of district resources.</p> <p>Staff Responsible for Monitoring: Superintendent, CFO, Business Purchasing Manager</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: Granbury ISD will ensure facilities are safe, secure, and well-maintained while proactively planning to support future growth and responsible financial stewardship.

Performance Objective 3: Explore/expand alternative revenue sources

Strategy 1 Details	Reviews			
<p>Strategy 1: Explore Federal, State, and Private Grants Systematically explore and identify Federal, State, and private grant opportunities to support district initiatives and enhance student learning. Establish a structured process for evaluating eligibility, submitting applications, and managing awarded funds. Monitor grant outcomes, track compliance with funding requirements, and evaluate the impact of grant-supported programs on instructional quality, student achievement, and district goals to ensure accountability and informed decision-making.</p> <p>Strategy's Expected Result/Impact: Increased revenues</p> <p>Staff Responsible for Monitoring: CFO, Federal Grant Coordinator, and Director of Facilities and Maintenance</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue existing and establish new partnerships with city, county, and other community entities to enhance educational programs, resources, and services for students. Define clear partnership objectives, roles, and responsibilities, and ensure alignment with district goals. Monitor partnership activities, document contributions, and evaluate the impact on student learning, school culture, and community engagement to ensure accountability and inform continuous improvement.</p> <p>Strategy's Expected Result/Impact: Enhanced community collaboration and resource sharing, leading to enriched student learning experiences, stronger school-community relationships, and measurable improvements in student outcomes and engagement.</p> <p>Staff Responsible for Monitoring: CFO, Superintendent, Assistant Superintendent, and Community Relations</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Allocate Safety and Facilities Enhancement (SAFE) Grant Cycle 2 funds to meet statutory school safety requirements and related expenses. Establish clear criteria for fund utilization, ensure compliance with grant guidelines, and document expenditures. Monitor implementation of safety measures, track outcomes, and evaluate the impact on campus security, emergency preparedness, and overall student and staff safety to ensure accountability and continuous improvement.</p> <p>Strategy's Expected Result/Impact: Cycle 2 funds will be used for security cameras, equipment upgrades, two-way radio systems, and security components such as interior doors.</p> <p>Staff Responsible for Monitoring: CFO, Chief of Security, Director of Facilities and Maintenance</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Partner with the Granbury Educational Foundation (GEF) at the district level to participate in GEF grant cycles and explore funding opportunities to expand staff development initiatives. Establish clear objectives for grant applications, ensure alignment with district professional development goals, and document fund allocation and usage. Monitor program implementation, track staff participation and outcomes, and evaluate the impact on instructional quality and professional growth to ensure accountability and inform continuous improvement.</p> <p>Strategy's Expected Result/Impact: Departments will submit GEF grants within the grant cycle. GEF will fund on pilot program scholarship to 2 principals for 25-26 to Principal Leadership Institute.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, CFO, Community Relations Director</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The District will utilize Security Grant funding to upgrade the current security camera system with new generation cameras.</p> <p>Strategy's Expected Result/Impact: This will improve safety through better image quality, access to advanced features like weapons/gunshot detection, and seamless integration with other security system initiatives like panic buttons and visitor management.</p> <p>Staff Responsible for Monitoring: Chief of Security, CFO, Assistant Superintendent, Safety Grant team</p>	Formative			Summative
	Nov	Feb	Apr	June
147				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Evidence of LEA well- rounded programs:

- Dual Credit
- AB & IB Courses
- Fine Arts Programs (Band, Choir, Stowaways)
- UIL Academics & Sport Programs
- CTE to Work Force, College Readiness, Military Programs
- Counseling Programs for mental health/wellness or behavior decreases (Communities in Schools)

1.2: Identifying students who may be at risk for academic failure;

148

Evidence of at-risk identification:

- Student who have not passed the State Assessment
- Students Identified through State Comp. Ed
- Bi/EL Students
- Special Education
- GT Students
- Foster Care & Homeless Students
- Juvenile Probation Students
- DAEP Students
- Students who are parents
- Students with Mental Health Issues

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Evidence of additional education assistance provided to students:

- Tutoring
- Summer School
- Saturday School
- Additional Instructional Materials
- Software Programs

- Supplemental Curricula

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Evidence of instructional and other strategies to improve school conditions:

- Counseling
- Offering Additional Courses
- Coaching/Mentoring Teachers in effective teaching practices
- Professional Development
- Curriculum Alignment
- Teacher Collaboration

Descriptor 2: Teacher Quality

Providing teacher assistance and support in the following ways:

- Mentors/Coaches
- Get Better Faster Coaching Model throughout the district at all campuses
- Professional Development Opportunities
- Teaching Resources
- Teacher Evaluations and Feedback including reassignment and/or. removal and termination when appropriate

149

Descriptor 3: School Improvement and Support Activities

Does not apply-- currently no schools identified for comprehensive or targeted support or improvement by the state accountability system

Descriptor 4: Measure of Poverty

Free/Reduced Lunch Counts from NSLP is the poverty criteria that will be used.

Descriptor 5: Nature of Programs

Schoolwide

Descriptor 6: Services to Homeless Children and Youth

Identified LEA Homeless Liaison responsible for:

- student residency questionnaire data desegregation, including student/family interview when applicable
- program funding set aside for success of homeless children and youth including
 - transportation
 - free/reduced lunches
 - clothing for school or shoes necessary to participate in classes
 - personal school supplies including backpacks
 - emergency food or toiletry items
 - Communities in Schools
 - assist with school records
 - Early Childhood Programs
 - community resources list including information for
 - counseling
 - financial assistance
 - food pantries
 - health care services

Descriptor 7: Parent and Family Engagement Strategy

150

Evidence of Effective Parent and Family Engagement

- community outreach programs
- student-led conferences
- family nights (STEAM, Museum, etc)
- Proud Pirate Celebrations
- College and Career Fair
- Veteran's Day Assembly
- Pirate Camp/Transition Meetings
- Family Learning Packets

Descriptor 8: Early Childhood Education Programs and Transition Plans

Early Childhood Education Program Information:

- Individual Parent Meetings at Beginning of the Year
- Parent Conferences for K-2
- Instructional Specialists
- Tutoring

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Does not apply-- currently LEA is schoolwide program

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Evidence of Coordination with Institutions of Higher Education, Employers, and Other Local Partners:

- Orientation Nights
- 8th grade field trip to high school/CTE
- CTE Ambassadors to Middle Schools to discuss high school CTE programming
- College and career TEKS taught in middle schools
- College/career fairs
- PSAT and/or PACT
- FAFSA support
- Work Study Program
- Texas Workforce Commission

151

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Evidence of Increased Student Access:

- access to early college high school or dual or concurrent enrollment opportunities
- partnerships with local colleges including
 -
- career counseling to identify student interest and skills
- FAFSA support
- Transition planning through Special Ed., 504,
- Texas Workforce Commission

Descriptor 11: Discipline Disproportionality

Evidence of Practice to Reduce Overuse of Discipline:

- Capturing Kids' Hearts District-wide
- Use of Discipline Dashboard
- Regularly Scheduled Assistant Principal Meeting including

- Professional Development
-

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Evidence of Academic and Career and Technical Education:

- Academic & Career/Technical Education
 - Industry Based Certifications - 30+ certifications in 10 different career clusters
 - Practicum experiences with local businesses
 - Clinical hours in Health Science classes with local health professionals
 - Work-based learning courses and experiences
 - Lab and shop experiences that mimic workforce environments and industry equipment and standards

152

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Evidence of Work-Based Learning:

- Career Preparation Courses
- Off-Campus Practicum experiences
 - Ag, Food, and Natural Resources - Veterinary Technician, Horticulture and Livestock Experiences
 - Health Science - Pharmaceutical Technician, Emergency Medical Technician, Certified Nurses Aide, EKG Technician
 - Education and Training - Internships at various Elementary and Middle School campuses
 - Automotive Technology- Internships at local dealerships and local automotive shops
 - Entrepreneurship - Internships at local businesses
 - Culinary - Students working at partner restaurants and various culinary experiences

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Evidence of Identifying and Serving Gifted and Talented Students:

-

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Evidence of Developing Effective School Library Programs and Digital Literacy Skills:

-

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Molinari	District Counselor Coordinator	Title I	
Ashley Gill	Federal Programs Coordinator	Title I	

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

155

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Child Abuse and Neglect	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Coordinated Health Program	Stacie Brown	8/1/2025	Tammy Clark	9/9/2025
Decision-Making and Planning Policy Evaluation	Tammy Clark	8/1/2025	Tammy Clark	9/9/2025
Dyslexia Treatment Program	Jennifer Anderson	8/1/2025	Jennifer Anderson	9/17/2025
Pregnancy Related Services	Jennifer Anderson		Jennifer Anderson	9/17/2025
Texas Behavior Support Initiative (TBSI)	Jennifer Anderson	9/17/2025	Jennifer Anderson	9/17/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Wade Clark	8/1/2025	Tammy Clark	9/9/2025



DISTRICT IMPROVEMENT PLAN

Tammy Clark | Assistant Superintendent
October 20, 2025



DISTRICT IMPROVEMENT PLAN: SETTING THE COURSE FOR EXCELLENCE FOR ALL PIRATES

Topic: GISD 2025-2026 District Improvement Plan

Purpose: To Inform

Determination of District needs: DNA

What is the focus of the DIP and why

Texas Education Code / Policy:

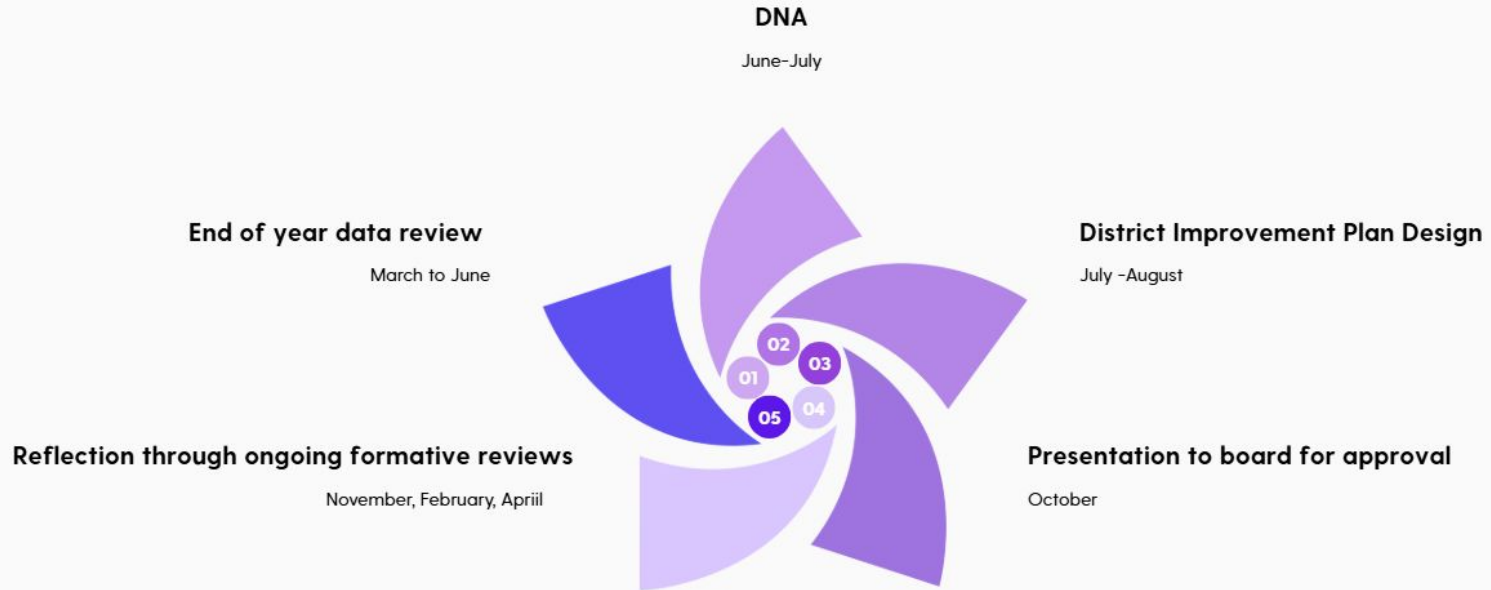
TEC 11.251 requires both district improvement plans and campus improvement plans be developed based¹⁵⁸ through a needs assessment, reviewed, and revised annually. The plans must be mutually supportive and approved by the board of trustees.

BQA both Legal and Local address the requirements regarding planning and decision making process for the district level.



District Improvement Plan

Continuous Improvement Cycle of Review, Reflection and Intentionality for Goals





BASED ON A DISTRICT NEEDS ASSESSMENT: DATA DRIVEN

What data is Considered?

Student data

Human Capital Data

Projected Budgetary Needs

Community Connection Data

What is the timeline?

March- begin projected staffing departments

April- Budgetary needs to include staffing shifts

End of May- end of year numerical data

student achievement,

human capital,

staff/student/family/community

engagement data

June- Compile data for campus needs assessment



AFTER NEEDS ASSESSMENT: DISTRICT IMPROVEMENT PLANNING



Granbury ISD Performance Management Scorecard 2025-2027		
Mission	Vision	Values & Beliefs (Do we need more?)
In partnership with our students, staff, families and community, Granbury I.S.D. is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.	Granbury I.S.D. inspires excellence and empowers all students to be future ready and positive contributors to their community.	<ol style="list-style-type: none"> 1. Positive partnerships with family and community are important for student success. 2. Students should be future ready.

PRIORITY ONE Student Achievement	PRIORITY TWO Human Capital	PRIORITY THREE Granbury Culture	PRIORITY FOUR Facility and Financial Stewardship
DISTRICT STRATEGIC OBJECTIVES: (BOARD ADOPTED)			
1.1: Academic Achievement and Growth	2.1: Recruitment Systems	3.1: Student and Family Culture	4.1: Long-Range Facility and Asset Plan
1.2: College, Career, and/or Military Readiness (CCMR)	2.2: Retention Systems	3.2: Staff Culture	4.2: Transparent and Effective Budget Processes
1.3: Safety, Well-Being, and Connection	2.3: Training & Development Systems	3.3: Community Relationships and Transparency	4.3: Alternative Revenue Sources
1.4: Student Involvement			



DISTRICT IMPROVEMENT PLAN: KEEP NEEDS IN MIND, CONNECT TO DISTRICT STRATEGIC

PLAN

Granbury ISD students will demonstrate or exceed grade-level proficiency and will be equipped with individualized future ready skills

Goal 1: Student Achievement

Strategy Examples:

Obj 1.1: Academic Achievement /
Growth

1.1- Tier 1 curriculum and strategies
Tier 2 Interventions
Extensions: AP/DC/CTE

1.2: CCMR- College, Career,
and/or Military Readiness

1.2- CTE increase offerings
internships/practicum experiences,
CCMR testing- TSIA2, DC/DE

1.3: Safety, Well-being,
Connection

1.3- Character education
well-being intervention,
Mandatory safety drills/audits

1.4: Student involvement

1.4- Student organizations, clubs, activities
extra/co-curricular participation



DISTRICT IMPROVEMENT PLAN: KEEP NEEDS IN MIND, CONNECT TO DISTRICT STRATEGIC PLAN

Granbury ISD staff will be highly effective, well-supported, and valued both personally and professionally.

Goal 2: Human capital

Obj 2.1: Recruitment systems

2.2: Retention systems

2.3: Training & Development systems

Strategy Examples

2.1- Tarleton Partnership teacher residents
International teachers

2.2-TIA- data capture year, explore expansion
District-wide mentoring
Staff child-care Lil Bucs, Emma, ESD ₁₆₃

2.3- Instructional and administrative coaching,
PLCs for teachers and for administrators,
GISD tiered pd program,
Pilot partnership GEF for leadership
training PLI



DISTRICT IMPROVEMENT PLAN: KEEP NEEDS IN MIND, CONNECT TO DISTRICT STRATEGIC

PLAN

Granbury ISD students, staff, families, and community will be connected, supported, respected, and value the educational experience.

Goal 3: Granbury culture

Obj 3.1: Student and family culture

3.2: Staff culture

3.3: Community relationships and transparency

Strategy Examples:

3.1- Parent Advisory Team,
increased communication: newsletters
Culture surveys

3.2- Staff Advisory Team,
Leadership opportunities
increased communication: staff newsletter

3.3- Community Advisory Team
Website additions
increased communication: community newsletter
community partnerships



DISTRICT IMPROVEMENT PLAN: KEEP NEEDS IN MIND, CONNECT TO DISTRICT STRATEGIC PLAN

Granbury ISD will be well-maintained, secure, and prepared for future growth

Goal 4: Facility and financial stewardship

Obj 4.1: Long-range facility and asset plan

4.2: Transparent and effective budget processes

4.3: Alternative revenue sources

Strategy examples:

4.1- Facility assessment
improved replacement cycle
optimal technological infrastructure

4.2- Continue competitive bidding
GISD Energy conservation guidelines
Cybersecurity program: protect infrastructure

4.3- Grant funding (Federal/State/Private)
Partnerships (City/County/Business sector)
SAFE cycle 2 grants
GEF



WHAT TO EXPECT FROM HERE

Formative checkpoints throughout year

Input from the Advisory teams, surveys, and internal feedback

Living document for the district

Continuous process

QUESTIONS?

HOOD CENTRAL APPRAISAL DISTRICT

1902 WEST PEARL STREET • P. O. BOX 819
GRANBURY, TEXAS 76048
PHONE: 817-573-2471 • FAX: 817-573-6451

JEFF LAW, CHIEF APPRAISER

September 23, 2025

Dear Presiding Officer,

It is time to begin the appointment process for the Hood Central Appraisal District's Board of Directors. Per state law, five members serve as the governing body of the District's Board of Directors. Your taxing unit has the ability to nominate by resolution, adopted by its governing body, one candidate for each position. There will be five positions to be filled. There is no requirement for you to nominate anyone if your taxing unit chooses not to participate in the nomination process.

The members of the current Board are not automatically nominated, so if your taxing unit wishes to re-nominate them, please feel free to do so or nominate anyone else that you believe to be qualified. The current board members are Rick Frye, Rod Litke, Scott Bradley, Mark McDonald and Richard Hoefs.

To be eligible to serve on the board of directors, an individual must be a resident of the district and must have resided in the district for at least two years immediately preceding the date the individual takes office. An individual who is otherwise eligible to serve on the board is not ineligible because of membership of the governing body of a taxing unit. Please see below for more on eligibility and restrictions.

The nominations should be returned to the appraisal district by October 15, 2025. (I may extend the deadline some if your board meets after October 15th). I will prepare a ballot and send it to all taxing units before October 30, 2025.

The governing body of each taxing unit entitled to vote shall determine its vote by resolution and submit it to the chief appraiser before December 15. The chief appraiser shall count the votes, declare the five candidates receiving the largest cumulative vote totals elected and submit the results before December 31 to the governing body of each taxing unit in the district and to the candidates.

Section 6.0302, passed during the 89th State Legislature, adds new requirements for an individual looking to be appointed to an appointive position on the board of directors of an appraisal district. The individual after nomination, but before official appointment, must sign an acknowledgement form and submit the signed acknowledgement to the chief appraiser of the appraisal district prior to appointment.

I have enclosed an acknowledgement form and a resolution that you may use for the nominations process. I have also included certain restrictions regarding eligibility of board members for your convenience. If you have any questions about the elections process, feel free to contact me.

Sincerely yours,

Jeff Law
Chief Appraiser

Director Qualifications

An appraisal district director must reside in the appraisal district for at least two years immediately preceding the date he or she takes office.

A person may serve on the governing body of a taxing unit in the appraisal district--that is, a city councilman, school board trustee, county commissioner, or other board member--and still be eligible to serve as a director. The common-law doctrine of incompatibility (holding offices that have conflicting demands on the holder) does not prohibit the same person from holding both offices.

An employee of a taxing unit in the appraisal district is not eligible to serve as a director. The only time that a taxing unit's employee may serve is if that employee is also an elected official. For example, a city councilman who is employed as the school business manager may serve as a director.

The Property Tax Code prohibits nepotism and conflict of interest for appraisal district directors and chief appraisers.

Director Restrictions

- An individual is ineligible to serve on an appraisal district board of directors if the individual:
 - is related within the second degree by consanguinity or affinity to an individual who is engaged in the business of appraising property for compensation for use in an ARB hearing or representing property owners for compensation in proceedings in an ARB hearing; or
 - owns property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date the individual knew or should have known of the delinquency unless:
 - the delinquent taxes are being paid under an installment payment agreement; or
 - a suit to collect the delinquent taxes is deferred or abated under Section 33.06 or 33.065.
 - has engaged in the business of appraising property for compensation for use in an ARB hearing at any time during the preceding three years;
 - has engaged in the business of representing property owners for compensation in an ARB hearing any time during the preceding three years; or has been an employee of the appraisal district at any time during the preceding three year

HOOD CENTRAL APPRAISAL DISTRICT

Acknowledgment of Director's Duties of Appraisal District Board of Directors

Pursuant to Texas Tax Code §6.0302

I, _____, hereby acknowledge that I have read and understand the statutory duties of a member of the Board of Directors of the Hood Central Appraisal District, as required under Texas Tax Code §6.0302.

I understand that, under state law, my responsibilities include:

1. Establishing the appraisal district office.
2. Hiring a chief appraiser.
3. Adopting the appraisal district's annual operating budget following public notice and hearing.
4. Adopting a new budget if voting taxing units disapprove the initial proposal.
5. Determining whether to remove members of the appraisal review board (when the Board of Directors is the appointing authority), upon grounds for removal.
6. Notifying voting taxing units of any vacancy in an appointive position on the Board and electing a replacement from submitted nominees.
7. Appointing a person to fill a vacancy in an elective position on the Board.
8. Electing a chairman and a secretary of the Board at the first meeting each year.
9. Holding Board meetings at least quarterly.
10. Developing and implementing policies regarding reasonable public and taxing unit access to the Board.
11. Preparing information describing the Board's functions and complaint procedures and making that information available to the public and participating taxing units.
12. Notifying parties to a complaint filed with the Board of the status of the complaint, unless otherwise provided by law.
13. In populous counties, appointing a taxpayer liaison officer and one or more deputy taxpayer liaison officers.
14. Annually evaluating the Board's performance.
15. Referring matters investigated by a taxpayer liaison officer relating to the appraisal review board's conduct to the local administrative district judge with a recommendation
16. Developing a biennial written plan for the periodic reappraisal of all property in the appraisal district, filing notice and holding a public hearing on the plan approving the plan and distributing copies of the plan to participating taxing units and the comptroller
17. Making agreements with newly formed taxing units on an estimated budget allocation for that taxing unit
18. Having an annual financial audit prepared by an independent certified public accountant, delivering a copy of the audit to each voting taking unit, and making the audit available for inspection at the appraisal district office.
19. Designating the appraisal district depository biennially.
20. Receiving resolutions from voting taking units disapproving of board actions.
21. Adhering to Local Government Code requirements for purchasing and entering contracts.

- 22. Providing advice and consent to the chief appraiser concerning the appointment of an agricultural appraisal advisory board and determining the number of members of that advisory board.
- 23. Adhering to laws concerning preservation, microfilming, destruction, or other disposition of records.
- 24. Adopting and implementing a policy for the temporary replacement of a member of an appraisal review board who violates ex parte communication requirements.

Furthermore, I recognize that the board does not appraise property or review the value of individual properties. I acknowledge that tax rates and tax burdens are determined by applicable taxing jurisdictions, not the appraisal district board of directors

I affirm that I will diligently perform these duties, uphold the legal and ethical standards of my position, and submit this signed acknowledgment to the chief appraiser of the Hood Central Appraisal District as a prerequisite to being appointed or seeking election to the Board.

Failure to submit this signed acknowledgment form will render me ineligible for appointment to, or candidacy for, the Board of Directors pursuant to Texas Tax Code §6.0302.

Signature:	Date:
Printed Name:	
Address:	Phone/Email:

Witness/Notary Acknowledgment
 State of Texas §
 County of Hood §

This instrument was acknowledged before me on this ____ day of _____, 20 __, by _____.

Notary Public, State of Texas

My commission expires: _____

NOMINATION RESOLUTION

WHEREAS the Texas Property Tax Code allows tax jurisdictions to nominate up to five people to serve on the Board of the Hood Central Appraisal District for a term of office of two years beginning January 1, 2026;

AND WHEREAS, _____ desires to nominate a person or persons to said Board;

AND WHEREAS, said tax unit recognizes the importance of cost-effective operations of the Appraisal District,

NOW THEREFORE, we hereby nominate the following person or persons for a position on the Board of Directors of the Hood Central Appraisal District:

Approved on this the _____ day of _____, 2025.

Presiding Officer of Tax Unit

Attest, Secretary of the Tax Unit

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: October 20, 2025
For: Approval

TO: Dr. Courtney Morawski, Superintendent
FROM: Emmett Whitefield
DATE: October 10, 2025
RE: Investment Policy CDA (LEGAL)
& CDA (LOCAL)

SUMMARY:

According to the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and Granbury ISD policy CDA (LEGAL), the investment policy and the investment strategy shall be reviewed not less than annually.

Attached are Granbury ISD's adopted CDA (LEGAL) and CDA (LOCAL). These serve as the investment policy and strategy for each fund maintained by the District. CDA (LEGAL) is the standard investment policy for all school districts in the state of Texas. CDA (LOCAL) is the policy of GISD and describes the strategy utilized by the District in investments for GISD funds.

I have reviewed the policies to ensure that they are in compliance with current law and current procedures. The attached policies represent the current law and the current practices of District administration in regard to investments.

In addition, CDA (LEGAL) states that "The Board shall adopt a written instrument stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies." In addition, CDA (LEGAL) also states that the board shall annually review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with the District. CDA (LOCAL) states that "The Superintendent or other person designated by Board resolution shall serve as the investment officer." And lastly, Texas Government Code Section 2256.008(a) requires that the Board approve independent sources of investment training. In view of these requirements, a resolution is attached for consideration of the Board.

RECOMMENDATION:

That the Board adopt the attached resolution stating that the Board has reviewed the investment policy and strategies, adopted a list of qualified brokers, has designated an investment officer(s) and has approved the independent sources of investment training as required by Investment Policy and Texas Government Code.

Respectfully submitted,



Emmett Whitefield
Chief Financial Officer

Staff Person Responsible: Emmett Whitefield

Date Submitted: October 10, 2025

Table of Contents	Definitions	3
	Bond Proceeds	3
	Investment Pool	3
	Pooled Fund Group.....	3
	Separately Invested Asset	3
	Pledged Revenue	3
	Joint Account	3
	Repurchase Agreement.....	3
	Hedging.....	4
	Corporate Bond.....	4
	Written Policies.....	4
	Annual Review.....	5
	Annual Audit.....	5
	Investment Strategies	5
	Investment Officer.....	6
	Investment Training	6
	Standard of Care.....	7
	Selection of Broker.....	9
	Bond Proceeds	9
	Authorized Investments.....	9
	Investment Management Firm	9
	Obligations of Governmental Entities.....	10
	Certificates of Deposit and Share Certificates	12
	Repurchase Agreements	13
	Securities Lending Program.....	13
	Banker's Acceptances	14
	Commercial Paper	15
	Mutual Funds	15
	Guaranteed Investment Contracts.....	16
	Investment Pools	17
	Corporate Bonds.....	17
	Hedging Transactions	18
	Prohibited Investments	19
	Loss of Required Rating	19

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

Sellers of Investments	19
Business Organization	20
Donations	20
Electronic Funds Transfer	20

All investments made by a district shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, or regulations. *Gov't Code 2256.026*

Definitions

Bond Proceeds	"Bond proceeds" means the proceeds from the sale of bonds, notes, and other obligations issued by a district, and reserves and funds maintained by a district for debt service purposes.
Investment Pool	"Investment pool" means an entity created under the Texas Government Code to invest public funds jointly on behalf of the entities that participate in the pool and whose investment objectives in order of priority are preservation and safety of principal, liquidity, and yield.
Pooled Fund Group	"Pooled fund group" means an internally created fund of a district in which one or more institutional accounts of a district are invested.
Separately Invested Asset	"Separately invested asset" means an account or fund of a district that is not invested in a pooled fund group. <i>Gov't Code 2256.002(1), (6), (9), (12)</i>
Pledged Revenue	"Pledged revenue" means money pledged to the payment of or as security for: <ol style="list-style-type: none">1. Bonds or other indebtedness issued by a district;2. Obligations under a lease, installment sale, or other agreement of a district; or3. Certificates of participation in a debt or obligation described by item 1 or 2. <i>Gov't Code 2256.0208(a)</i>
Joint Account	"Joint account" means an account maintained by a custodian bank and established on behalf of two or more parties to engage in aggregate repurchase agreement transactions.
Repurchase Agreement	"Repurchase agreement" means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations, described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds), at a market value at the time the funds are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement. <i>Gov't Code 2256.011(b)</i>

Hedging

“Hedging” means acting to protect against economic loss due to price fluctuation of a commodity or related investment by entering into an offsetting position or using a financial agreement or producer price agreement in a correlated security, index, or other commodity.

Eligible Entity

“Eligible entity” means a political subdivision that has:

1. A principal amount of at least \$250 million in outstanding long-term indebtedness, long-term indebtedness proposed to be issued, or a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued; and
2. Outstanding long-term indebtedness that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation.

Eligible Project

“Eligible project” has the meaning assigned by Government Code 1371.001 (issuance of obligations for certain public improvements).

Gov’t Code 2256.0207(a)

Corporate Bond

“Corporate bond” means a senior secured debt obligation issued by a domestic business entity and rated not lower than “AA-” or the equivalent by a nationally recognized investment rating firm. The term does not include a debt obligation that, on conversion, would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov’t Code 2256.0204(a)*

Written Policies

The board shall adopt by rule, order, ordinance, or resolution, as appropriate, a written investment policy regarding the investment of its funds and funds under its control. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the district’s funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the district;

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;
4. Methods to monitor the market price of investments acquired with public funds;
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and
6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see Loss of Required Rating, below].

Gov't Code 2256.005(a), (b)

Annual Review

The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

Annual Audit

A district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

Investment
Strategies

As an integral part of the investment policy, the board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the district;
2. Preservation and safety of principal;
3. Liquidity;
4. Marketability of the investment if the need arises to liquidate the investment before maturity;
5. Diversification of the investment portfolio; and
6. Yield.

Gov't Code 2256.005(d)

Investment Officer	<p>A district shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent with the investment policy adopted by the board. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. <i>Gov't Code 2256.005(f)</i></p> <p>A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code Chapter 2256. <i>Gov't Code 2256.003(c)</i></p>
Investment Training	<p>Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. <i>Gov't Code 2256.008(c)</i></p>
<i>Initial</i>	<p>Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least 10 hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. <i>Gov't Code 2256.008(a)</i></p>
<i>Ongoing</i>	<p>The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated</p>

investment committee advising the investment officer. *Gov't Code 2256.008(a-1)*

Exception

The ongoing training requirement does not apply to the treasurer, chief financial officer, or investment officer of a district if:

1. The district does not invest district funds or only deposits those funds in interest-bearing deposit accounts or certificates of deposit as authorized by Government Code 2256.010; and
2. The treasurer, chief financial officer, or investment officer annually submits to the agency a sworn affidavit identifying the applicable criteria under item 1 that apply to the district.

Gov't Code 2256.008(g)

Standard of Care

Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investment of funds shall be governed by the following objectives, in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, or funds under the district's control, over which the officer had responsibility rather than the prudence of a single investment; and
2. Whether the investment decision was consistent with the district's written investment policy.

Gov't Code 2256.006

Personal Interest

A district investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the district shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573 (nepotism prohibition), to an individual seeking to sell an investment to the investment officer's district shall file a statement disclosing that relationship. A required statement must be filed with the board and with the Texas

Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

1. The investment officer owns 10 percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed 10 percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

Quarterly Reports

Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the board and the superintendent within a reasonable time after the end of the period. The report must:

1. Describe in detail the investment position of the district on the date of the report;
2. Be prepared jointly and signed by all district investment officers;
3. Contain a summary statement of each pooled fund group that states the:
 - a. Beginning market value for the reporting period;
 - b. Ending market value for the period; and
 - c. Fully accrued interest for the reporting period;
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
5. State the maturity date of each separately invested asset that has a maturity date;
6. State the account or fund or pooled group fund in the district for which each individual investment was acquired; and

7. State the compliance of the investment portfolio of the district as it relates to the investment strategy expressed in the district's investment policy and relevant provisions of the Public Funds Investment Act.

If a district invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports prepared by the investment officers shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the board by that auditor.

Gov't Code 2256.023

Selection of Broker

The board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district.

Gov't Code 2256.025

Bond Proceeds

The investment officer of a district may invest bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act, in accordance with:

1. Statutory provisions governing the debt issuance or the agreement, as applicable; and
2. The district's investment policy regarding the debt issuance or the agreement, as applicable.

Gov't Code 2256.0208(b)

Authorized Investments

A board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. *Gov't Code 2256.003(a)*

The board may specify in its investment policy that any authorized investment is not suitable. *Gov't Code 2256.005(j)*

Investment Management Firm

In the exercise of these powers, the board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made under this authority may not be for a term longer than two years. A renewal or extension of the contract must be made by the board by order, ordinance, or resolution.

A district that contracts with an investment management firm may authorize the firm to invest the district's public funds or other funds

under the district's control in repurchase agreements as provided by Government Code 2256.011 using a joint account.

An investment management firm responsible for managing a repurchase agreement transaction using a joint account on behalf of a district must ensure that:

1. Accounting and control procedures are implemented to document the district's aggregate daily investment and pro rata share in the joint account;
2. Each party participating in the joint account retains the sole rights of ownership to the party's pro rata share of assets invested in the joint account, including investment earnings on those assets; and
3. Policies and procedures are implemented to prevent a party participating in the joint account from using any part of a balance of the joint account that is credited to another party.

Gov't Code 2256.003(b), .011(f), (g)

Obligations of
Governmental
Entities

The following are authorized investments:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks;
2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States;
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Bonds issued, assumed, or guaranteed by the state of Israel;

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

7. Interest-bearing banking deposits that are guaranteed or insured by the FDIC or its successor, or the National Credit Union Share Insurance Fund or its successor; and
8. Interest-bearing banking deposits other than those described at item 7 above if:
 - a. The funds are invested through a broker with a main office or a branch office in this state that the district selects from a list the board or designated investment committee of the district adopts as required at Selection of Broker above or a depository institution with a main office or a branch office in this state and that the district selects;
 - b. The broker or depository institution selected as described above arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the district's account;
 - c. The full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and
 - d. The district appoints as the district's custodian of the banking deposits issued for the district's account the depository institution selected as described above, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating under Rule 15c3-3 (17 C.F.R. Section 240.15c3-3).

Gov't Code 2256.009(a)

*Unauthorized
Obligations*

The following investments are not authorized:

1. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;
2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;
3. Collateralized mortgage obligations that have a stated final maturity date of greater than 10 years; and

4. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

Certificates of
Deposit and Share
Certificates

A certificate of deposit or share certificate is an authorized investment if the certificate is issued by a depository institution that has its main office or a branch office in Texas and is:

1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;
2. Secured by obligations described at Obligations of Governmental Entities, above, including mortgage backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities described at Unauthorized Obligations, above; or
3. Secured in accordance with Government Code Chapter 2257 (Public Funds Collateral Act) or in any other manner and amount provided by law for the deposits of the district.

Gov't Code 2256.010(a)

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment:

1. The funds are invested by the district through a broker that has its main office or a branch office in this state and is selected from a list adopted by the district as required at Selection of Broker, above or a depository institution that has its main office or a branch office in this state and that is selected by the district;
2. The broker or depository institution selected by the district arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the district;
3. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and
4. The district appoints the depository institution selected by the district, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Com-

mission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the district with respect to the certificates of deposit issued for the account of the district.

Gov't Code 2256.010(b)

The district's investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

Repurchase
Agreements

A fully collateralized repurchase agreement is an authorized investment if it:

1. Has a defined termination date;
2. Is secured by a combination of cash and obligations described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds);
3. Requires the securities being purchased by the district or cash held by the district to be pledged to the district either directly or through a joint account approved by the district, held in the district's name either directly or through a joint account approved by the district, and deposited at the time the investment is made with the district or a third party selected and approved by the district; and
4. Is placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas.

The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a district under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a repurchase agreement by a district.

Gov't Code 2256.011(a), (c), (d), (e)

Securities Lending
Program

A securities lending program is an authorized investment if:

1. The value of securities loaned is not less than 100 percent collateralized, including accrued income;

2. A loan allows for termination at any time;
3. A loan is secured by:
 - a. Pledged securities described at Obligations of Governmental Entities, above;
 - b. Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state, and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or
 - c. Cash invested in accordance with Government Code 2256.009 (obligations of governmental entities), 2256.013 (commercial paper), 2256.014 (mutual funds), or 2256.016 (investment pools);
4. The terms of a loan require that the securities being held as collateral be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or with a third party selected by or approved by the district; and
5. A loan is placed through a primary government securities dealer, as defined by 5 C.F.R. Section 6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

Banker's
Acceptances

A banker's acceptance is an authorized investment if it:

1. Has a stated maturity of 270 days or fewer from the date of issuance;
2. Will be, in accordance with its terms, liquidated in full at maturity;
3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and
4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or

an equivalent rating by at least on nationally recognized credit rating agency.

Gov't Code 2256.012

Commercial Paper

Commercial paper is an authorized investment if it has a stated maturity of 365 days or fewer from the date of issuance; and is rated not less than A-1 or P-1 or an equivalent rating by at least:

1. Two nationally recognized credit rating agencies; or
2. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States law or any state.

Gov't Code 2256.013

Mutual Funds

A no-load money market mutual fund is an authorized investment if the mutual fund:

1. Is registered with and regulated by the Securities and Exchange Commission;
2. Provides the district with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.); and
3. Complies with federal Securities and Exchange Commission Rule 2a-7 (17 C.F.R. Section 270.2a-7), promulgated under the Investment Company Act of 1940 (15 U.S.C. Section 80a-1 et seq.).

Gov't Code 2256.014(a)

In addition to the no-load money market mutual fund authorized above, a no-load mutual fund is an authorized investment if it:

1. Is registered with the Securities and Exchange Commission;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of:
 - a. One year or more and is invested exclusively in obligations approved by the Public Funds Investment Act, or
 - b. Less than one year and the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

Gov't Code 2256.014(b)

Limitations

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in mutual funds described in Government Code 2256.014(b);
2. Invest any portion of bond proceeds, reserves and funds held for debt service, in mutual funds described in Government Code 2256.014(b); or
3. Invest its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described in Government Code 2256.014(a) or (b) in an amount that exceeds 10 percent of the total assets of the mutual fund.

Gov't Code 2256.014(c)

Guaranteed
Investment
Contracts

A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

1. Has a defined termination date;
2. Is secured by obligations described at Obligations of Governmental Entities, above, excluding those obligations described at Unauthorized Obligations, in an amount at least equal to the amount of bond proceeds invested under the contract; and
3. Is pledged to the district and deposited with the district or with a third party selected and approved by the district.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

1. The board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds;
2. The district must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received;
3. The district must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received;

4. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested; and
5. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a guaranteed investment contract by a district.

Gov't Code 2256.015

Investment Pools

A district may invest its funds or funds under its control through an eligible investment pool if the board by rule, order, ordinance, or resolution, as appropriate, authorizes the investment in the particular pool. *Gov't Code 2256.016, .019*

To be eligible to receive funds from and invest funds on behalf of a district, an investment pool must furnish to the investment officer or other authorized representative of the district an offering circular or other similar disclosure instrument that contains the information specified in Government Code 2256.016(b). To maintain eligibility, an investment pool must furnish to the investment officer or other authorized representative investment transaction confirmations and a monthly report that contains the information specified in Government Code 2256.016(c). A district by contract may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with its local funds. *Gov't Code 2256.016(b)-(d)*

Corporate Bonds

A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF], may purchase, sell, and invest its funds and funds under its control in corporate bonds (as defined above) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased.

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or
2. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

A district subject to these provisions may purchase, sell, and invest its funds and funds under its control in corporate bonds if the board:

1. Amends its investment policy to authorize corporate bonds as an eligible investment;
2. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds and liquidating the investment in corporate bonds; and
3. Identifies the funds eligible to be invested in corporate bonds.

The district investment officer, acting on behalf of the district, shall sell corporate bonds in which the district has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

1. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated "AA-" or the equivalent at the time the release is issued; or
2. Changes the rating on the corporate bonds to a rating lower than "AA-" or the equivalent.

Gov't Code 2256.0204

Hedging
Transactions

The board of an eligible entity (as defined above) shall establish the entity's policy regarding hedging transactions. An eligible entity may enter into hedging transactions, including hedging contracts, and related security, credit, and insurance agreements in connection with commodities used by an eligible entity in the entity's general operations, with the acquisition or construction of a capital project, or with an eligible project. A hedging transaction must comply with the regulations of the federal Commodity Futures Trading Commission and the federal Securities and Exchange Commission.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution by an eligible entity of a hedging contract and any related security, credit, or insurance agreement.

An eligible entity may:

1. Pledge as security for and to the payment of a hedging contract or a security, credit, or insurance agreement any general or special revenues or funds the entity is authorized by law to pledge to the payment of any other obligation.

2. Credit any amount the entity receives under a hedging contract against expenses associated with a commodity purchase.

An eligible entity's cost of or payment under a hedging contract or agreement may be considered an operation and maintenance expense, an acquisition expense, or construction expense of the eligible entity; or a project cost of an eligible project.

Gov't Code 2256.0206

Prohibited
Investments

Except as provided by Government Code 2270 (prohibited investments), a district is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

Note: As an "investing entity" under Government Code 2270.0001(7)(A), a district must comply with Chapter 2270, including reporting requirements, regarding prohibited investments in scrutinized companies listed by the comptroller in accordance with Government Code 2270.0201.

Loss of Required
Rating

An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A district shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

**Sellers of
Investments**

A written copy of the investment policy shall be presented to any business organization (as defined below) offering to engage in an investment transaction with a district. The qualified representative of the business organization offering to engage in an investment transaction with a district shall execute a written instrument in a form acceptable to the district and the business organization substantially to the effect that the business organization has:

1. Received and reviewed the district investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the district's investment policy, except to the extent that this authorization:
 - a. Is dependent on an analysis of the makeup of the district's entire portfolio;

- b. Requires an interpretation of subjective investment standards; or
- c. Relates to investment transactions of the entity that are not made through accounts or other contractual arrangements over which the business organization has accepted discretionary investment authority.

The investment officer of a district may not acquire or otherwise obtain any authorized investment described in the district's investment policy from a business organization that has not delivered to the district the instrument required above.

Gov't Code 2256.005(k)-(l)

Nothing in this section relieves the district of the responsibility for monitoring investments made by the district to determine that they are in compliance with the investment policy.

Business
Organization

For purposes of the provisions at Sellers of Investments above, "business organization" means an investment pool or investment management firm under contract with a district to invest or manage the district's investment portfolio that has accepted authority granted by the district under the contract to exercise investment discretion in regard to the district's funds.

Gov't Code 2256.005(k)

Donations

A gift, devise, or bequest made to a district to provide college scholarships for district graduates may be invested by the board as provided in Property Code 117.004 (Uniform Prudent Investor Act), unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a district for a particular purpose or under terms of use specified by the donor are not subject to the requirements of the Public Funds Investment Act. *Gov't Code 2256.004(b)*

**Electronic Funds
Transfer**

A district may use electronic means to transfer or invest all funds collected or controlled by the district. *Gov't Code 2256.051*

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

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

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.

**Resolution Stating Review of Investment Policy and Investment Strategies,
Designation of Investment Officer(s),
Approving Independent Sources for Investment Training and
Approving List of Qualified Brokers Authorized to
Engage in Investment Transactions with the District**

WHEREAS, Granbury Independent School District (“District”) has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

WHEREAS, the Board of Trustees of the Granbury Independent School District has adopted Investment Policy CDA (LOCAL) for the District, in the form attached hereto as Exhibit “A”, pursuant to Chapter 2256, Texas Government Code, as amended from time to time; and

WHEREAS, Section 2256.005(e), Texas Government Code, as amended, requires the governing body of an investing entity review its investment policy and investment strategies not less than annually; and

WHEREAS, Section 2256.025, Texas Government Code, requires the governing body of the entity shall at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in the investment transactions of the entity.

WHEREAS, the Investment Policy CDA(LOCAL) states the superintendent or other person(s) as designated by Board resolution shall serve as the investment officer(s) of the District; and

WHEREAS, the Texas Association of School Boards, all Regional Education Service Centers, the Texas Association of School Business Officials, the Texas Local Government Investment Pools, the Texas Society of CPA’s, the UNT Center for Public Management, the Texas Municipal League, Texas State University, Virtual Learning Concepts and various TASBO Affiliates are independent sources that provide investment training sessions relating to investment responsibilities. And as such, the Board of Trustees of the Granbury Independent School District wishes to approve these independent sources of instruction as required by Texas Government Code Section 2256.008(a);

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GRANBURY INDEPENDENT SCHOOL DISTRICT:

That the Investment Policy, in the form attached hereto as Exhibit “A”, and the investment strategies contained in such policy have been reviewed and are hereby adopted with no changes.

And that the Superintendent, Chief Financial Officer and the Business Manager serve as the District’s investment officers to be responsible for the investment of its funds consistent with Investment Policy.

And that the Texas Association of School Boards, all Regional Education Service Centers, the Texas Association of School Business Officials (TASBO), Texas Local Government Investment Pools, the Texas Society of CPA’s, the UNT Center for Public Management, the Texas Municipal League, Texas State University, Virtual Learning Concepts and various TASBO Affiliates are approved as independent sources of instruction relating to investment responsibilities for the investment officer of the District, as required by Section 2256.008(a), Texas Government Code, as amended.

And that the list of qualified brokers attached as Exhibit “B” has been reviewed by the Board and are authorized to engage in investment transactions with the District.

PASSED AND APPROVED this 20th day of October, 2025.

BY: _____
Courtney Gore, President

ATTEST: _____
Billy Wimberly, Secretary

Exhibit "B"

Qualified Broker/Dealers Authorized to Engage
in Investment Transactions with Granbury ISD

Local Government Investment Pool

1. **Texas Fixed Income Trust (TX FIT)**
P.O. Box 780547
San Antonio, TX 78278
888-909-9998
ken.couch@deepblue-inv.com
2. **Logic/JP Morgan Asset Management – Local Government Investment Pool**
717 N. Harwood, Suite 3400
Dallas, TX 75201
Lance.flores@hilltopsecurities.com
3. **Lone Star/ First Public – Local Government Investment Pool**
12007 Research Blvd.
Austin, TX 78759
Customer.Service@firstpublic.com
4. **Texas Range/PFM Asset Management, LLC – Local Government Investment Pool**
866-839-8376
180 State Street, Suite 225
Southlake, TX 79092
smithn@pfmam.com
5. **TexPool/Federated Participant Services – Local Government Investment Pool**
1001 Texas Ave., Suite 1150
Houston, TX 77002
August.Freeman@FederatedHermes.com
6. **Texas Class**
2435 N. Central Expressway
Suite 1200
Richardson, TX 75080
info@texasclass.com

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: October 20, 2025
For: Discussion

TO: Dr. Courtney Morawski Superintendent	FROM: Houcine Chraibi
	DATE: October 10, 2025
	RE: Five 77 Passenger & One SPED Passenger Bus

SUMMARY:

A Request for Quotes through BuyBoard was issued for vendors to provide quotes for five 77-passenger and one Special Education passenger bus. After reviewing the quotes received, the administration recommends awarding the purchase to Rush Truck Centers of Texas, the lowest responsive bidder, with the following details:

- Five 77-passenger buses at \$141,887.00 each
- One SPED bus at \$143,618.00 each
- Expected delivery: 6-7 months

Board Policy CH(LOCAL) requires board approval for purchases over \$50,000, unless the purchase falls under function 34 in a categorical exemption.

Board Policy CH(LOCAL) requires board approval on purchases of \$50,000 or more. The policy states, “The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place, except as otherwise provided in policy.”

The exceptions to the \$50,000 threshold in CH(LOCAL) are purchases made through an interlocal contract, a cooperative contract, a state contract, or a continuous or periodic purchase under a Board-approved bid or contract of over \$100,000. GISD is able to purchase directly from these contracts because they have been through a competitive process.

RECOMMENDATION:

We recommend the Board award the contract to Rush Truck Centers of Texas for a total of \$ 853,053.00 broken down as follows:

- Five 77-passenger buses: \$709,435.00 (\$141,887.00 each) Diesel
- One SPED bus: \$143,618.00 Diesel

Rush Truck currently has these on the lot and can be delivered sooner than the 6-7 months.

Respectfully submitted,

Houcine Chraïbi

Houcine Chraïbi
Assistant Director of Finance

Staff Person Responsible: Bradee Drake
 Brian Caruthers

Date Submitted: October 10, 2025



77 Passenger School Bus



Granbury ISD – Quote #238567

This quoted bus meets or exceeds all 2018 State of Texas Specifications for School buses as published by the Texas Department of Public Safety.

Chassis Specifications

- Cummins B6.7L diesel engine 220 HP @ 600 ft-lb
- 2025 Emission compliant
- 15 Gal. DEF tank
- Road Speed governor set at 65 MPH
- Left side exhaust through rear bumper
- 273" Wheelbase
- Allison PTS 2500 Automatic Transmission 5 Speed
- Dual air brakes w/ABS, auto slack adjusters & Bendix air dryer
- 100 Gal. Fuel tank located between the frame rails
- 280 Amp Leece-Neville brushless alternator
- Heavy duty undercoating body and chassis
- (3) Group 31 batteries; 2100 CCA located in skirt battery box with roll out tray. Battery Disconnect switch
- Cruise Control, Tachometer, High idle switch, Hourmeter, Voltmeter, Digital clock
- Tilt/Telescopic power steering
- 11R x 22.5 Kumho, LRH, Tires
- Black steel 10-stud disc wheels 8.25 x 22.5
- Steel reinforced front & rear bumpers; black
- 12K Front axle / 23,000# Rear axle; 5.29 axle ratio
- Front and rear oil lubed bearings
- Hendrickson variable tapered front springs
- Hendrickson air ride suspension rear
- Daytime running lamps
- Intermittent windshield wipers w/one gal. reservoir
- Glove Box located in right side dash area with locking door latch

Body Specifications

- 77 Passenger seated for 77 passengers
- 2026 Blue Bird Vision BBCV 3310 School Bus
- Colorado Rack & Load compliant
- Kentucky Pole Test compliant
- 77" Headroom
- Continuous one-piece roof bows, no welds
- All steel body construction.
- Complete fiberglass insulation
- Acoustical ceiling panels in first two sections
- First aid kit, body fluid clean-up kit, 5lb. Fire extinguisher, Triangle warning devices, 112 db backup alarm, & belt cutter
- Ext. electrical access under driver window; locking
- Passenger dome lamps each side above windows
- Driver dome on separate switch
- LED headlamps, clearance/marker/ID, skirt mounted boarding light, stepwell lamp, side body amber turn signals, backup, rear turn signals, & brakes. Strobing LED warning lamps.
- Pre-trip ext. light test / Post trip Child reminder
- Accessory power socket w/cap
- Dual stop arms with two red LED lamps
- Interior mirror w/ adjustable visor
- Rosco remote controlled rearview mirrors & Crossview mirrors
- Left & right side hand rails at entry
- Outward opening entrance door
- Rear emergency door with buzzer
- Spring loaded fuel filler door
- (2) Roof hatches / (4) Push-out windows w/buzzers
- Four piece flat, shaded & tinted windshield
- Light tint laminated driver's window with latch
- Split sash aluminum frame laminated windows
- 3 Point Lap/Shoulder seat belts for all passengers
- School bus seats w/fire-block upholstery
- Suspension driver seat; gray vinyl w/ high visibility orange 3 pt. seatbelt w/ audible buzzer/warning light
- Driver's console to left of driver
- LH Armrest with driver storage on console
- Three step "bolt-in" stepwell w/pebble tread rubber
- Plywood sub floor
- Rubber floor covering; ribbed aisle w/ trim
- Full reflective material package excluding bumpers
- (4) Rub rails painted black
- National School Bus Yellow exterior paint
- White interior paint
- 90,000 BTU Front heater/defroster
- Mud flaps on front and rear



Warranty: Blue Bird 5 year/100,000 mile Std. Limited warranty. Allison 7 year Transmission warranty. Cummins 5 year/100,000 mile engine warranty.

Included Optional Items

1. Electronic stability control
2. Adjustable Pedals
3. Cup Holder located in dash to right of driver.
4. Overhead driver interior storage above driver window; locking
5. Driver fan with 2 speed rocker style switch. Located upper center of windshield.
6. Self-Contained LED roof mounted strobe light. Clear lens.
7. Emergency override switch for warning lamps
8. AM/FM/MP3/USB/AUX/BT/PA stereo with eight interior speakers and handheld mic
9. Air operated dual LED stop arms
10. First Light illuminated SCHOOL BUS signs front and rear
11. 6 x 30 Interior mirror with built in monitor with front and rear-view backup camera
12. Rosco remote controlled exterior rear view mirrors
13. Air operated entrance door
14. Keyed vandal lock on entrance door and slide bolt lock w/starter interrupt on rear emergency door.
15. Locking fuel filler door
16. Dark tint laminated side, rear, and rear door glass. Light tint laminated entrance door and driver's window.
17. Black window frames for passengers and driver
18. Air operated driver's seat gray with cloth insert, RH armrest and lumbar support
19. Modesty panel on LH and RH barriers
20. 13 Rows of 39" IMMI 3pt. lap/shoulder belt school bus bench seats
21. Gray fire-block upholstery on barriers and seats
22. ½" Plywood subfloor
23. Black rubber floor covering with ribbed aisle
24. White painted roof
25. Chassis grille outside surround painted silver with black air intake
26. 80,000 BTU rear heater with constant torque hose clamps
27. Bronze 2/10 Warranty. Premium limited warranty in addition to the standard limited warranty for a period is 2 years with no odometer limit.

Dealer Added Options

1. **GRANBURY I.S.D.** 6" black block style long lasting vinyl
2. DOT inspection
3. Delivery to customer
4. AC with evaporators front/rear, mid-mount with dash air. Dual TM21 skirt mounted condensers.

Additional Options (Not included / Price separately)

1. Not applicable

Stock units are subject to prior sale. A PO is required to secure an order. Remit PO to rushbus@rushenterprises.com. Fees associated with any purchasing co-op are not included in pricing. Applicable co-op fees must be applied as a separate line item on the PO. Delivery terms are estimated 30-60 days ARO. Transportation Code Sec. 2251.021 Subchapter B.a. - Payment terms NET 30.

In light of ongoing supply chain issues, pricing is subject to adjustment at any time to offset Rush's increases in the cost of supplies or freight, or as a result of other charges imposed on Rush by its suppliers ("Price Adjustment"). At the District's request, Rush will provide documentation to the District supporting such Price Adjustment. Price Adjustments will be passed through to the District by Rush at Rush's cost with no increase. OEM build schedules and delivery time frames cannot be guaranteed at this time. Rush will make every effort to deliver buses as soon as possible from time of receipt of an order but any dates given are estimates only, not guarantees, and are subject to change at any time.

NOTE: Blue Bird is reserving the right to implement a tariff surcharge on bus sales at time of invoice on the total invoiced price dependent on the implementation of tariffs on Mexican, Canadian and/or Chinese imports.

CARB Disclosure – State and Local Government

Purchaser understands and acknowledges that the vehicle(s) being offered for sale by Rush (“Vehicle(s)”) have been/will be built by the manufacturer to meet applicable environmental or health requirements, including but not limited to, regulations of the California Air Resources Board (“CARB Regulations”) and EPA, based on the state of registration or state of primary use as of the Vehicle’s build date (“Environmental Standards”).

For state and local governments, the state of registration and state of primary use is deemed to be, and Rush will sell vehicles to purchaser based on, the state where the purchaser is located. **Unless purchaser is located in California, Rush is offering Vehicles for sale to Purchaser that do NOT have a CARB-compliant engine.**

Vehicles that do not have a CARB-compliant engine do not currently meet standards for registration or resale to a purchaser located in the state of California and use of the Vehicle in California may not comply with the Environmental Standards in California, including CARB Regulations and the requirements of the California Health and Safety Code. Further, a vehicle operated in California may be subject to the CARB Advanced Clean Fleets (“ACF”) regulations. Therefore, a purchaser operating a vehicle in California could be subject to requirements to reduce emissions of air pollutants. For more information, please visit the CARB ACF webpage at <https://ww2.arb.ca.gov/our-work/programs/advanced-clean-fleets>.

If purchaser desires to register and/or primarily operate a Vehicle in California, purchaser must purchase a CARB-compliant engine (e.g. mitigated legacy engine or hardware compliant engine). Examples of “primary use” of a vehicle in a state include garaging or maintaining of a vehicle in a state, the assignment of a vehicle to a state, domiciling, controlling or dispatching a vehicle from within a state and/or significant use within a state. Purchaser acknowledges that the forgoing does not constitute an exhaustive list of uses of a vehicle that may constitute “primary use.” Purchase of vehicles with CARB-compliant engines are subject to availability.

Purchaser acknowledges and agrees that it will be solely responsible and liable for any alleged violations of any Environmental Standards arising out of its purchase, possession, registration, operation, reporting, resale or other use or disposition of the Vehicle(s).

Notice Regarding Security Interest and Payment of Purchase Price

1. BMO Harris Bank N.A. or Navistar Capital (collectively, "Bank") financed or will finance the acquisition of each vehicle that Rush Enterprises, Inc. and its subsidiaries ("Rush") will in turn sell to you on deferred payment terms ("Vehicle"). Bank's agreement with Rush requires that Bank's security interest in each Vehicle continue until Bank receives the full amount that Bank financed for such Vehicle. Based on that agreement, your purchase of a Vehicle will be subject to Bank's prior, unrelinquished security interest, which will continue until Bank receives the total amount that Bank financed for such Vehicle.
2. By written notice to you, Bank may require you to pay the purchase price for Vehicles directly to Bank. If you pay any portion of the purchase price for a Vehicle directly to Bank, Rush will credit such payment(s) against the amount you owe to Rush.



53 Passenger School Bus



Granbury ISD – Quote #236146

This quoted bus meets or exceeds all 2018 State of Texas Specifications for School buses as published by the Texas Department of Public Safety.

Chassis Specifications

- Cummins B6.7L diesel engine 200 HP @ 600 ft-lb
- 2025 Emission compliant
- 15 Gal. DEF tank
- Road Speed governor set at 65 MPH
- Left side exhaust through rear bumper
- 217" Wheelbase
- Allison PTS 2500 Automatic Transmission 5 Speed
- Dual air brakes w/ABS, auto slack adjusters & Bendix air dryer
- 60 Gal. Fuel tank located between the frame rails
- 325 Amp Leece-Neville brushless alternator
- Heavy duty undercoating body and chassis
- (3) Group 31 batteries; 2100 CCA located in skirt battery box with roll out tray. Battery Disconnect switch
- Cruise Control, Tachometer, High idle switch, Hourmeter, Voltmeter, Digital clock
- 16.7" diameter, flat bottom steering wheel, Driver Air Bag, Tilt/Telescopic power steering
- 255/70R22.5 Kumho, LRH, Tires
- Black steel 10-stud disc wheels 8.25 x 22.5
- Steel reinforced front & rear bumpers; black
- 12K Front axle / 21,000# Rear axle; 5.29 axle ratio
- Front and rear oil lubed bearings
- Hendrickson variable tapered front springs
- Hendrickson air ride suspension rear
- Daytime running lamps
- Intermittent windshield wipers w/one gal. reservoir
- Glove Box located in right side dash area with locking door latch

Body Specifications

- 53 Passenger seated for 48 passengers
- 2026 Blue Bird Vision BBCV 2610 School Bus
- Colorado Rack & Load compliant
- Kentucky Pole Test compliant
- 77" Headroom
- Continuous one-piece roof bows, no welds
- All steel body construction.
- Complete fiberglass insulation
- Acoustical ceiling panels in first two sections
- First aid kit, body fluid clean-up kit, 5lb. Fire extinguisher, Triangle warning devices, 112 db backup alarm, & belt cutter
- Passenger dome lamps each side above windows
- Driver dome on separate switch
- LED headlamps, clearance/marker/ID, skirt mounted boarding light, stepwell lamp, side body amber turn signals, backup, rear turn signals, & brakes. Strobing LED warning lamps. LED dome at lift door.
- Pre-trip ext. light test / Post trip Child reminder
- Accessory power socket w/cap
- Dual stop arms with two red LED lamps
- Interior mirror w/ adjustable visor
- Rosco remote controlled rearview mirrors & Crossview mirrors
- Left & right side hand rails at entry
- Outward opening entrance door
- Rear emergency door with buzzer
- Spring loaded fuel filler door
- (2) Roof hatches / (4) Push-out windows w/buzzers
- Four piece flat, shaded & tinted windshield
- Light tint laminated driver's window with latch
- Split sash aluminum frame laminated windows
- 3 Point Lap/Shoulder seat belts for all passengers
- School bus seats w/fire-block upholstery
- Suspension driver seat; gray vinyl w/ high visibility orange 3 pt. seatbelt w/ audible buzzer/warning light
- Driver's console to left of driver
- LH Armrest with driver storage on console
- Three step "bolt-in" stepwell w/pebble tread rubber
- Plywood sub floor
- Rubber floor covering; ribbed aisle w/ trim
- Full reflective material package excluding bumpers
- (4) Rub rails painted black
- National School Bus Yellow exterior paint
- White interior paint
- 90,000 BTU Front heater/defroster
- Mud flaps on front and rear



Warranty: Blue Bird 5 year/100,000 mile Std. Limited warranty. Allison 7 year Transmission warranty. Cummins 5 year/100,000 mile engine warranty.

Included Optional Items

1. Electronic stability control
2. Adjustable Pedals
3. Cup Holder located in dash to right of driver.
4. Overhead driver interior storage above driver window; locking
5. Driver fan with 2 speed rocker style switch. Located upper center of windshield.
6. Self-Contained LED roof mounted strobe light. Clear lens.
7. Dual switch operated interior dome lamps control front and rear domes independently.
8. Emergency override switch for warning lamps
9. AM/FM/MP3/USB/AUX/BT/PA stereo with eight interior speakers and handheld mic
10. Air operated dual LED stop arms
11. 6 x 30 Interior mirror with built in monitor with front and rear-view backup camera
12. Air operated entrance door
13. Keyed vandal lock on entrance door and slide bolt lock w/starter interrupt on rear emergency door. Slide bolt lock with buzzer lift door.
14. Locking fuel filler door
15. Dark tint laminated side, rear, and rear door glass. Dark tint laminated side, rear, lift door & rear door glass. Light tint laminated entrance door and driver's window.
16. Black window frames for passengers and driver
17. Modesty panel on LH and RH barriers
18. Five rows of 39" IMMI school bus seats with 3pt. lap/shoulder belt.
19. First two rows of seats to include integrated child restraint positions, 1 per seat; total 4 positions (see floor plan)
20. Three positions using 4 channel flush mounted "L" track, two positions at left rear of bus and one position on right in front of lift. Six 39" IMMI 3pt. lap/shoulder track mounted seats over all wheelchair positions
21. Three sets of retractor type tie downs, QRT MAX, knobless auto-locking and auto-tensioning with occupant restraints and storage bags.
22. Braun 1000# capacity fully automatic w/ 34" x 51" platform compliant w/ FMVSS 403 & 404 mounted at right rear of bus. Includes additional interlock safety belt. *(includes all TX Spec required special needs equipment)*
23. Gray fire-block upholstery on barriers and seats
24. Air operated driver's seat gray with cloth insert, RH armrest and lumbar support
25. 3/4" Treated plywood subfloor
26. Flat floor design
27. Black rubber floor covering with ribbed aisle
28. White painted roof
29. Chassis grille outside surround painted silver with black air intake
30. 80,000 BTU rear heater with constant torque hose clamps
31. 137,500 BTU Factory installed AC system with front and rear in wall evaporator plus in dash. Dual TM 21 compressors.
32. Bronze 2/10 Warranty. Premium limited warranty in addition to the standard limited warranty for a period is 2 years with no odometer limit.

Dealer Added Options

1. **GRANBURY I.S.D.** 6" black block style long lasting vinyl
2. DOT inspection
3. Delivery to customer

Additional Options (Not included / Price separately)

1. Not applicable

Stock units are subject to prior sale. A PO is required to secure an order. Remit PO to rushbus@rushenterprises.com. Fees associated with any purchasing co-op are not included in pricing. Applicable co-op fees must be applied as a separate line item on the PO. Delivery terms are estimated 30-60 days ARO. Transportation Code Sec. 2251.021 Subchapter B.a. - Payment terms NET 30.

In light of ongoing supply chain issues, pricing is subject to adjustment at any time to offset Rush's increases in the cost of supplies or freight, or as a result of other charges imposed on Rush by its suppliers ("Price Adjustment"). At the District's request, Rush will provide documentation to the District supporting such Price Adjustment. Price Adjustments will be passed through to the District by Rush at Rush's cost with no increase. OEM build schedules and delivery time frames cannot be guaranteed at this time. Rush will make every effort to deliver buses as soon as possible from time of receipt of an order but any dates given are estimates only, not guarantees, and are subject to change at any time.

NOTE: Blue Bird is reserving the right to implement a tariff surcharge on bus sales at time of invoice on the total invoiced price dependent on the implementation of tariffs on Mexican, Canadian and/or Chinese imports.

Quote #236146



77 Passenger School Bus



Granbury ISD - Quote #238568

This quoted bus meets or exceeds all 2018 State of Texas Specifications for School buses as published by the Texas Department of Public Safety.

Chassis Specifications

- Ford/Roush 7.3L Gas, 350 HP, 468 ft-lb
- 2025 Emission compliant
- Road Speed governor set at 65 MPH
- Left side exhaust through rear bumper
- 273" Wheelbase
- Ford 6R140 automatic transmission. 6 speed
- Dual air brakes w/ABS, auto slack adjusters & Bendix air dryer
- 100 Gal. Fuel tank located between the frame rails
- 280 Amp Leece-Neville brushless alternator
- (3) Group 31 batteries; 2100 CCA located in skirt battery box with roll out tray. Battery Disconnect switch
- Cruise Control, Tachometer, Hourmeter, Voltmeter, Digital clock
- Tilt/Telescopic power steering
- 11R x 22.5 Kumho, LRH, Tires
- Black steel 10-stud disc wheels 8.25 x 22.5
- Steel reinforced front & rear bumpers; black
- 12K Front axle / 23,000# Rear axle; 5.29 axle ratio
- Front and rear oil lubed bearings
- Hendrickson variable tapered front springs
- Hendrickson air ride suspension rear
- Daytime running lamps
- Intermittent windshield wipers w/one gal. reservoir
- Heavy duty undercoating for body and chassis complete
- Glove Box located in right side dash area with locking door latch
- Rear tow hooks

Body Specifications

- 77 Passenger capacity seated for 77 passengers
- 2026 Blue Bird Vision BBCV 3310 School Bus
- Meets Colorado Rack & Load requirements
- Kentucky Pole Test compliant
- 77" Headroom
- Continuous one-piece roof bows, no welds
- All steel body construction.
- Complete fiberglass insulation
- Acoustical ceiling panels in first two sections
- First aid kit, body fluid clean-up kit, 5lb. Fire extinguisher, Triangle warning devices, 112 db backup alarm, and belt cutter
- Passenger dome lamps each side above windows
- Driver dome on separate switch
- LED headlamps, clearance/marker/ID, side body mounted amber turn signals; one per side, skirt-mounted boarding light, stepwell lamp, backup, rear turn signals, & brakes. Strobing LED warning lamps.
- Pre-trip ext. light test / Post trip Child reminder
- Accessory power socket w/cap
- Dual stop arms with two red LED lamps
- Interior mirror w/ adjustable visor
- Rosco remote controlled rearview mirrors & Crossview mirrors
- Left & right side hand rails at entry
- Outward opening entrance door
- Rear emergency door with buzzer
- Spring loaded fuel filler door
- (2) Roof hatches / (4) Push-out windows w/buzzers
- Four piece flat, shaded & tinted windshield
- Light tint laminated driver's window with latch
- Split sash aluminum frame laminated windows
- School bus seats w/fire-block upholstery
- Suspension driver seat; gray vinyl w/ high visibility orange 3 pt. seatbelt w/ audible buzzer/warning light
- Driver's console to left of driver
- LH Armrest with driver storage on console
- Three step "bolt-in" stepwell w/pebble tread rubber
- Plywood sub floor
- Rubber floor covering; ribbed aisle w/ trim
- Full reflective material package excluding bumpers
- (4) Rub rails painted black
- National School Bus Yellow exterior paint
- White interior paint
- 90,000 BTU Front heater/defroster
- Mud flaps on front and rear



Warranty: 5 year/100,000 mile warranty on body shell, paint adhesion, seat frames & engine. 5 year / Unlimited Transmission warranty

Included Optional Items

1. Electronic stability control
2. Adjustable Pedals
3. Cup Holder located in dash to right of driver.
4. Overhead driver interior storage above driver window; locking
5. Driver fan with 2 speed rocker style switch. Located upper center of windshield
6. Self-Contained LED roof mounted strobe light. Clear lens.
7. Emergency override switch for warning lamps
8. AM/FM/MP3/USB/AUX/BT/PA stereo with eight interior speakers and handheld mic
9. Air operated dual LED stop arms
10. First Light illuminated SCHOOL BUS signs front and rear
11. 6 x 30 Interior mirror with built in monitor with front and rear-view backup camera
12. Rosco remote controlled exterior rear view mirrors
13. Air operated entrance door
14. Keyed vandal lock on entrance door and slide bolt lock w/starter interrupt on rear emergency door.
15. Locking fuel filler door
16. Dark tint laminated side, rear, and rear door glass. Light tint laminated entrance door and driver's window.
17. Black window frames for passengers and driver
18. Air operated driver's seat gray with cloth insert, RH armrest and lumbar support
19. Modesty panel on LH and RH barriers
20. 13 Rows of 39" IMMI 3pt. lap/shoulder belt school bus bench seats
21. Gray fire-block upholstery on barriers and seats
22. ½" Plywood subfloor
23. Black rubber floor covering with ribbed aisle
24. White painted roof
25. Chassis grille outside surround painted silver with black air intake
26. 80,000 BTU rear heater with booster pump and constant torque hose clamps
27. Bronze 2/10 Warranty. Premium limited warranty in addition to the standard limited warranty for a period is 2 years with no odometer limit.

Dealer Added Options

1. **GRANBURY .I.S.D.** lettering 6" black block style long lasting vinyl
2. Delivery to customer
3. DOT Inspection upon delivery
4. AC with evaporators front/rear, mid-mount with dash air. Dual TM21 skirt mounted condensers.

Additional Options (Not included / Price separately)

1. Not applicable

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NOTE: Blue Bird is reserving the right to implement a tariff surcharge on bus sales at time of invoice on the total invoiced price dependent on the implementation of tariffs on Mexican, Canadian and/or Chinese imports.

Quote #238568

CARB Disclosure – State and Local Government

Purchaser understands and acknowledges that the vehicle(s) being offered for sale by Rush (“Vehicle(s)”) have been/will be built by the manufacturer to meet applicable environmental or health requirements, including but not limited to, regulations of the California Air Resources Board (“CARB Regulations”) and EPA, based on the state of registration or state of primary use as of the Vehicle’s build date (“Environmental Standards”).

For state and local governments, the state of registration and state of primary use is deemed to be, and Rush will sell vehicles to purchaser based on, the state where the purchaser is located. **Unless purchaser is located in California, Rush is offering Vehicles for sale to Purchaser that do NOT have a CARB-compliant engine.**

Vehicles that do not have a CARB-compliant engine do not currently meet standards for registration or resale to a purchaser located in the state of California and use of the Vehicle in California may not comply with the Environmental Standards in California, including CARB Regulations and the requirements of the California Health and Safety Code. Further, a vehicle operated in California may be subject to the CARB Advanced Clean Fleets (“ACF”) regulations. Therefore, a purchaser operating a vehicle in California could be subject to requirements to reduce emissions of air pollutants. For more information, please visit the CARB ACF webpage at <https://ww2.arb.ca.gov/our-work/programs/advanced-clean-fleets>.

If purchaser desires to register and/or primarily operate a Vehicle in California, purchaser must purchase a CARB-compliant engine (e.g. mitigated legacy engine or hardware compliant engine). Examples of “primary use” of a vehicle in a state include garaging or maintaining of a vehicle in a state, the assignment of a vehicle to a state, domiciling, controlling or dispatching a vehicle from within a state and/or significant use within a state. Purchaser acknowledges that the foregoing does not constitute an exhaustive list of uses of a vehicle that may constitute “primary use.” Purchase of vehicles with CARB-compliant engines are subject to availability.

Purchaser acknowledges and agrees that it will be solely responsible and liable for any alleged violations of any Environmental Standards arising out of its purchase, possession, registration, operation, reporting, resale or other use or disposition of the Vehicle(s).

Notice Regarding Security Interest and Payment of Purchase Price

1. BMO Harris Bank N.A. or Navistar Capital (collectively, "Bank") financed or will finance the acquisition of each vehicle that Rush Enterprises, Inc. and its subsidiaries ("Rush") will in turn sell to you on deferred payment terms ("Vehicle"). Bank's agreement with Rush requires that Bank's security interest in each Vehicle continue until Bank receives the full amount that Bank financed for such Vehicle. Based on that agreement, your purchase of a Vehicle will be subject to Bank's prior, unrelinquished security interest, which will continue until Bank receives the total amount that Bank financed for such Vehicle.
2. By written notice to you, Bank may require you to pay the purchase price for Vehicles directly to Bank. If you pay any portion of the purchase price for a Vehicle directly to Bank, Rush will credit such payment(s) against the amount you owe to Rush.

**GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS**

To: Board of Trustees
Date: October 13, 2025
For: Discussion

TO: Dr. Courtney Morawski, Superintendent
FROM: Houcine Chraibi
DATE: October 20, 2025
RE: RFQ Audit Services

RFQ SUMMARY

The District publicly advertised in Hood County News and issued RFQ #2025-1009 for Annual Financial Audit Services for the fiscal year ending August 31, 2026, with the option to renew annually for up to four additional years. The submission deadline was September 30, 2025 at 2:00 PM.

EXECUTIVE SUMMARY

After a comprehensive evaluation of six qualified CPA firms responding to RFQ-1009, we recommend Snow Garrett Williams as our first choice for external audit services, with Pattillo, Brown & Hill as our second choice.

EVALUATION PROCESS

The evaluation committee consisting of Emmett Whitefield, Houcine Chraibi, and Kathy Butler reviewed proposals from the following firms:

1. Snow Garrett Williams
2. Pattillo, Brown & Hill
3. Whitley Penn LLP
4. Edgin, Parkman, Fleming & Fleming, PC
5. Crowe LLP
6. Hankins Eastup

Each firm was scored on multiple criteria including:

- Firm qualifications and experience
- Team expertise and continuity
- School district specialization
- Meeting timeline requirements
- Quality assurance and peer reviews
- References from comparable districts

SCORING SUMMARY

Firm	Emmett	Houcine	Kathy	Average	Ranking
Snow Garrett Williams	94	99	95	96.0	1st
Pattillo, Brown & Hill	94	93	90	92.3	2nd
Whitley Penn	93	97	86	92.0	3rd
Hankins Eastup	87	80	85	84.0	4th
Edgin, Parkman, Fleming & Fleming	90	74	80	81.3	5th
Crowe	77	81	60	72.7	6th

RECOMMENDATION: SNOW GARRETT WILLIAMS

Strengths:

- Local presence - Based in Weatherford with 40+ years serving the region
- Extensive school district experience - Currently audits 22 independent school districts
- Proven continuity - Same team has worked with Granbury ISD for 7 years

- Strong regional expertise - Over 50 governmental/nonprofit clients in Region 11
- Partner involvement - Rick Kline (engagement partner) with 24 years experience will be actively on-site
- Manager expertise - Duncan Ely has been with the firm since 2018 and directly involved with GISD audit for 7 years
- Quality assurance - Passed peer review in 2023; members of AICPA and GAQC
- Comparable district experience - References include districts of similar size

Key Personnel:

- Rick Kline, CPA - Engagement Partner (24 years experience)
- Duncan Ely, CPA - Manager (7 years with firm, 7 years with GISD)
- Kathy Williams, CPA - Concurring Review Partner (30+ years governmental audit experience)

Timeline Commitment:

- Meets all required deadlines
- Committed to December Board presentation
- Established relationship minimizes learning curve

Score: 96.0 average (Emmett: 94, Houcine: 99, Kathy: 95)

SECOND RECOMMENDATION: PATTILLO, BROWN & HILL

Strengths:

- School district specialists - 37 current Texas independent school districts
- Deep experience - Established in 1923; 25+ years experience with governmental entities
- Strong qualifications - Lead partner has 25 years experience; manager has 5+ years
- Quality team - All team members work exclusively on local government engagements
- Good standing - Passed peer review in 2022
- 40 hours annual training - Staff maintains current expertise in governmental auditing
- Comparable references - Provided 5 reference districts with 8-34 years of engagement

Key Personnel:

- Paula Lowe, CPA - Engagement Partner (25 years school district auditing)
- John K. Manning, CPA - Concurring Partner (25 years school district auditing)
- Jacob Bowman, CPA - Manager (5 years school district auditing)
- Brenda Ogden, CPA - Senior Auditor (3 years school district auditing)

Considerations:

- While highly qualified, slightly less local presence than Snow Garrett
- Strong alternative if first choice unavailable

Score: 92.3 average (Emmett: 94, Houcine: 93, Kathy: 90)

OTHER FIRMS CONSIDERED

Whitley Penn (92.0 average - Emmett: 93, Houcine: 97, Kathy: 86)

- Strong qualifications but may require more district support
- Concern about level of partner on-site involvement during fieldwork
- Large firm with 850-900 employees across multiple offices
- Kathy noted concerns about workload expectations on district staff

Hankins Eastup (84.0 average - Emmett: 87, Houcine: 80, Kathy: 85)

- 57 years experience in Texas public schools
- 52 school districts served
- Established in 1968
- Timeline concerns regarding September fieldwork availability
- Not clear on partner being on-site during fieldwork

Edgin, Parkman, Fleming & Fleming (81.3 average - Emmett: 90, Houcine: 74, Kathy: 80)

- 100+ combined years of experience among partners
- 26 current school districts
- Established in 2005
- Good qualifications but concerns about engagement partner's limited school district experience (graduated 1988, but unclear years in districts)
- Senior staff member only has 3 years experience

Crowe (72.7 average - Emmett: 77, Houcine: 81, Kathy: 60)

- National firm with extensive resources
- 50+ districts served
- Significant concerns about adequate partner assignment given large portfolio
- May not provide same level of personalized service as regional firms
- Concerns about quality of auditors assigned and timeline flexibility

RECOMMENDATION

We recommend the Board approve Snow Garrett Williams as the external auditor for Granbury ISD, with Pattillo, Brown & Hill as the alternate selection.

Both firms demonstrate:

- Exceptional school district expertise
- Proven track records with comparable Texas ISDs
- Qualified teams committed to our engagement
- Ability to meet all timeline requirements
- Strong quality assurance and peer reviews

Once the board confirms a recommendation then the district can request a fee schedule from the awarded firm. If negotiations fail then a fee schedule can be requested from the second firm.

Houcine Chraibi

Houcine Chraibi
Assistant Director of Finance

Staff Person Responsible: Emmett Whitefield
Houcine Chraibi
Kathy Butler

Date Submitted: October 13, 2025

GRANBURY INDEPENDENT SCHOOL DISTRICT

GISD Board Agenda MEMO

Teaching and Learning Department

****ACTION****

TO: Dr. Courtney Morawski, Superintendent
GISD Board of Trustees

FROM: Leah Dawson
DATE: October 10, 2025
RE: GISD Library Senate Bill 13

SUMMARY:

In accordance with district procedures and Senate Bill 13 regarding library materials selection, I am submitting the September 2025 library book order for review and approval by the Board of Trustees.

This order includes titles selected by campus librarians to support curriculum needs, promote student literacy, and ensure balanced, age-appropriate collections across all grade levels. All titles have been reviewed using the District's Library Materials Selection Criteria and Collection Development Guidelines and comply with state requirements under House Bill 900

Upon Board approval, these materials will be processed and distributed to campus libraries for student access.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the September 2025 library book order as presented.

Respectfully submitted,

Leah Dawson
Student Services Coordinator

Title	Author	Audience	Campus
100 mighty dragons all named Broccoli	LaRochelle, David	Lower Elementary	Elementary
A friend for Eddy	Kim Ha, Ann	Lower Elementary	Elementary
A is for axolotl : an unusual animal ABC	Macorol, Catherine	Lower Elementary	Elementary
A Letter from Your Teacher on the Last Day of Sch	Olsen, Shannon	Lower Elementary	Elementary
A royal conundrum	Yee, Lisa	Upper Elementary	Elementary
A strange thing happened in Cherry Hall	Warga, Jasmine	Upper Elementary	Elementary
A very cranky book	DiTerlizzi, Angela	Lower Elementary	Elementary
Agents of S.U.I.T.	Green, John Patrick	Upper Elementary	Elementary
Agents of S.U.I.T. From Badger to worse	Green, John Patrick	Upper Elementary	Elementary
Ahoy!	Blackall, Sophie	Lower Elementary	Elementary
All at once upon a time	Rockliff, Mara	Lower Elementary	Elementary
Amulet. Book nine,Waverider	Kibuishi, Kazu	Upper Elementary	Elementary
Ankylosaurs: plated dinosaur	Hansen, Grace	Lower Elementary	Elementary
Art club	Doucet, Rashad	Upper Elementary	Elementary
ARTificial intelligence	Biedrzycki, David	Lower Elementary	Elementary
Axolotl : a first field guide to the amphibian that ne	Whited, Jessica LaMae	Lower Elementary	Elementary
Baby-sitters little sister. 10, Karen's prize	Grant, Shauna J	Upper Elementary	Elementary
Beneath	Doerrfeld, Cori	Lower Elementary	Elementary
Best men's soccer players	Krenn, Cara	Lower Elementary	Elementary
Big	Harrison, Vashti	Lower Elementary	Elementary
Big Nate. The gerbil ate my homework	Peirce, Lincoln	Upper Elementary	Elementary
Blue whale vs. mosquito	Pallotta, Jerry	Lower Elementary	Elementary
Bros	Weatherford, Carole Bosto	Lower Elementary	Elementary
Built to last	Le, Minh	Lower Elementary	Elementary
Bumps in the night	Howard, Amalie	Upper Elementary	Elementary
Butt or face? Vol. 3,Super gross butts	Lavelle, Kari	Lower Elementary	Elementary
Caitlin Clark vs Cheryl Miller: who would win?	Roggio, Sarah	Upper Elementary	Elementary
Ceratopsians: horned-face dinosaurs	Hansen, Grace	Lower Elementary	Elementary
Cheerleading	Eberth, Kristin	Lower Elementary	Elementary
Chipmunks	Zobel, Derek	Lower Elementary	Elementary
Chomp! : the truth about sharks	Whipple, Annette	Lower Elementary	Elementary
Chomp! : the truth about sharks	Whipple, Annette	Lower Elementary	Elementary
Chooch helped	Rogers, Andrea L	Lower Elementary	Elementary
Coyotes	Green, Emily K	Lower Elementary	Elementary

Title	Author	Audience	Campus
Cranky	Tran, Phuc	Lower Elementary	Elementary
Cristiano Ronaldo: soccer star	Kortemeier, Todd	Upper Elementary	Elementary
Curveball	Cartaya, Pablo	Upper Elementary	Elementary
Darkstalker	Sutherland, Tui	Upper Elementary	Elementary
Deer	Zobel, Derek	Lower Elementary	Elementary
Dog vs. Strawberry	Buchet, Nelly	Lower Elementary	Elementary
Dog Man. The scarlet shedder	Pilkey, Dav	Upper Elementary	Elementary
Erno Rubik and his magic cube	Aradhya, Kerry	Lower Elementary	Elementary
Eyes that weave the world's wonders	Ho, Joanna	Lower Elementary	Elementary
Faker	Korman, Gordon	Upper Elementary	Elementary
Falcon vs. hawk	Pallotta, Jerry	Lower Elementary	Elementary
Ferris	DiCamillo, Kate	Upper Elementary	Elementary
Finding things	Henkes, Kevin	Lower Elementary	Elementary
Flamingos are pretty funky : a (not so) serious guide	Cushman, Abi	Lower Elementary	Elementary
Flat Cat	Lazar, Tara	Lower Elementary	Elementary
Fox versus fox	Tabor, Corey R	Lower Elementary	Elementary
Go and get with Rex	LaRochelle, David	Lower Elementary	Elementary
Golden Gate : building the mighty bridge	Partridge, Elizabeth	Lower Elementary	Elementary
Haiku, ew! : celebrating the disgusting side of nature	Brunelle, Lynn	Lower Elementary	Elementary
Happy St. Patrick's Day from the crayons	Daywalt, Drew	Lower Elementary	Elementary
Hammerhead vs. bull shark	Pallotta, Jerry	Lower Elementary	Elementary
Home in a lunchbox	Mo, Cherry	Lower Elementary	Elementary
Hornet vs. wasp	Pallotta, Jerry	Lower Elementary	Elementary
How dinosaurs went extinct : a safety guide	Dyckman, Ame	Lower Elementary	Elementary
Humphrey's big birthday bash	Birney, Betty G	Lower Elementary	Elementary
Humphrey's creepy-crawly camping adventure	Birney, Betty G	Lower Elementary	Elementary
Humphrey's mixed-up magic trick	Birney, Betty G	Lower Elementary	Elementary
Humphrey's pet show panic	Birney, Betty G	Lower Elementary	Elementary
Humphrey's playful puppy problem	Birney, Betty G	Lower Elementary	Elementary
Humphrey's really wheely racing day	Birney, Betty G	Lower Elementary	Elementary
Humphrey's school fair surprise	Birney, Betty G	Lower Elementary	Elementary
Humphrey's treasure hunt trouble	Birney, Betty G	Lower Elementary	Elementary
Hyena vs. Honey Badger	Pallotta, Jerry	Lower Elementary	Elementary
I quit	Tracy, Kristen	Lower Elementary	Elementary

Title	Author	Audience	Campus
I survived the battle of D-Day, 1944	Ball, Georgia	Upper Elementary	Elementary
I survived the destruction of Pompeii, AD 79	Ball, Georgia	Upper Elementary	Elementary
I survived the Great Molasses Flood, 1919	Ball, Georgia	Upper Elementary	Elementary
I totally funniest: a middle school story	Patterson, James	Upper Elementary	Elementary
If you decide to go to the moon	McNulty, Faith	Lower Elementary	Elementary
I'm sorry you got mad	Lukoff, Kyle	Lower Elementary	Elementary
InvestiGators	Green, John Patrick	Upper Elementary	Elementary
InvestiGators. All tide up	Green, John Patrick	Upper Elementary	Elementary
InvestiGators. Ants in our P. A. N. T. S.	Green, John Patrick	Upper Elementary	Elementary
InvestiGators. Braver and boulder	Green, John Patrick	Upper Elementary	Elementary
InvestiGators. Class action	Green, John Patrick	Upper Elementary	Elementary
InvestiGators. Heist and seek	Green, John Patrick	Upper Elementary	Elementary
InvestiGators. Off the hook	Green, John Patrick	Upper Elementary	Elementary
InvestiGators. Take the plunge	Green, John Patrick	Upper Elementary	Elementary
It happened to Anna	Mejia, Tehlor Kay	Upper Elementary	Elementary
Joe Burrow vs. Dan Marino: who would win?	Gigliotti, Jim	Upper Elementary	Elementary
Justin Jefferson vs. Randy Moss: who would win?	Gigliotti, Jim	Upper Elementary	Elementary
Knight Owl and Early Bird	Denise, Christopher	Lower Elementary	Elementary
Komodo dragon vs. king cobra	Pallotta, Jerry	Lower Elementary	Elementary
Lebron James vs. Michael Jordan: who would win?	Greenberg, Keith Elliot	Upper Elementary	Elementary
Life after whale : the amazing ecosystem of a whale	Brunelle, Lynn	Lower Elementary	Elementary
Lionel Messi: soccer star	Moon, Derek	Upper Elementary	Elementary
Lucky duck	Pizzoli, Greg	Lower Elementary	Elementary
Magic tree house. 6,Afternoon on the Amazon	Laird, Jenny	Lower Elementary	Elementary
Magic tree house. 7,Sunset of the sabertooth	Laird, Jenny	Lower Elementary	Elementary
Major League Soccer	Moon, Derek	Upper Elementary	Elementary
Many things at once	Hiranandani, Veera	Lower Elementary	Elementary
Meow! : the truth about cats	Whipple, Annette	Lower Elementary	Elementary
Messi and Ronaldo: who is the greatest?	Illugi Jokulsson	Upper Elementary	Elementary
Mr. Fox's game of "No!"	LaRochelle, David	Lower Elementary	Elementary
My daddy is a cowboy	Seales, Stephanie	Lower Elementary	Elementary
My life at the bottom : the story of a lonesome axolotl	Bondestam, Linda	Lower Elementary	Elementary
Narwhal : unicorn of the Arctic	Fleming, Candace	Lower Elementary	Elementary
Night of the living head	Hanna Alkaf	Upper Elementary	Elementary

Title	Author	Audience	Campus
No brainer	Kinney, Jeff	Middle School	Elementary
No cats in the library	Emmons, Lauren	Lower Elementary	Elementary
Not perfect	Myers, Maya	Lower Elementary	Elementary
Once they see you : 13 stories to shiver and shock	Allen, Josh	Upper Elementary	Elementary
Ornithopods: two-footed dinosaurs	Hansen, Grace	Lower Elementary	Elementary
Orris and Timble: the beginning	DiCamillo, Kate	Lower Elementary	Elementary
Our class is a family	Olsen, Shannon	Lower Elementary	Elementary
Penguin problems	John, Jory	Lower Elementary	Elementary
Pete the cat and the missing cupcakes	Dean, Kim	Lower Elementary	Elementary
Pickle words : crunchy, punchy pickles and poetry	Sayre, April Pulley	Lower Elementary	Elementary
Prairie dogs in their ecosystems	Christopher, Sophie	Upper Elementary	Elementary
Punk rock unicorn: another Phoebe and her unicorn	Simpson, Dana	Upper Elementary	Elementary
Read at your own risk	Lai, Remy	Upper Elementary	Elementary
Ribbit! : the truth about frogs	Whipple, Annette	Lower Elementary	Elementary
Salamanders	Borgert-Spaniol, Megan	Lower Elementary	Elementary
Santa's first Christmas	Barnett, Mac	Lower Elementary	Elementary
Sauropods: giant plant-eating dinosaurs	Hansen, Grace	Lower Elementary	Elementary
Slugfest	Korman, Gordon	Upper Elementary	Elementary
Soccer	Dittmer, Lori	Lower Elementary	Elementary
Soccer : great moments, records, and facts	Borth, Teddy	Lower Elementary	Elementary
Spike it volleyball	Crossingham, John	Upper Elementary	Elementary
Stegosaurus : roofed dinosaurs	Hansen, Grace	Lower Elementary	Elementary
Stinetinglers 3	Stine, R. L	Upper Elementary	Elementary
Super Rabbit Boy blasts off!	Flintham, Thomas	Lower Elementary	Elementary
Super Rabbit Boy world!	Flintham, Thomas	Lower Elementary	Elementary
Super Rabbit Boy's team-up trouble!	Flintham, Thomas	Lower Elementary	Elementary
Super Rabbit Boy's time jump!	Flintham, Thomas	Lower Elementary	Elementary
Tell me the difference between a porcupine and a hedgehog	Rockwood, Leigh	Upper Elementary	Elementary
The bad beginning	Snicket, Lemony	Middle School	Elementary
The bad seed	John, Jory	Lower Elementary	Elementary
The big cheese	John, Jory	Lower Elementary	Elementary
The boo hag flex	Ireland, Justina	Upper Elementary	Elementary
The book that almost rhymed	Abed, Omar	Lower Elementary	Elementary
The book that can read your mind	Coppo, Marianna	Lower Elementary	Elementary

Title	Author	Audience	Campus
The color monster : a story about emotions	Llenas, Anna	Lower Elementary	Elementary
The crayons give thanks	Daywalt, Drew	Lower Elementary	Elementary
The crayons go back to school	Daywalt, Drew	Lower Elementary	Elementary
The crayons love our planet	Daywalt, Drew	Lower Elementary	Elementary
The creepening of Dogwood House	Royce, Eden	Upper Elementary	Elementary
The creeping shadow	Stroud, Jonathan	Upper Elementary	Elementary
The day the crayons made friends	Daywalt, Drew	Lower Elementary	Elementary
The dictionary story	Jeffers, Oliver	Lower Elementary	Elementary
The empty grave	Stroud, Jonathan	Upper Elementary	Elementary
The fire station	Munsch, Robert N	Lower Elementary	Elementary
The flames of hope	Sutherland, Tui	Upper Elementary	Elementary
The girl in the walls	Kuyatt, Meg Eden	Upper Elementary	Elementary
The hive queen	Sutherland, Tui	Upper Elementary	Elementary
The hollow boy	Stroud, Jonathan	Upper Elementary	Elementary
The Iguanodon's horn : how artists and scientists	Rubin, Sean	Lower Elementary	Elementary
The kindest red : a story of hijab and friendship	Muhammad, Ibtihaj	Lower Elementary	Elementary
The last zookeeper	Becker, Aaron	Lower Elementary	Elementary
The Library Fish learns to read	Capucilli, Alyssa Satin	Lower Elementary	Elementary
The lightning thief	Riordan, Rick	Middle School	Elementary
The long haul	Kinney, Jeff	Middle School	Elementary
The lost library	Stead, Rebecca	Upper Elementary	Elementary
The loud librarian	Beatrice, Jenna	Lower Elementary	Elementary
The man who didn't like animals	Underwood, Deborah	Lower Elementary	Elementary
The new girl	Calin, Cassandra	Upper Elementary	Elementary
The Night Librarian	Lincoln, Christopher	Upper Elementary	Elementary
The paper bag princess	Munsch, Robert N	Lower Elementary	Elementary
The screaming staircase	Stroud, Jonathan	Upper Elementary	Elementary
The spaceman	Cecil, Randy	Lower Elementary	Elementary
The thirteenth cat	Hahn, Mary Downing	Upper Elementary	Elementary
The three little pugs	Jones, Noah	Lower Elementary	Elementary
The visitors	Mendez, Yamile Saied	Upper Elementary	Elementary
The whispering skull	Stroud, Jonathan	Upper Elementary	Elementary
The wishing spell	Colfer, Chris	Upper Elementary	Elementary
The Winglets quartet : the first four stories	Sutherland, Tui	Upper Elementary	Elementary

Title	Author	Audience	Campus
The wrong book	Daywalt, Drew	Lower Elementary	Elementary
The yellow bus	Long, Loren	Lower Elementary	Elementary
Theropods : meat-eating dinosaurs	Hansen, Grace	Lower Elementary	Elementary
This is a moment	Player, Micah	Lower Elementary	Elementary
This school year will be the best!	Winters, Kay	Lower Elementary	Elementary
To see an owl	Cordell, Matthew	Lower Elementary	Elementary
Troubling tonsils!	Reynolds, Aaron	Lower Elementary	Elementary
Unicorn crush : another Phoebe and her unicorn a	Simpson, Dana	Upper Elementary	Elementary
Unicorn for a day : another Phoebe and her unicolor	Simpson, Dana	Upper Elementary	Elementary
Unicorn time machine : another Phoebe and her u	Simpson, Dana	Upper Elementary	Elementary
Vacation : three-and-a-half stories	Dyckman, Ame	Lower Elementary	Elementary
Volleyball	Osborne, M. K	Upper Elementary	Elementary
What we saw : a thriller	Hahn, Mary Downing	Upper Elementary	Elementary
Whooo knew? : the truth about owls	Whipple, Annette	Lower Elementary	Elementary
Wild places : the life of naturalist David Attenborou	Rocco, Hayley	Lower Elementary	Elementary
Wild turkeys	Schuetz, Kristin	Lower Elementary	Elementary
Wings of fire. The graphic novel.Book one,The dra	Deutsch, Barry	Upper Elementary	Elementary
Wings of fire. The graphic novel.Book seven,Winte	Deutsch, Barry	Upper Elementary	Elementary
Woof! : the truth about dogs	Whipple, Annette	Lower Elementary	Elementary
A Minecraft movie. Welcome to the Overworld!	Shealy, Dennis R	Lower Elementary	Elementary
Alligator vs. python	Pallotta, Jerry	Lower Elementary	Elementary
Babymouse. 1,Queen of the world!	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 10,The musical	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 11,Dragonslayer	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 12,Burns rubber	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 13,Cupcake tycoon	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 14,Mad scientist	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 15,A very Babymouse Christmas	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 16,Babymouse for president	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 17,Extreme Babymouse	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 18,Happy birthday, Babymouse	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 19,Bad babysitter	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 2,Our hero	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 20,Babymouse goes for the gold	Holm, Jennifer L	Upper Elementary	Elementary

Title	Author	Audience	Campus
Babymouse. 3,Beach babe	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 4,Rock star	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 5,Heartbreaker	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 6,Camp Babymouse	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 7,Skater girl	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 8,Puppy love	Holm, Jennifer L	Upper Elementary	Elementary
Babymouse. 9,Monster mash	Holm, Jennifer L	Upper Elementary	Elementary
Bailey's story : a dog's purpose puppy tale	Cameron, W. Bruce	Upper Elementary	Elementary
Barbara Park's Junie B. Jones and the stupid sme	Venable, Colleen A. F	Lower Elementary	Elementary
Because of Winn-Dixie	DiCamillo, Kate	Upper Elementary	Elementary
Bella's story	Cameron, W. Bruce	Upper Elementary	Elementary
Blue whale vs. mosquito	Pallotta, Jerry	Lower Elementary	Elementary
Camp time in California	Osborne, Mary Pope	Lower Elementary	Elementary
Coyote vs. dingo	Pallotta, Jerry	Lower Elementary	Elementary
Damian Lillard	Lowe, Alexander	Upper Elementary	Elementary
Diary of a Minecraft zombie. Book 1,A scare of a d	Zombie, Zack	Upper Elementary	Elementary
Dogtown	Applegate, Katherine	Upper Elementary	Elementary
Dot the ladybug. Dot day	George, K	Lower Elementary	Elementary
Ellie's story	Cameron, W. Bruce	Upper Elementary	Elementary
Falcon vs. hawk	Pallotta, Jerry	Lower Elementary	Elementary
Green ants vs. army ants	Pallotta, Jerry	Lower Elementary	Elementary
Gymnastics challenge	Peters, Stephanie True	Upper Elementary	Elementary
Hammerhead vs. bull shark	Pallotta, Jerry	Lower Elementary	Elementary
High tide in Hawaii	Osborne, Mary Pope	Lower Elementary	Elementary
Hornet vs. wasp	Pallotta, Jerry	Lower Elementary	Elementary
Horseback hardships	Bolte, Mari	Upper Elementary	Elementary
Hyena vs. Honey Badger	Pallotta, Jerry	Lower Elementary	Elementary
In the red zone	Terrell, Brandon	Upper Elementary	Elementary
Inky's amazing escape : how a very smart octopus	Montgomery, Sy	Lower Elementary	Elementary
Jaguar vs. skunk	Pallotta, Jerry	Lower Elementary	Elementary
Killer whale vs. great white shark	Pallotta, Jerry	Lower Elementary	Elementary
Komodo dragon vs. king cobra	Pallotta, Jerry	Lower Elementary	Elementary
Lacey's story	Cameron, W. Bruce	Upper Elementary	Elementary
Lily's story	Cameron, W. Bruce	Upper Elementary	Elementary

Title	Author	Audience	Campus
Lion vs. tiger	Pallotta, Jerry	Lower Elementary	Elementary
Lobster vs. crab	Pallotta, Jerry	Lower Elementary	Elementary
Mary Pope Osborne's Magic tree house. The grap	Laird, Jenny	Lower Elementary	Elementary
Max's story : a puppy tale	Cameron, W. Bruce	Upper Elementary	Elementary
Minecraft. Escape from the Nether!	Eliopulos, Nick	Lower Elementary	Elementary
Minecraft. The sky's the limit!	Eliopulos, Nick	Lower Elementary	Elementary
Molly's story	Cameron, W. Bruce	Upper Elementary	Elementary
Narwhal on a sunny night	Osborne, Mary Pope	Lower Elementary	Elementary
Narwhal's school of awesomeness	Clanton, Ben	Lower Elementary	Elementary
Nat the cat takes a nap	Lerner, Jarrett	Lower Elementary	Elementary
Pizza and Taco. 1,Who's the best?	Shaskan, Stephen	Lower Elementary	Elementary
Pizza and Taco. 2,Best party ever!	Shaskan, Stephen	Lower Elementary	Elementary
Pizza and Taco. 3,Super-awesome comic!	Shaskan, Stephen	Lower Elementary	Elementary
Pizza and Taco. 4,Too cool for school	Shaskan, Stephen	Lower Elementary	Elementary
Pizza and Taco. 5,Rock out!	Shaskan, Stephen	Lower Elementary	Elementary
Pizza and Taco. 6,Dare to be scared!	Shaskan, Stephen	Lower Elementary	Elementary
Pizza and Taco. 7,Wrestling mania!	Shaskan, Stephen	Lower Elementary	Elementary
Pizza and Taco. 8,Best Christmas ever!	Shaskan, Stephen	Lower Elementary	Elementary
Pizza and Taco. 9,Coollest club ever!	Shaskan, Stephen	Lower Elementary	Elementary
Polar bear vs. grizzly bear	Pallotta, Jerry	Lower Elementary	Elementary
Quarterback scramble	Terrell, Brandon	Upper Elementary	Elementary
Rattlesnake vs. secretary bird	Pallotta, Jerry	Lower Elementary	Elementary
Rhino vs. hippo	Pallotta, Jerry	Lower Elementary	Elementary
Shark-cam	Palatini, Margie	Lower Elementary	Elementary
Shelby's story	Cameron, W. Bruce	Upper Elementary	Elementary
Soccer superstar	Terrell, Brandon	Upper Elementary	Elementary
Sunlight on the snow leopard	Osborne, Mary Pope	Lower Elementary	Elementary
Tarantula vs. scorpion	Pallotta, Jerry	Lower Elementary	Elementary
Time of the turtle king	Osborne, Mary Pope	Lower Elementary	Elementary
Toby's story	Cameron, W. Bruce	Upper Elementary	Elementary
Triceratops vs. Spinosaurus	Pallotta, Jerry	Lower Elementary	Elementary
Trick-shot triumph	Mauleon, Daniel	Upper Elementary	Elementary
Tyrannosaurus rex vs. velociraptor	Pallotta, Jerry	Lower Elementary	Elementary
Ultimate bug rumble	Pallotta, Jerry	Lower Elementary	Elementary

Title	Author	Audience	Campus
Ultimate dinosaur rumble	Pallotta, Jerry	Lower Elementary	Elementary
Ultimate jungle rumble	Pallotta, Jerry	Lower Elementary	Elementary
Ultimate ocean rumble	Pallotta, Jerry	Lower Elementary	Elementary
Ultimate Pterosaur rumble	Pallotta, Jerry	Lower Elementary	Elementary
Ultimate reptile rumble	Pallotta, Jerry	Lower Elementary	Elementary
Ultimate shark rumble	Pallotta, Jerry	Lower Elementary	Elementary
Ultimate small shark rumble	Pallotta, Jerry	Lower Elementary	Elementary
Walrus vs. elephant seal	Pallotta, Jerry	Lower Elementary	Elementary
Whale vs. giant squid	Pallotta, Jerry	Lower Elementary	Elementary
Wolverine vs. Tasmanian devil	Pallotta, Jerry	Lower Elementary	Elementary
Worm and Caterpillar are friends	Windness, Kaz	Lower Elementary	Elementary
Last Lemonade Standing	Keene, Carolyn	3.7	Middle School
Chimpanzee Spree	Keene, Carolyn	2	Middle School
Great Goat Gaffe	Keene, Carolyn	3	Middle School
Big Island Burglary	Keene, Carolyn	4.2	Middle School
Turkey Trot Plot	Keene, Carolyn	4	Middle School
Duck Derby Debacle	Keene, Carolyn	3	Middle School
Movie Madness	Keene, Carolyn	3.9	Middle School
Pool Party Puzzler	Keene, Carolyn	3.7	Middle School
Puppy Love Prank	Keene, Carolyn	4.7	Middle School
Clue at Black Creek Farm	Keene, Carolyn	4.8	Middle School
Valentine's Day Sweets and Treats	Keene, Carolyn	3	Middle School
Halloween Sweets and Treats	Owen, Ruth	3	Middle School
Thanksgiving Sweets and Treats	Owen, Ruth	3	Middle School
Complete Cookbook for Young Chefs	Randall, Ronne	3	Middle School
Alexis's Half-Baked Idea	America's Test Kitchen Kid	4.6	Middle School
Alexis's Cupcake Cupid	Simon, Coco	4.3	Middle School
Alexis, the Icing on the Cupcake	Simon, Coco	4.4	Middle School
Aloha	Simon, Coco	2.7	Middle School
Angel	Lincoln, Peirce	4.4	Middle School
Back to School with the Berenstain Bears	Miles, Ellen	1	Middle School
Harry Potter and the Chamber of Secrets	Berenstain, Stan & Jan	6.7	Middle School
Matilda	Rowling, J.k.	5	Middle School
School for Good and Evil	Dahl, Roald	5.2	Middle School

Title	Author	Audience	Campus
Screaming Staircase	Chainani, Soman	5.1	Middle School
Stranger Tides	Stroud, Jonathan	3.3	Middle School
Wizard of Oz	Reynolds, Justin A.	7	Middle School
How Do You Build a Car?	Baum, L. Frank	1	Middle School
Day the Crayons Made Friends	Langdo, Bryan	2	Middle School
Mae's First Day of School	Daywalt, Drew	2.6	Middle School
Wow! School!	Berube, Kate	1	Middle School
Day the Crayons Quit	Neubecker, Robert	3.8	Middle School
Joyful Song: A Naming Story	Daywalt, Drew	2.7	Middle School
Ruthie Rose's Big Idea	Newman, Leslea	2	Middle School
Bros	Schu, John	1	Middle School
Noodles on a Bicycle	Weatherford, Carole Boston	3.2	Middle School
Odder: An Otter's Story	Maclear, Kyo	1	Middle School
Bruce Saves the Planet	Applegate, Katherine	3.1	Middle School
Ducks Overboard!: A True Story of Plastic in Our C	Higgins, Ryan	5.1	Middle School
POP! Goes the Nursery Rhyme	Motum, Markus	1	Middle School
Towed by Toad	Bird, Betsy	1	Middle School
Teeny-Weeny Unicorn	Awan, Jashar	3.4	Middle School
Teeny-Weeny Unicorn's Great Big Wish	Harris, Shawn	2	Middle School
George & Lenny Are Always Together	Harris, Shawn	1	Middle School
Cranky, Crabby Crow (Saves the World)	Agee, Jon	1	Middle School
Unstoppable	Tabor, Corey R.	2	Middle School
Echo	Rex, Adam	2	Middle School
Hidden Gem	Rex, Adam	1.6	Middle School
That's Not Funny, David!	Liu, Linda	1	Middle School
Yellow Bus	Shannon, David	3.1	Middle School
Sour Apple	Long, Loren	1.9	Middle School
Nellie's Big Splash	Liu, Linda	1	Middle School
Rabbit Listened	Doerrfeld, Cori	1.7	Middle School
Two Together	Doerrfeld, Cori	1.2	Middle School
Red, White, and Whole	Wenzel, Brendan	5.3	Middle School
Hot Dog	LaRocca, Rajani	2	Middle School
I'm Sorry You Got Mad	Salati, Doug	2.6	Middle School
Talking Rocks and Minerals: Fact-Packed Guide to	Lukoff, Kyle	3	Middle School

Title	Author	Audience	Campus
Big Mess and Other Stories	Towler, Paige	2	Middle School
Bad Idea and Other Stories	Pizzoli, Greg	2.4	Middle School
Case of the Missing Tadpole	Pizzoli, Greg	2	Middle School
Case of the Strange Splash	Winkler, Henry and Oliver,	3.9	Middle School
Sharks: 100 Fun Facts About These Fin-Tastic Fis	Winkler, Henry and Oliver,	3	Middle School
Gallop! 100 Fun Facts About Horses	Drimmer, Stephanie	5.2	Middle School
Ultimate Weird but True! 3: 1000 Wild & Wacky Fa	Jazyanka, Kitson	2	Middle School
Ultimate Weird but True: 1,000 Wild and Wacky Fa	National Geographic Socie	2	Middle School
Weirdest Animals on the Planet	National Geographic Edito	5	Middle School
Lefty	National Geographic Kids	2.1	Middle School
Pickle Words: Crunchy, Punchy Pickles and Poetr	Willems, Mo	2	Middle School
There Are No Ants in This Book	Sayre, April Pulley	1	Middle School
Vanderbeekers Ever After	Mosco, Rosemary	5.3	Middle School
Vanderbeekers Lost and Found	Glaser, Karina Yan	5.3	Middle School
Vanderbeekers to the Rescue	Yan Glaser, Karina	5.3	Middle School
Vanderbeekers of 141st Street	Yan Glaser, Karina	5.3	Middle School
Vanderbeekers on the Road	Glaser, Karina Yan	5.4	Middle School
Vanderbeekers Make a Wish	Glaser, Karina Yan	5.1	Middle School
Vanderbeekers and the Hidden Garden	Yan Glaser, Karina	5.3	Middle School
Hair-Shooting Tarantulas and Other Weird Spiders	Glaser, Karina Van	2.2	Middle School
Look Again: Secrets of Animal Camouflage	Bredeson, Carmen	5.4	Middle School
Odd Bods: The World's Unusual Animals	Jenkins, Steve	1	Middle School
Black Widow Spiders	Murphy, Julie	3.2	Middle School
Fennec Fox or Arctic Fox	Murray, Julie	3.9	Middle School
Pandas	Easton, Marilyn	3.8	Middle School
Snow Leopards	Schreiber, Anne	2.8	Middle School
Alligators	Bodden, Valerie	3.3	Middle School
Antelopes	Riggs, Kate	3.1	Middle School
Arctic Foxes	Riggs, Kate	2	Middle School
Armadillos	Bolte, Mari	3.1	Middle School
Baboons	Riggs, Kate	2	Middle School
Bats	Bolte, Mari	2.7	Middle School
Beavers	Riggs, Kate	2.8	Middle School
Bighorn Sheep	Riggs, Kate	2.8	Middle School

Title	Author	Audience	Campus
Bison	Riggs, Kate	3.4	Middle School
Brown Bears	Bodden, Valerie	2.7	Middle School
Camels	Riggs, Kate	3	Middle School
Chameleons	Riggs, Kate	3.4	Middle School
Capybaras	Raum, Elizabeth	3.1	Middle School
Capybaras	Lynette, Rachel	1.8	Middle School
Capybaras: Nature's Biggest Rodent	Hansen, Grace	2	Middle School
Hammerhead vs. Bull Shark	Brody, Walt	3.9	Middle School
Hammerhead Sharks	Pallotta, Jerry	2.2	Middle School
Anaconda	Nuzzolo, Deborah	2.7	Middle School
Fly Guy Presents: Dogs	Burke, Johanna	4.1	Middle School
Cats	Arnold, Tedd	4.5	Middle School
How to Speak Dog: A Guide to Decoding Dog Lan	Simon, Seymour	5.2	Middle School
Why Do Dogs Bark?	Newman, Aline Alexander	3.3	Middle School
Dogs	Holub, Joan	4.6	Middle School
Skippyjon Jones in the Dog House	Simon, Seymour	3.8	Middle School
Lily's Story	Schachner, Judith Byron	4.2	Middle School
Piper's Story	Cameron, W. Bruce	4	Middle School
Lacey's Story	Cameron, W. Bruce	4.5	Middle School
Cooper's Story	Cameron, W. Bruce	4.4	Middle School
Toby's Story	Cameron, W. Bruce	4	Middle School
Don't Let the Pigeon Drive the Bus!	Cameron, W. Bruce	1	Middle School
Don't Let the Pigeon Drive the Sleigh!	Willems, Mo	1.2	Middle School
Pigeon Will Ride the Roller Coaster!	Willems, Mo	1.3	Middle School
Will the Pigeon Graduate?	Willems, Mo	1	Middle School
Pigeon Loves Things That Go!: A Smidgeon of a F	Willems, Mo	1	Middle School
Partypooper	Willems, Mo	5	Middle School
Big Jim Believes	Kinney, Jeff	3	Middle School
Best Christmas Ever!	Pilkey, Dav	2.3	Middle School
Cooldest Club Ever!	Shaskan, Stephen	2.2	Middle School
Best Friends Forever	Shaskan, Stephen	4.5	Middle School
Don't Drink the Punch!	Night, P.J.	4.9	Middle School
Home, Sweet Haunt	Night, P.J.	4.1	Middle School
House Next Door	Night, P.J.	4.9	Middle School

Title	Author	Audience	Campus
It Spells Z-O-M-B-I-E	Night, P. J.	4.8	Middle School
It's All Downhill from Here	Night, P.J.	4.5	Middle School
No Trick-Or-Treating!: Superscary Superspecial	Night, P.J.	4.6	Middle School
Off the Wall	Night, P.J.	4.4	Middle School
Ready for a Scare?	Night, P. J.	3.8	Middle School
Ride of Your Life	Night, P. J.	4.3	Middle School
There's Something out There	Night, P. J. & Hodgman, Ar	4.7	Middle School
Prophecies Begin 2	Night, P. J.	2.9	Middle School
Prophecies Begin 3	Hunter, Erin	5	Middle School
Winds of Change	Hunter, Erin	3.2	Middle School
Shadow in RiverClan	Hunter, Erin	2.9	Middle School
SkyClan and the Stranger	Hunter, Erin	3	Middle School
Whale Done	Hunter, Erin and Jolley, Da	5.8	Middle School
All Ears	Gibbs, Stuart	5.5	Middle School
Panda-Monium	Gibbs, Stuart	5.5	Middle School
Bear Bottom	Gibbs, Stuart	5.7	Middle School
Tyrannosaurus Wrecks	Gibbs, Stuart	5.7	Middle School
Poached	Gibbs, Stuart	5.2	Middle School
Big Game	Gibbs, Stuart	5.1	Middle School
Belly Up	Gibbs, Stuart	5.6	Middle School
Spy School Blackout	Gibbs, Stuart	5	Middle School
Lion Down	Gibbs, Stuart	5.8	Middle School
Space Case the Graphic Novel	Gibbs, Stuart	4	Middle School
Cartoonists Club	Telgemeier, Raina	4 to 7	Middle School
Defending Champ	Lupica, Mike	5 to 9	Middle School
Tale of Magic...	Colfer, Chris	4 to 7	Middle School
Running out of Time	Haddix, Margaret Peterson	5 to 9	Middle School
Falling out of Time	Haddix, Margaret Peterson	4 to 7	Middle School
Rise of the Wolf	Nielsen, Jennifer A.	5 to 9	Middle School
Captive Kingdom	Nielsen, Jennifer A.	4 to 7	Middle School
Oceans Between Stars	Emerson, Kevin	4 to 7	Middle School
Robin Hood, the One Who Looked Good in Green	Mass, Wendy	3 to 6	Middle School
1-2-3-4, I Declare a Thumb War	Harrison, Lisi and Kraus, Da	4 to 7	Middle School
Car	Paulsen, Gary	Middle Grade+	Middle School

Title	Author	Audience	Campus
Food Stars: 15 Women Stirring up the Food Industry	Mahoney, Ellen	Middle Grade+	Middle School
Ready for Launch: An Astronaut's Lessons for Success	Kelly, Scott	Middle Grade+	Middle School
Kareem Between Rebellion, 1776	Safadi, Shifa Saltagi	4 to 7	Middle School
Last Dragon on Mars	Anderson, Laurie Halse	4 to 7	Middle School
Bye Forever, I Guess	Reintgen, Scott	5 to 9	Middle School
Outsider Kids	Meadows, Jodi	5 to 9	Middle School
Mona Lisa Vanishes: A Legendary Painter, a Shocking	Tang, Betty C.	4 to 7	Middle School
Fatal Forecast: An Incredible True Story of Courage in	Day, Nicholas	4 to 7	Middle School
Friends Forever	Tougias, Michael J.	5 to 9	Middle School
Night War	Hale, Shannon	4 to 7	Middle School
Spying on Spies: How Elizebeth Smith Friedman Broke	Bradley, Kimberly Brubaker	4 to 7	Middle School
Wrong Way Home	Moss, Marissa	5 to 9	Middle School
Dive	O'Shaughnessy, Kate	5 to 9	Middle School
Last Resort	Anderson, John David	4 to 7	Middle School
Schooled	Kelly, Erin Entrada	4 to 7	Middle School
Sisterhood of Sleuths	Sumner, Jamie	5 to 9	Middle School
Spark	Bertman, Jennifer Chambliss	5 to 9	Middle School
Bellwoods Game	Baron, Chris	5 to 9	Middle School
City of Lost Cats	Krampien, Celia	4 to 7	Middle School
Tuck Everlasting	Lloyd Kyi, Tanya	5 to 9	Middle School
Fight for the Hidden Realm	Babbitt, Natalie	5 to 9	Middle School
Nightmare in the Backyard	McDermott, Siobhan	5 to 9	Middle School
Written in the Stars	Strand, Jeff	5 to 9	Middle School
How Do You Live?	Heart, Lee	4 to 7	Middle School
Legendary Scarlett and Browne	Yoshino, Genzaburo	5 to 9	Middle School
Notorious Scarlett and Browne	Stroud, Jonathan	5 to 9	Middle School
Sun Does Shine (Young Readers Edition): An Innocent	Stroud, Jonathan	5 to 9	Middle School
Boys Will Be Human: A Get-Real Gut-Check Guide to	Hinton, Anthony Ray and Ha	5 to 9	Middle School
Burning Season	Baldoni, Justin	5 to 9	Middle School
Out of My Dreams	Rose, Caroline Starr	5 to 9	Middle School
Westfallen	Draper, Sharon M.	5 to 9	Middle School
Enders	Brashares, Ann and Brashares	5 to 9	Middle School
Secret Fiend: The Boy Sherlock Holmes, His Fourth C	Price, Lissa	Middle Grade+	Middle School
	Peacock, Shane	5 to 9	Middle School

Title	Author	Audience	Campus
Remember My Story: A Girl, a Holocaust Survivor, and	Sarnowski, Claire and Duran	4 to 7	Middle School
Dangerous Gift	Sutherland, Tui T.	3 to 6	Middle School
Outside Shot	Bowen, Fred	4 to 7	Middle School
Outlaws Scarlett and Browne	Stroud, Jonathan	5 to 9	Middle School
Lost Year: A Survival Story of the Ukrainian Famine	Marsh, Katherine	4 to 7	Middle School
Garvey's Choice: The Graphic Novel	Grimes, Nikki	4 to 7	Middle School
Three Strike Summer	Schrempp, Skyler	4 to 7	Middle School
Girl Who Fell to Earth	Forde, Patricia	5 to 9	Middle School
Exit Nowhere	Brandt, Juliana	4 to 7	Middle School
Wish Monster	White, J. A.	4 to 7	Middle School
Woman in the Moon: How Margaret Hamilton Helped	Maurer, Richard	5 to 9	Middle School
Dragon Slippers	George, Jessica Day	5 to 9	Middle School
Greenglass House	Milford, Kate	5 to 9	Middle School
Bluecrowne: A Greenglass House Story	Milford, Kate	5 to 9	Middle School
My Life as a Cartoonist	Tashjian, Janet	4 to 7	Middle School
My Life as a Joke	Tashjian, Janet	4 to 7	Middle School
Island of Graves	McMann, Lisa	4 to 7	Middle School
Castle of Tangled Magic	Anderson, Sophie	4 to 7	Middle School
Alebrijes	Higuera, Donna Barba	5 to 9	Middle School
Ogress and the Orphans	Barnhill, Kelly	5 to 9	Middle School
Very Unfortunate Wish of Melony Yoshimura	Brown, Waka T.	4 to 7	Middle School
Maid for It	Sumner, Jamie	5 to 9	Middle School
Finally Seen	Yang, Kelly	4 to 7	Middle School
Key Player	Yang, Kelly	4 to 7	Middle School
Top Story	Yang, Kelly	4 to 7	Middle School
Chef's Secret	Yang, Kelly	4 to 7	Middle School
150 most famous poems	Poetry House	HS	High School
A Light in the Dark: a history of movie directors	Thomson, David	HS	High School
Accidental astronomy : how random discoveries shape the science of space	Lintott, Chris	HS	High School
After Life	Forman, Gayle	HS	High School
After we burned	Nijkamp, Marieke	HS	High School
All the sonnets of Shakespeare	Shakespeare, William	HS	High School

Title	Author	Audience	Campus
American spirits : the famous Fox sisters and the mysterious fad that haunted a nation	Rosenstock, Barb	HS	High School
Asesinato para principiantes	Jackson, Holly	HS	High School
Batman. Nightwalker :the graphic novel	Moore, Stuart	HS	High School
Ben Hogan's five lessons : the modern fundamentals of golf	Hogan, Ben	HS	High School
Best of all worlds	Oppel, Kenneth	HS	High School
Breath of the dragon	Lee, Shannon	HS	High School
Bye Forever, I Guess	Meadows, Jodi	MS	High School
Call the name of the night. 1	Mitsuboshi, Tama	HS	High School
Call the name of the night. 2	Mitsuboshi, Tama	HS	High School
Call the name of the night. 3	Mitsuboshi, Tama	HS	High School
Call the name of the night. 4	Mitsuboshi, Tama	HS	High School
Call the name of the night. 5	Mitsuboshi, Tama	HS	High School
Chop wood, carry water : a guide to finding spiritual fulfillment in everyday life	Fields, Rick	HS	High School
Christmas with the First Ladies : the White House decorating tradition from Jacqueline Kennedy to Michelle Obama	Burke, Coleen Christian	HS	High School
Cinema Speculation	Tarantino, Quentin	HS	High School
Classic car : the definitive visual history	Gurdon, Martin	HS	High School
Correr o morir	Dashner, James	HS	High School
Deadly Little Scandals	Barnes, Jennifer	HS	High School
Desaparicion para expertos	Jackson, Holly	HS	High School
Dr Jekyll and Mr Hyde & other stories	Stevenson, Robert Louis	HS	High School
Dracula	Stoker, Bram	HS	High School
Every borrowed beat	Stewart, Erin	HS	High School
Everything is tuberculosis: the history and persistence of our deadliest infection	Green, John	HS	High School
Find your why : a practical guide for discovering purpose for you and your team	Sinek, Simon	HS	High School
Frankenstein	Shelley, Mary Wollstonecraft	HS	High School

Title	Author	Audience	Campus
Hanged! : Mary Surratt & the plot to assassinate Abraham Lincoln	Miller, Sarah	HS	High School
Harry Potter la serie completa	Rowling, J. K	MS	High School
Insomniacs after school. 1	Ojiro, Makoto	HS	High School
Insomniacs after school. 2	Ojiro, Makoto	HS	High School
Insomniacs after school. 3	Ojiro, Makoto	HS	High School
Insomniacs after school. 4	Ojiro, Makoto	HS	High School
Insomniacs after school. 5	Ojiro, Makoto	HS	High School
Insomniacs after school. 6	Ojiro, Makoto	HS	High School
Leaves of Grass	Whitman, Walt	HS	High School
Legacy : 15 lessons in leadership : what the All Blacks can teach us about the business of life	Kerr, James M	HS	High School
Little White Lies	Barnes, Jennifer	HS	High School
Mental toughness for young athletes : eight proven 5-minute mind exercises for kids and teens who play competitive sports!	Horne, Moses	HS	High School
Messi vs. Ronaldo : one rivalry, two GOATs, and the era that remade the world's game	Robinson, Joshua	HS	High School
No place left to hide	Lally, Megan	HS	High School
On Her Game Caitlin Clark and the Revolution in Women's Sports	Brennan, Christine	HS	High School
Raise your game : high-performance secrets from the best of the best	Stein, Alan	HS	High School
Row the boat : a never-give-up approach to lead with enthusiasm and optimism and improve your team and culture	Gordon, Jon	HS	High School
Saigami. Volume 2, The initiation exam	Seny	HS	High School
SAT total prep 2026.		HS	High School
Sisters of sword & song	Ross, Rebecca	HS	High School
Star Wars, the high Republic. Tears of the nameless	Mann, George	HS	High School
The anxious generation : how the great rewiring of childhood is causing an epidemic of mental illness	Haidt, Jonathan	HS	High School

Title	Author	Audience	Campus
The basketball 100		HS	High School
The demon of unrest : a saga of hubris, heartbreak, and heroism at the dawn of the Civil War	Larson, Erik	HS	High School
The education of Kia Greer	Bennett, Alanna	HS	High School
The floating world	Oh, Axie	HS	High School
The grove	Whitney, Brooks	HS	High School
The history of everything	Evans, Victoria	HS	High School
The legend of Sleepy Hollow & other stories	Irving, Washington	HS	High School
The let them theory : a life-changing tool that millions of people can't stop talking about	Robbins, Mel	HS	High School
The mythology book.		HS	High School
The phantom of the Opera	Leroux, Gaston	HS	High School
The poetry of Emily Dickinson	Dickinson, Emily	HS	High School
The Raven & other writings	Poe, Edgar Allan	HS	High School
The spellshop	Durst, Sarah Beth	HS	High School
The wonderful Wizard of Oz	Baum, L. Frank	MS	High School
Unguarded	Pippen, Scottie	HS	High School
Venganza para victimas	Jackson, Holly	HS	High School
Why we love football : a history in 100 moments	Posnanski, Joe	HS	High School
Year of the reaper	Lucier, Makiia	HS	High School
Insignia	Kincaid S.J.	HS	High School
Vortex: segundo libro de la saga insignia	Kincaid S.J.	HS	High School
Catalyst: tercer libro de la saga insignia	Kincaid S.J.	HS	High School
Princeton Review Enhanced ACT Prep 2026: 4 Practice Tests + Content Review + Strategies	The Princeton Review,		
6 Practice Tests for the Digital SAT 2026	The Princeton Review	HS	High School
Merriam-Webster's Italian-English Dictionary	Merriam-Webster	HS	High School
Crepusculo	Meyer, Stephenie	HS	High School
Man's Search for Meaning	Frankl, Viktor E.	HS	High School
Leaders Eat Last: Why Some Teams Pull Together and Others Don't	Sinek, Simon	HS	High School
Alchemist, 25th Edition	Coelho, Paulo	HS	High School

Title	Author	Audience	Campus
Start with Why: How Great Leaders Inspire Everyone to Take Action	Sinek, Simon	HS	High School
Extreme Ownership: How U.S. Navy Seals Lead and Win	Willink, Jocko	HS	High School
Meditations	Aurelius, Marcus	HS	High School
Option B: Facing Adversity, Building Resilience and Finding Joy	Sandberg, Sheryl	HS	High School
Ballerina of Auschwitz	Eger, Edith Eva and Schwall, Esme	HS	High School
HS	Evans, Richard Paul	MS	High School
The Creeping Shadow: Lockwood and Co.	Stroud, Jonathan	MS	High School
David and Goliath: Underdogs, Misfits, and the Art of Battling Giants	Gladwell, Malcolm	HS	High School
Defend the Dawn	Kemmerer, Brigid	HS	High School
Diary of a Wimpy Kid: Partypooper	Kinney, Jeff	MS	High School
Enigma Girls: How Ten Teenagers Broke Ciphers, Kept Secrets, and Helped Win World War II	Fleming, Candace	MS	High School
Fyrebirds	Armstrong, Kate J.	HS	High School
Goddess in the Machine	Johnson, Lora Beth	HS	High School
House of Marionne	Elle, J.	HS	High School
Iliad	Homer	HS	High School
Louder Than Hunger	Schu, John	HS	High School
Mirror of Beasts	Bracken, Alexandra	HS	High School
Odyssey of Homer	Homer	HS	High School
Out of My Dreams	Draper, Sharon M.	MS	High School
Prison Healer	Noni, Lynette	HS	High School
Rebellion, 1776	Anderson, Laurie Halse	MS	High School
Revenge of the Tipping Point: Overstories, Superspreaders, and the Rise of Social Engineering	Gladwell, Malcolm	HS	High School
Shackled: A Tale of Wronged Kids, Rogue Judges, and a Town That Looked Away	Cooper, Candy J.	HS	High School
Skipshock	O'Donoghue, Caroline	HS	High School

Title	Author	Audience	Campus
Stay Dead	Henry, April	HS	High School
Teen Titans: Starfire	Garcia, Kami	HS	High School
Titan of the Stars	Johnston, E.K.	HS	High School
Westfallen	Brashares, Ann and Brashares, Ben	MS	High School
Wild Huntress	Lloyd-Jones, Emily	HS	High School
Fake Skating	Painter, Lynn	HS	High School
Codebreaker	Martel, Jay	HS	High School
Great Misfortune of Stella Sedgwick	Isabelle, S.	HS	High School
Den of Liars	Olson, Jessica S.	HS	High School
Soulmatch	Danzenbaker, Rebecca	HS	High School
Americanized: Rebel Without a Green Card	Saedi, Sara	HS	High School
All Better Now	Shusterman, Neal	HS	High School
Kaiju No. 8, Vol. 11	Matsumoto, Naoya	HS	High School
Kaiju No. 8, Vol. 12	Matsumoto, Naoya	HS	High School
Kaiju No. 8, Vol. 13	Matsumoto, Naoya	HS	High School
Martian: Classroom Edition	Weir, Andy	HS	High School
Project Hail Mary	Weir, Andy	HS	High School
Immortal Consequences	Marie, I. V.	HS	High School
When We Were Lost	Wignall, Kevin	HS	High School
When We Were Infinite	Gilbert, Kelly Loy	HS	High School
Star Wars-Into the Dark	Gray, Claudia	HS	High School
Star Wars-Into the Light	Gray, Claudia	HS	High School
Star Wars-Light of the Jedi	Soule, Charles	HS	High School
Star Wars-Midnight Horizon	Older, Daniel	HS	High School
Star Wars-Out of the Shadows	Ireland, Justina	HS	High School
Star Wars-Path of Deceit	Gratton, Tessa and Ireland, Justina	HS	High School
Lunar New Year Love Story	Yang, Gene Luen	HS	High School
Together	Garcia, Kami	HS	High School
UnOrdinary 1	uru-chan	HS	High School
UnOrdinary 2	uru-chan	HS	High School
UnOrdinary 3	uru-chan	HS	High School
Morgana and Oz 1	Miyuli	HS	High School

Title	Author	Audience	Campus
Morgana and Oz 2	Miyuli	HS	High School
Morgana and Oz 3	Miyuli	HS	High School
Wonder Woman: Tempest Tossed	Anderson, Laurie Halse	HS	High School
Crónicas Mundiales: Récorods Y Mejores Anécdotas De La Historia (World Anecdotes: Records and the Best Stories in History)	Barrantes, Guillermo	MS	High School
Today Tonight Tomorrow	Solomon, Rachel Lynn	HS	High School
Dungeons and Drama	Boyce, Kristy	HS	High School
Otherwhere Post	Taylor, Emily J.	HS	High School
Monstrous Kind	Gregovic, Lydia	HS	High School
Hiding Place	Ten Boom, Corrie	HS	High School
Family Romanov: Murder, Rebellion & The Fall of Imperial Russia.	Fleming, Candace	HS	High School
Death in the Jungle: Murder, Betrayal, and the Lost Dream of Jonestown	Fleming, Candace	HS	High School
Wings of Starlight	Soft, Allison	HS	High School
Mejor que en las películas	Painter, Lynn	HS	High School
Mil Latidos Del Corazon	Cass, Kiera	HS	High School
Bittersweet in the Hollow	Pearsall, Kate	HS	High School
Lies on the Serpent's Tongue	Pearsall, Kate	HS	High School
Heartless	Meyer, Marissa	HS	High School
Amanecer en la cosecha	Collins, Suzanne	HS	High School
La Seleccion	Cass, Kiera	HS	High School
La Elite	Cass, Kiera	HS	High School
La Elegida	Cass, Kiera	HS	High School
Bajo la misma estrella	Green, John	HS	High School
Cinco Pies De Ti	Lippincott, Rachael	HS	High School
Name She Gave Me	Culley, Betty	HS	High School
El Verano En El Que Rompimos Las Normas	Walther, K. L.	HS	High School
Bridge to Terabithia	Paterson, Katherine	MS	High School
Under the Surface	Urban, Diana	HS	High School
Places We've Never Been	West, Kasie	HS	High School
Only a Monster	Len, Vanessa	HS	High School
If These Wings Could Fly	McCauley, Kyrie	HS	High School

Title	Author	Audience	Campus
Snowglobe	Park, Soyoung and Comfort, Joungmin Lee	HS	High School
Snowglobe 2	Park, Soyoung	HS	High School
Ensnared in the Wolf's Lair	Bausum, Ann	HS	High School
More Scary Stories to Tell in the Dark	Schwartz, Alvin	MS	High School
Stinetinglers: All New Stories by the Master of Scary Tales	Stine, R. L.	MS	High School
Scary Stories 3	Schwartz, Alvin	MS	High School
Stinetinglers 3: MORE Chilling Stories by the Master of Scary Tales	Stine, R. L.	MS	High School
Stinetinglers 2: 10 MORE New Stories by the Master of Scary Tales	Stine, R. L.	MS	High School
Poe: Stories and Poems	Hinds, Gareth	HS	High School
Poetry of Emily Dickinson	Dickinson, Emily	HS	High School
Wizard of Earthsea	Le Guin, Ursula. K	HS	High School
Rebote	Alexander, Kwame and Herrera, Juan Felipe	MS	High School
Resist: A Story of D-Day	Gratz, Alan	MS	High School
Code of Honor	Gratz, Alan	HS	High School
Captain America: The Ghost Army	Gratz, Alan	MS	High School
Projekt 1065: A Novel of World War II	Gratz, Alan	MS	High School
Bletchley Riddle	Sepetys, Ruta and Sheinkin, Steve	MS	High School
National Geographic Kids Almanac 2026	National Geographic	MS	High School
National Geographic Animal Encyclopedia: 2,500 Animals with Photos, Maps, and More!	Spelman, Lucy, Dr.	MS	High School
National Geographic Photo Ark Babies: Growing up in the Animal World	Sartore, Joel	MS	High School
Weirdest Animals on the Planet	National Geographic Kids	MS	High School
National Geographic Stargazer's Atlas: The Ultimate Guide to the Night Sky	National Geographic	MS	High School
The Great Puptective	Alina Tysoe	K-4	Elementary
The Trouble with Giraffes	Lisa Mantchev	Pk-3	Elementary
Spy Camp The Graphic Novel	Gibbs, Stuart	Upper Elementary	Elementary

Title	Author	Audience	Campus
SpySki School The Graphic Novel	Gibbs, Stuart	Upper Elementary	Elementary
Space Case Graphic Novel	Gibbs, Stuart	Upper Elementary	Elementary
Warriors The Elder's Quest	Hunter, Erin	Upper Elementary	Elementary
Warriors Graphic Novel	Hunter, Erin	Upper Elementary	Elementary
InvestiGators Case Files	Green, John	Lower Elementary	Elementary
Jasper Rabbit's Creepy Tales	Reynolds, Aaron	Lower Elementary	Elementary
FGTeev	FGTeev	Upper Elementary	Elementary
Piper's Story	Cameron, Bruce	Upper Elementary	Elementary
Ada Twist Scientist The Why Files	Beaty, Andrea	Lower Elementary	Elementary
Bad Kitty Takes the Test	Bruel, Nick	Lower Elementary	Elementary
The Great Puptective	Tysoe, Alina	Lower Elementary	Elementary
Odder An Otter's Story	Applegate, Katherin	Lower Elementary	Elementary
Have Yourself A Cheesy Little Christmas	John, Jory	Lower Elementary	Elementary
Tristan Strong Punches a Hole in the Sky, the Graphic Novel	Mbalia, Kwame	Upper Elementary	Elementary
Tristan Strong Destroys the World	Mbalia, Kwame	Upper Elementary	Elementary
Tristan Strong Keeps Punching	Mbalia, Kwame	Upper Elementary	Elementary
Frank Einstein and the Bio-Action Gizmo	Scieszka, Jon	Upper Elementary	Elementary
Frank Einstein and the Evoblaster Belt	Scieszka, Jon	Upper Elementary	Elementary
Hey, That's MY Monster!	Noll, Amanda	Lower Elementary	Elementary
How I Met My Monster	McWilliam, Howard	Lower Elementary	Elementary
100 Mighty Dragons All Named Broccoli	LaRochelle, David	Lower Elementary	Elementary
Aaron Slater, Illustrator	Andrea, Beaty	Lower Elementary	Elementary
Action!: How Movies Began	McCarthy, Meghan	Lower Elementary	Elementary
Adventures of Invisible Boy	Horner, Doogie	Upper Elementary	Elementary
Ahoy!	Blackall, Sophie	Lower Elementary	Elementary
Agatha May and the Anglerfish	Morrison, Nora	Lower Elementary	Elementary
Ada and the Galaxies	Lightman, Alan	Lower Elementary	Elementary
Wild Robot on the Island	Brown, Peter	Lower Elementary	Elementary
Endlessly Ever After: Pick YOUR Path to Countless Fairies	Santat, Dan	Lower Elementary	Elementary
Oh No! Not Again!: (or How I Built a Time Machine to Fix It)	Barnett, Mac	Lower Elementary	Elementary
Hensel and Gretel, Ninja Chicks	Schwartz, Corey Rosen	Lower Elementary	Elementary
How to Talk to Your Succulent	Persico, Zoe	Upper Elementary	Elementary
Mercy Watson Is Missing!	DiCamillo, Kate	Lower Elementary	Elementary
Puppets of Spelhorst	DiCamillo, Kate	Upper Elementary	Elementary

Title	Author	Audience	Campus
Beverly, Right Here	DiCamillo, Kate	4 to 7	Elementary
Chef's Secret	Yang, Kelly	Upper Elementary	Elementary
Little Bird Laila	Yang, Kelly	Lower Elementary	Elementary
Quit Calling Me a Monster!	John, Jory	Lower Elementary	Elementary
You're Going to Love This Book!	John, Jory	Lower Elementary	Elementary



GRANBURY ISD

For:	Board of Trustees
Date:	October 20, 2025
Report:	Annual Report

ANNUAL REPORT

Board President Courtney Gore will report on the status of Granbury ISD Trustee's Continued Education as required annually.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To:	Board of Trustees
Date:	October 20, 2025
For:	Information

TO: Dr. Courtney Morawski,
Superintendent

FROM: Houcine Chraibi
DATE: October 10, 2025
RE: Report of Categorical
Purchases Between
\$50,000 and \$100,000 as

SUMMARY:

The attached categorical purchases between \$50,000 and \$100,000 for the period of September 1st 2025, through September 30th, 2025, are being reported as per the requirements of Board Policy CH (LOCAL), which states:

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place, except as otherwise provided in this policy.

The Superintendent is not required to obtain Board approval for the following types of budgeted purchases costing less than \$100,000, but shall subsequently report them to the Board:

- 1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law;*
- 2. A purchase made through a cooperative purchasing program or state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL)]; or*
- 3. A continuing or periodic purchase under a Board-approved bid or contract.*

BUDGET IMPACT: \$ 91,223.50

Respectfully submitted,



Houcine Chraibi, RTSBA

Staff Person Responsible: Houcine Chraibi
Bradee Drake

Date Submitted: October 10, 2025



**REPORT ON PURCHASES THROUGH A
 COOPERATIVE OR INTERLOCAL**
 Single Purchase Between \$50,000 and \$100,000 in
 accordance with CH(LOCAL) Board Meeting –
 October 2025

Purchases 09/01/25 to 09/30/25

Vend or	Cooperative/Inter local	Description	Amount
Branching Minds, INC	BuyBoard	Student profiles and staff licenses	\$91,223.50

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED SEPTEMBER 30, 2025

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES					
5700 LOCAL					
PROPERTY TAXES	75,836,917	0	75,836,917	0.00%	0.00%
INVESTMENT INCOME	1,750,000	78,129	1,671,871	4.46%	6.55%
OTHER LOCAL INCOME	520,000	55,969	464,031	10.76%	11.60%
5800 STATE					
STATE FUNDING	18,594,361	11,011,618	7,582,743	59.22%	26.91%
5900 FEDERAL					
FEDERAL PROJECTS	1,418,946	50,989	1,367,957	3.59%	0.66%
TOTAL REVENUES	98,120,224	11,196,705	86,923,519	11.41%	4.80%
EXPENDITURES					
11 INSTRUCTION	57,593,420	5,444,408	52,149,012	9.45%	9.31%
12 INSTRUCTIONAL RESOURCES & MEDIA	780,889	61,989	718,900	7.94%	11.33%
13 CURRICULUM & STAFF DEVELOPMENT	904,173	105,316	798,857	11.65%	15.52%
21 INSTRUCTIONAL LEADERSHIP	1,292,508	108,422	1,184,086	8.39%	7.10%
23 SCHOOL LEADERSHIP	4,737,319	431,878	4,305,441	9.12%	9.49%
31 GUIDANCE/COUNSELING	2,662,394	221,926	2,440,468	8.34%	8.26%
32 SOCIAL WORK SERVICES	0	0	0	0.00%	0.00%
33 HEALTH SERVICES	552,367	44,420	507,947	8.04%	8.54%
34 TRANSPORTATION	4,583,332	591,222	3,992,110	12.90%	32.38%
35 FOOD SERVICE	0	0	0	0.00%	0.00%
36 CO-CURRICULAR/EXTRACURRICULAR	2,080,619	220,746	1,859,873	10.61%	10.72%
41 GENERAL ADMINISTRATION	3,262,007	385,989	2,876,018	11.83%	11.07%
51 PLANT MAINTENANCE	10,312,713	2,710,471	7,602,242	26.28%	36.09%
52 SECURITY & MONITORING SERVICES	1,432,150	163,302	1,268,848	11.40%	8.14%
53 DATA PROCESSING	1,538,673	299,106	1,239,567	19.44%	21.58%
61 COMMUNITY EDUCATION	55,140	5,073	50,067	9.20%	7.27%
71 DEBT SERVICE	219,850	132,088	87,762	60.08%	100.55%
81 FACILITIES CONSTRUCTION & ACQUISITION	0	5,100	(5,100)	#DIV/0!	4.76%
91 CONTR INSTRUCTIONAL SERVICES	3,889,767	0	3,889,767	0.00%	0.00%
93 PAYMENTS TO FISCAL AGENT	0	0	0	0.00%	0.00%
99 OTHER INTER GOV CHARGES	1,863,479	3,301	1,860,178	0.18%	0.19%
TOTAL EXPENDITURES	97,760,800	10,934,757	86,826,043	11.19%	12.99%
OTHER SOURCES (USES)	0	10,000	-10,000		0.00%
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	359,424	271,948	87,476		

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED SEPTEMBER 30, 2025

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
<u>REVENUES</u>				
5700 LOCAL SOURCES	78,106,917	134,098	77,972,819	0.17%
5800 STATE SOURCES	18,594,361	11,011,618	7,582,743	59.22%
5900 FEDERAL SOURCES	1,418,946	50,989	1,367,957	3.59%
TOTAL REVENUES	98,120,224	11,196,705	86,923,519	11.41%
<u>EXPENDITURES</u>				
6100 PAYROLL COSTS	80,454,657	6,318,374	74,136,283	7.85%
6200 PROFESSIONAL & CONTRACTED SERVICES	11,379,624	2,940,800	8,438,824	25.84%
6300 SUPPLIES/MATERIALS	2,598,200	486,959	2,111,241	18.74%
6400 OTHER OPERATING	2,443,051	965,226	1,477,825	39.51%
6500 DEBT SERVICE	219,850	132,088	87,762	60.08%
6600 CAPITAL OUTLAY	665,418	91,310	574,108	13.72%
TOTAL EXPENDITURES	97,760,800	10,934,757	86,826,043	11.19%
<u>OTHER SOURCES AND USES</u>				
7900 OTHER RESOURCES	0	10,000	-10,000	
8900 OTHER USES	0	0	0	0.00%
OTHER SOURCES(USES)	0	10,000	-10,000	0.00%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	359,424	271,948	87,476	

GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: October 20, 2025
For: Information

TO: Dr. Courtney Morawski, Superintendent **FROM:** Emmett Whitefield
DATE: October 10, 2025
RE: Cash Flow and Investment Report
as of September 30, 2025

SUMMARY:

Attached is the Cash Flow and Investment Report for the period ending September 30, 2025.

BUDGET IMPACT: None

Respectfully submitted,



Emmett Whitefield RSTBA
Chief Financial Officer



Staff Person Responsible: Emmett Whitefield

Date Submitted: October 10, 2025

**GRANBURY INDEPENDENT SCHOOL DISTRICT
CASH AND INVESTMENT REPORT**

FROM SEPTEMBER 1, 2025 TO SEPTEMBER 30, 2025

FOR BOARD MEETING OCTOBER 20, 2025	PLAINS CAPITAL BANK / FIRST FINANCIAL BANK									POOL INVESTMENTS				First Financial Bank Investment Account		TOTAL
	GENERAL FUND	DEBT	CAPITAL PROJ	PAYROLL	A/P	WC FUND	EZDENT	CHILD NUTRITION	LOGIC	LONE STAR	TEXPOOL	TEXAS RANGE	FFB			
BEGINNING BALANCE-SEPTEMBER 1, 2025	\$ 3,275,109	\$ 124,604	\$ 26,648	\$ 2,613,484	\$ 906,316	\$ 1,011,794	\$ 71,409	\$ 2,196,203	\$ 4,697	\$ 40,245,227	\$ 34	\$ 282	\$ 10,098,376	\$ -	\$ 60,574,183	
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH	\$ 8,001,358.22		\$ -	\$ -				\$ 463,164							\$ 8,464,522	
TAX COLLECTIONS	\$ -	\$ -								\$ 241,185					\$ 241,185	
TEA COLLECTIONS:															\$ -	
CHILD NUTRITION	\$ 203,018							\$ 203,018							\$ 406,037	
FOUNDATION	\$ 10,351,729														\$ 10,351,729	
TITLE FUNDS	\$ 32,666														\$ 32,666	
AVAILABLE SCHOOL FUND	\$ 308,117														\$ 308,117	
IDEA-B FUNDS	\$ -														\$ -	
ARP Homeless	\$ -														\$ -	
IMA	\$ -														\$ -	
PERKINS	\$ -														\$ -	
Panic Alert	\$ -														\$ -	
Dyslexia Grant	\$ -														\$ -	
MAC/SHARS	\$ 50,331														\$ 50,331	
MJROTC	\$ 7,740														\$ 2517,740	
TRANSFERS IN	\$ 8,500,000	\$ -	\$ -	\$ 2,788,850	\$ 6,634,874	\$ 161,432	\$ 51,862	\$ -	\$ -	\$ 4,000,000	\$ -		\$ 6,000,000	\$ -	\$ 28,137,019	
TRANSFERS IN - SWEEP ACCOUNT	\$ 7,972,984	\$ -	\$ -	\$ 717,411	\$ 3,344,921	\$ 68,055	\$ 35,239	\$ 294,848							\$ 12,433,458	
BOND PAYMENT		\$ -													\$ -	
OPERATING EXPENSES	\$ (11,325,416)	\$ -	\$ -		\$ (6,634,874)	\$ (161,432)	\$ (51,862)	\$ (525,304)	\$ -	\$ -			\$ -	\$ -	\$ (18,698,888)	
PAYROLL	\$ (6,130,346)		\$ -	\$ (2,788,850)				\$ (140,878)							\$ (9,060,074)	
TEA RECAPTURE REFUND	\$ -				\$ -										\$ -	
TRANSFERS OUT	\$ (10,000,000)		\$ -			\$ -		\$ -	\$ -	\$ (8,500,000)	\$ -	\$ -	\$ -	\$ -	\$ (18,500,000)	
TRANSFERS OUT - SWEEP ACCOUNT	\$ (8,379,300)	\$ -	\$ -	\$ (766,436)	\$ (3,022,707)	\$ (93,377)	\$ (16,623)	\$ (387,762)								
MARKET APPRECIATION / (DEPRECIATION)													\$ -	\$ -	\$ -	
MONTHLY DIVIDENDS & INTEREST EARNED AND PAID	\$ 9,970	\$ 370	\$ 79	\$ 7,286	\$ 5,187	\$ 2,950	\$ 257	\$ 6,122	\$ 17	\$ 135,296	\$ -	\$ 1	\$ 39,337	\$ -	\$ 206,873	
ACCRUED INTEREST PAID															\$ -	
ENDING BALANCE - SEPTEMBER 30, 2025	\$ 2,877,963	\$ 124,974	\$ 26,727	\$ 2,571,746	\$ 1,233,718	\$ 989,422	\$ 90,281	\$ 2,109,410	\$ 4,714	\$ 36,121,708	\$ 34	\$ 283	\$ 16,137,713	\$ -	\$ 62,288,693	
INTEREST ACCRUED, NOT PAID AT MONTHS END															\$ -	
WEIGHTED AVERAGE MATURITY	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	54 Days	46 Days	55 Days	1 Day	1 Day			
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:	3.603%	3.603%	3.603%	3.603%	3.603%	3.603%	3.603%	3.603%	4.332%	4.387%	4.252%	4.140%	4.305%			
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:	3.695%	3.695%	3.695%	3.695%	3.695%	3.695%	3.695%	3.695%	4.394%	4.434%	4.305%	4.290%	4.312%			
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).										2025-26 INTEREST						
										ACCRUED (as of 9/30/25)						
										Sep-25	\$ 206,872.85			Mar-26		
										Oct-25				Apr-26		
										Nov-25				May-26		
										Dec-25				Jun-26		
										Jan-26				Jul-26		
										Feb-26				Aug-26		
										TOTAL		\$ 206,872.85				
										SEPTEMBER INTEREST ACCRUED		\$ -				
										SEPTEMBER INTEREST EARNED & PD		\$ 206,872.85				
										SEPTEMBER TOTAL INTEREST		\$ 206,872.85				



 Emmett Whitefield
 Chief Financial Officer
 Kathy Butler
 Business Manager

2025-26 INTEREST	
ACCRUED (as of 9/30/25)	
Sep-25	\$ 206,872.85
Oct-25	
Nov-25	
Dec-25	
Jan-26	
Feb-26	
TOTAL	\$ 206,872.85
SEPTEMBER INTEREST ACCRUED	\$ -
SEPTEMBER INTEREST EARNED & PD	\$ 206,872.85
SEPTEMBER TOTAL INTEREST	\$ 206,872.85