Notice of Regular
The Board of Trustees
Granbury ISD
Monday, December 14, 2015
5:00 PM

A Regular of the Board of Trustees of Granbury ISD will be held Monday, December 14, 2015, beginning at 5:00 PM in the Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 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 - 5:00 PM - GISD Board Room
2. Convene in closed session under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.
    a. Chapter 551.074 - Personnel, Discussion of Employee Evaluation, Reassignment Duties, Discipline, or Dismissal.
        1. Consider Staff Appointments
    b. Chapter 551.072 - Purchase, exchange, lease or value of real property
3. Reconvene in open session - 6:00 PM
4. Moment of Silence/Invocation
5. Pledges - U.S. Flag & Texas Flag
6. Achievement Spotlight
    a. All-State and All-Star Volleyball Players: Karis Beasley and Amber Strange - Granbury High School
    b. Texas Reading Bee Contestant: Aubrey Ward - Emma Roberson Elementary
    c. 92.1 Hank FM's Hometown Hero: Evelyn McWilliams - Emma Roberson Elementary
    d. Percussive Arts Society International Convention Contestants: Reagan Hall, Ashleigh Hallmark, Addison Jackson, and Tyler Rau - Granbury High School
    e. Texas Thespian Festival Contestants: Kate Jennings, Brennan Ross, and Caleb Wood - GHS
7. Public comments/audience participation
8. Discussion/Action
    a. Consider Consent Agenda Items
        1. Minutes of the November 16, 2015, Regular Meeting 3
        2. Consider Budget Amendments 6
    b. Consider Approval of the Annual Financial Audit Report for Year Ending August 31, 2015 9
    c. Consider TASB Policy Update 103 90
    d. Consider Technology Plan 119
    e. Consider 2016-17 GISD School Calendar 154
    f. Consider Changes to Board Policy CH (LOCAL) in Regard to Purchasing Authority and Board Approval 156
    g. Consider Approval of the National IPA Cooperative (Cooperative Purchasing Agreement) and Resolution 159
9. Reports
    a. Superintendent's Report
        1. Facilities Report
    b. Facilities and Maintenance 163
    c. Texas Academic Performance Report (TAPR) 182
    d. 2015-16 Course Catalog 202
    e. Financial Statements for Period Ending November 30, 2015 337
    f. Cash Flow and Investment Reports for Period Ending November 30, 2015 340
    g. Bond Expenditures Monthly Update for Period Ending November 30, 2015 342
10. Consider action on items discussed in closed session
    a. Consider Staff Appointments
    b. Consider purchase, exchange, lease or value of real property
11. 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 Friday, December 11, 2015 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
Board of Trustees
Minutes of Regular Board Meeting
November 16, 2015

A Regular Meeting of the Board of Trustees of Granbury ISD was held Monday, November 16, 2015, beginning at 5:00 p.m. in the Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048.

Presiding Officer..... Mark A. Jackson, President

Board Members Present

Nancy Alana
Barbara Herrington
Micky Shearon
Chris Tackett
Barbara Townsend (took seat after Oath of Office)
B.J. Wallace

Board Members Absent

School Officials Present

Dr. James M. Largent Ed.D., Superintendent
Ron Holmgreen, Assistant Superintendent for Administrative Services
Dobie Williams, Assistant Superintendent for Finance & Operations
Shane Conklin, Director of Human Resources
Amy Wood, Technology Director
Jeff Meador, Public Information Officer
Faith Barnes, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

Mark A. Jackson, President, called the meeting to order at 5:01 p.m. and noted that a quorum of board members was present. The meeting was duly called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session

The Board of Trustees convened in closed session at 5:02 p.m. under the Texas Open Meeting Act, Chapter 551.072 – purchase, exchange, lease or value of real property and 551.074 – personnel.

Reconvened

The Board of Trustees reconvened in open session at 6:03 p.m.

Moment of Silence/Invocation

Mark Jackson led the invocation.

Pledge - U.S. Flag and Texas Flag

Acton Elementary School Student Council members Emmie Vaughn, True Hughes, Cole Clark, and Garrett Jones led the Pledges.

Public Meeting to Discuss FIRST Rating
Assistant Superintendent for Finance and Operations Dobie Williams presented the 2015 Schools First Report with the 2013-14 District Status. The district passed requirements under the Financial Integrity Rating System of Texas (FIRST) for the 2013-14 school year.

Achievement Spotlight
Granbury ISD Education Foundation board president Stacy Mitchell and board member Chanda Smith reported to school board trustees that fall grants and awards will total $62,000, bringing 5-year total to almost $200,000.

Public comments/audience participation
None

Discussion/Action

Canvas Results of November 3, 2015 Board of Trustee Special Election for Unexpired Term Place 6
Dr. Largent recommended that the board authorize the President to certify the summary precinct returns and declare the election results as follows: Place 6 Trustee Unexpired Term, Barbara Townsend received 2581 votes and Mark Shackelford received 2434 votes. A Motion was made by Micky Shearon and seconded by Nancy Alana to canvas the results of the November 3, 2015 Board of Trustee Special Election for Unexpired Term Place 6 and declared Barbara Townsend duly elected trustee Place 6 of the board as presented.
Motion Carried: 6 Yes – 0 No

Administer Oath of Office for Place 3 and 4 Unopposed Trustees and Place 6 Trustee Unexpired Term
Notary Public Faith Barnes administered the Oath of Office for Place 3 and 4 Unopposed Trustees to Micky Shearon and Nancy Alana and Place 6 Trustee Unexpired Term to Barbara Townsend.

Consider Consent Agenda Items
A Motion was made by Micky Shearon and seconded by Nancy Alana to approve Consent Items as presented: 1. Minutes of the October 19, 2015 Regular Meeting; 2. Consider Budget Amendments; 3.Consider New Proposal for Copy Paper CSP 2016-01. **Motion Carried:** 7 Yes - 0 No

Consider Voting for Nominations to the Hood County Appraisal District Board of Directors and Parker County Appraisal District Board of Directors
A Motion was made by Barbara Herrington and seconded by Micky Shearon to cast one vote each for Walter Baldree, Terry Johnson, and Tony Smith for Hood County Appraisal Board of Directors Ballots and 30 votes to Jerry Durant for Parker County Appraisal District Board of Directors as presented.
Motion Carried: 7 Yes - 0 No

Consider Voting for Nominations to the Johnson County Appraisal District Board of Directors
No action taken.

Consider Voting for Nominations to Somervell Central Appraisal District Board of Directors
No action taken.

Consider Classroom Size Waiver
A Motion was made by Barbara Herrington and seconded by Chris Tackett to approve Classroom Size Waivers as presented. **Motion Carried:** 7 Yes - 0 No

Discuss Possible Changes to Board Policy CH (LOCAL) in Regard to Purchasing Authority and Board Approval
No action taken.

Consider Fuel Co-Op With Texas Association of School Board Approval
A Motion was made by Barbara Herrington and seconded by Nancy Alana approving the district continuing with an interlocal agreement with the TASB Energy Cooperative and giving the superintendent the administrative authority to lock in a rate for both diesel and unleaded gas for a 12-month or 24-month period.
Motion Carried: 7 Yes - 0 No

Consider Resolution Regarding New Commissioner of Education
A Motion was made by Nancy Alana and seconded by Micky Shearon to adopt the Resolution Regarding New Commissioner of Education as presented. **Motion Carried:** 7 Yes - 0 No

Elect Board Officers for 2015-2016

Mark Jackson opened nominations for board president. Nancy Alana nominated Micky Shearon for president. With no further nominations, Mark Jackson declared Micky Shearon board president. Mark Jackson opened nominations for board vice president. Barbara Herrington nominated Nancy Alana for vice president. With no further nominations, Mark Jackson declared Nancy Alana vice president. Mark Jackson opened nominations for secretary. Micky Shearson nominated Barbara Herrington for secretary. With no further nominations, Mark Jackson declared Barbara Herrington secretary.

Reports

Superintendent's Report

Facilities Report

Superintendent Dr. James Largent gave an update on facilities.

Policy Update 103

Superintendent Dr. James Largent presented TASB Policy Update 103 for review.

Highly Qualified Teachers Report

Human resources director Shane Conklin presented the Highly Qualified Teachers Report providing an overview of teaching personnel meeting "highly qualified" criteria established under the federal No Child Left Behind Act.

Transportation Report

Transportation Director Terry Slemmons presented a transportation summary to the board. Department goals focus on safety, equipment, driver retention, and district support.

Cash Flow and Investment Report Ending October 31, 2015

Assistant Superintendent Dobie Williams presented the Cash Flow and Investment Report.

Financial Statement for Period Ending October 31, 2015

Assistant Superintendent Dobie Williams presented the Financial Statement for period ending October 31, 2015.

Bond Expenditures Monthly Update Ending October 31, 2015

Assistant Superintendent Dobie Williams presented the Bond Expenditures Monthly Update.

Consider Action on Items Discussed in Closed Session

Consider Staff Appointments

Dr. Largent recommended accepting the staff appointments as presented. A Motion was made by Barbara Herrington and seconded by Micky Shearon to approve staff appointments as presented.

Motion Carried: 6 Yes - 0 No; Barbara Townsend abstained from voting as she was not present during closed session.

Consider Purchase, Exchange, Lease or Value of Real Property

None

Adjourn

There being no further business, the meeting was adjourned at 7:23 p.m.

_____ _____

Mark A. Jackson, President Barbara Herrington, Board Secretary

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 14, 2015
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
Asst. Supt. for Finance and Operations
DATE: December 7, 2015
RE: Budget Amendments

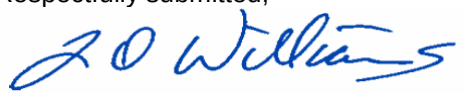
SUMMARY:

Attached are the monthly general fund budget amendments for Board approval. The first page is the budget amendment for the current period and indicates any increases to revenue as well as increases/decreases to each function and the overall net effect of the amendment totals to the budget. For convenience, the budget amendments that will generate new revenue (i.e. campus book fairs, etc.) or are the result of donations made to GISD, have been highlighted in green so that the board may recognize these donations and efforts if they so choose. The second page is a summary and indicates how the current amendment will impact the overall general fund budget as well as how previous amendments have impacted the budget.

RECOMMENDATION:

I recommend the Board approve the amendments and final budgets as presented.

Respectfully submitted,



Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: December 7, 2015

2015-2016
Budget Amendment #4

	December Proposed Budget Amendment #4	Increase	Decrease	Net Effect
Object	**Revenue**			
5700	Revenue Generated	6,150	0	
5800		0	0	
5900		0	0	
	Total	**6,150**	**0**	**6,150**
Function	**Expenses**			
11	SPED - Amend funds from Van Griffith Donation for Life Skills Clas	1,000		
	GHS - Amend funds for College Board Rebate	250		
	Crossland - Amend funds for Meadows Foundation Grant	500		
	AES - Amend funds for hallway backpack hooks & supplies		1,895	
	Overall effect on Function 11	**1,750**	**1,895**	**(145)**
12	**Overall effect on Function 12**	**0**	**0**	**0**
13	**Overall effect on Function 13**	**0**	**0**	**0**
21	**Overall effect on Function 21**	**0**	**0**	**0**
23	**Overall effect on Function 23**	**0**	**0**	**0**
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	**Overall effect on Function 34**	**0**	**0**	**0**
36	Athletics - Amend funds for Lady Pirate Booster Club Donation	4,400		
	Overall effect on Function 36	**4,400**	**0**	**4,400**
41	**Overall effect on Function 41**	**0**	**0**	**0**
51	AES - Amend funds for hallway backpack hooks & supplies	1,895	0	
	Business Office - Amend funds for projects completed this year	0	10,102	
	Overall effect on Function 51	**1,895**	**10,102**	**(8,207)**
	Overall effect on Function 52	**0**	**0**	**0**
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	Business Office - Amend funds for projects completed this year	10,102	0	
	Overall effect on Function 81	**10,102**	**0**	**10,102**
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	**18,147**	**11,997**	**6,150**

Granbury Independent School District

Fiscal Year 2015-2016

		Adopted Budget	Prior Budget Amendments	Budget Amendment 12/14/2015	Revised Budget
	REVENUE				
5700	Local Revenue	48,950,989	39,308	6150	48,996,447
5800	State Revenue	9,679,309	0	0	9,679,309
59/7900	Federal Programs/Other Sources	835,000	0	0	835,000
	Total	**$59,465,298**	**39,308**	6150	**$59,510,756**
	EXPENDITURES				
11	Instruction & Instr. Related Services	31,038,982	(77,151)	(145)	30,961,686
12	Instructional Resources & Media Serve	732,272	(1,217)	0	731,055
13	Curriculum & Instr. Staff Development	762,287	1,220	0	763,507
21	Instructional Leadership	509,079	(2,075)	0	507,004
23	School Leadership	3,413,383	882	0	3,414,265
31	Guidance, Counseling & Evaluation Serve	2,580,368	17,120	0	2,597,488
32	Social Work Services	65,000	0	0	65,000
33	Health Services	380,294	0	0	380,294
34	Student (Pupil) Transportation	2,791,777	(35,611)	0	2,756,166
35	Food Service	0	0	0	0
36	Co curricular/Extracurricular Activities	1,834,462	15,124	4400	1,853,986
41	General Administration	2,382,148	19,478	0	2,401,626
51	Plant Maintenance and Operations	6,075,771	35,877	(8207)	6,103,441
52	Security & Monitoring Services	266,179	661	0	266,840
53	Data Processing Services	1,228,961	0	0	1,228,961
61	Community Services	110,302	0	0	110,302
71	Debt Service (M&O)	0	0	0	0
81	Facilities Acquisition	0	0	10102	10,102
91	Contracted Instruction Services - Chapter 41	4,504,033	0	0	4,504,033
93	Shared Services Arrangement	0	65,000	0	65,000
99	Other Governmental Charges	790,000	0	0	790,000
00	Other Uses	0	0	0	0
	Total Budgeted Expenditures	**$59,465,298**	**39,308**	6150	**$59,510,756**
	Excess Revenue over (Under) Expenditures	**0**	**0**	**0**	**0**

Prepared by:
D Williams
E Whitefield

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 15, 2015
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 7, 2015
RE: Annual Financial Report – Year ended 8/31/2015

SUMMARY:

The annual audit has been completed. A representative from Snow, Garrett & Company, Certified Public Accountants will be at the board meeting to present the report and letters to the board. The Annual Financial Report for the year ended August 31, 2015 and the management letter are available in PDF format for the Boardbook and a hard copy is available for board members that wish to have a copy.

Should you have questions regarding the report, please feel free to contact me prior to the Board meeting so that I can get with the representative from Snow, Garrett & Company so that he/she can be prepared to respond to your questions either at the meeting or prior to the meeting.

RECOMMENDATION:

That the Board accept the Annual Financial Report for the year ended August 31, 2015 as presented.

Respectfully submitted,



Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams

Date Submitted: December 7, 2015

GRANBURY INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED AUGUST 31, 2015

Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2015

TABLE OF CONTENTS

	Page	Exhibit
INTRODUCTORY SECTION		
Certificate of Board	1	
FINANCIAL SECTION		
Independent Auditor's Report	2	
Management's Discussion and Analysis (Required Supplementary Information)	5	
Basic Financial Statements		
Government-wide Financial Statements:		
Statement of Net Position	13	A-1
Statement of Activities	14	B-1
Fund Financial Statements:		
Balance Sheet - Governmental Funds	16	C-1
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position	18	C-1R
Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds	19	C-2
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	21	C-3
Statement of Net Position - Proprietary Funds	22	D-1
Statement of Revenues, Expenses, and Changes in Fund Net Position - Proprietary Funds	23	D-2
Statement of Cash Flows - Proprietary Funds	24	D-3
Statement of Fiduciary Net Position - Fiduciary Funds	25	E-1
Statement of Changes in Fiduciary Net Position - Fiduciary Funds	26	E-2
Notes to the Financial Statements	27	
Required Supplementary Information		
Budgetary Comparison Schedules:		
General Fund	49	G-1
Schedule of the District's Proportionate Share of the Net Pension Liability - Teacher Retirement System Of Texas	51	G-2
Schedule of District's Contributions - Teacher Retirement System Of Texas	52	G-3
Notes to Required Supplementary Information	53	
OTHER SUPPLEMENTARY INFORMATION SECTION		
Schedule of Delinquent Taxes Receivable	54	J-1
Fund Balance and Cash Flow Calculation Worksheet (Unaudited)-General Fund	56	J-2
Budgetary Comparison Schedules Required by the Texas Education Agency:		
National School Breakfast and Lunch Program	57	J-3
Debt Service Fund	58	J-4

Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2015

TABLE OF CONTENTS

	Page	Exhibit
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	59	
Report on Compliance for Each Major Program and on Internal Control over Compliance Required by OMB Circular A-133	61	
Schedule of Findings and Questioned Costs	63	
Summary Schedule of Prior Audit Findings	64	
Corrective Action Plan	65	
Schedule of Expenditures of Federal Awards	66	K-1
Notes to the Schedule of Expenditures of Federal Awards	68	
Schedule of Required Responses to Selected School First Indicators	69	K-2

Introductory Section

CERTIFICATE OF BOARD

Granbury Independent School District	Hood	111-901
Name of School District	County	Co.-Dist. Number

We, the undersigned, certify that the attached annual financial reports of the above named school district were reviewed and (check one) _____approved _____disapproved for the year ended August 31, 2015, at a meeting of the board of trustees of such school district on the ____ day of _____, _____.

_____ _____

Signature of Board Secretary Signature of Board President

If the board of trustees disapproved of the auditor's report, the reason(s) for disapproving it is (are):
(attach list as necessary)

Financial Section



SNOW GARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report

To the Board of Trustees
Granbury Independent School District
600 W. Bridge Street
Granbury, Texas 76048

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Granbury Independent School District ("the District") as of and for the year ended August 31, 2015, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

1207 Santa Fe Drive • Weatherford, Texas 76086 • 817-596-9301 • Fax 817-596-9304

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Granbury Independent School District as of August 31, 2015, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

Change in Accounting Principle

As described in Note A to the financial statements, in 2015, Granbury Independent School District adopted new accounting guidance, Government Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions,* and GASB Statement No. 71, *Pension Transition for contributions made Subsequent to the Measurement Date -- an amendment of GASB Statement No.* 68. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, budgetary comparison information, schedule of the District's proportionate share of the net pension liability and schedule of District pension contributions identified as Required Supplementary Information in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the Required Supplementary Information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Granbury Independent School District's basic financial statements. The introductory section is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations,* and is also not a required part of the basic financial statements. The accompanying other supplementary information is presented for purposes of additional analysis and is also not a required part of the basic financial statements.

The other supplementary information, except for Exhibit J-2, and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplementary information and the and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

The introductory section and Exhibit J-2 have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by *Government Auditing Standards.*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 3, 2015 on our consideration of Granbury Independent School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Granbury Independent School District's internal control over financial reporting and compliance.

Respectfully submitted,

Snow Garrett Williams
December 3, 2015

As management of the District, we offer readers of the District's financial statements this narrative overview and analysis of the financial activities of the District for the year ended August 31, 2015. We encourage readers to consider the information presented here in conjunction with the District's financial statements, which follow this section.

Financial Highlights

- The assets of the District exceeded its liabilities at the close of the most recent period by $8,890,747 (*net position*). Of this amount, $3,936,142 (*unrestricted net position*) may be used to meet the District's ongoing obligations.
- As of the close of the current fiscal year, the District's governmental funds reported combined ending fund balances of $61,350,270. Approximately 26 percent of this total amount, $16,138,813, is *available for spending* at the government's discretion (*unassigned fund balance*).
- At the end of the current fiscal year, unassigned fund balance for the general fund was $16,138,813 or 28 percent of the total general fund expenditures.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements are comprised of three components: (1) government-wide financial statements, (2) fund financial statements, and (3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-wide financial statements. The *government-wide financial statements* are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of the District's assets and liabilities, with the difference between the two reported as *net position.* Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The *statement of activities* presents information for all of the current year's revenues and expenses regardless of when cash is received or paid. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

Both of the District's government-wide financial statements distinguish the functions of the District as being principally supported by taxes and intergovernmental revenues (*governmental activities*) as opposed to *business-type activities* that are intended to recover all or a significant portion of their costs through user fees and charges. The District has no component units for which it is financially accountable. The government-wide financial statements can be found on pages 13-15 of this report.

Fund financial statements. A *fund* is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related requirements. The fund financial statements provide more detailed information about the District's most significant funds-not the District as a whole.

- Some funds are required by State law and/or bond covenants.
- Other funds may be established by the Board to control and manage money for particular purposes or to show that it is properly using certain taxes or grants.

All of the funds of the District can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

- ***Governmental funds.*** *Governmental funds* are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on *near-term inflows and outflows of spendable resources,* as well as on *balances of spendable resources* available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities*. The District adopts an annual appropriated budget for its general fund, debt service fund and food service fund. A budgetary comparison schedule has been provided to demonstrate compliance with these budgets. The basic governmental fund financial statements can be found on pages 16-21 of this report.

- ***Proprietary funds.*** *Proprietary funds* provide the same type of information as the government-wide financial statements, only in more detail. There are two proprietary fund types. *Enterprise funds* are used to report the same functions presented as *business-type activities* in the government-wide financial statements. The District has *business-type activities* or *enterprise funds* that operate similar to a private business. The District uses the enterprise fund to account for after school programs. The second type of proprietary fund is the *internal service fund.* Internal service funds are an accounting device used to accumulate and allocate costs internally among the various functions. The District uses the *internal service fund* to report activities for its workers compensation self-insurance fund and the flexible benefits plan. The basic proprietary fund financial statements can be found on pages 22-24 of this report.

- ***Fiduciary funds.*** *Fiduciary funds* are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are *not* reflected in the government-wide financial statements because the resources of those funds are *not* available to support the District's own programs. The District is the trustee, or *fiduciary*, for these funds and is responsible for ensuring that the assets reported in these funds are used for their intended purposes. All of the District's fiduciary activities are reported in a separate statement of fiduciary net position that can be found on pages 25-26.

- **Notes to the financial statements.** The notes provide additional information that is essential to a complete understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found on pages 27-48 of this report.

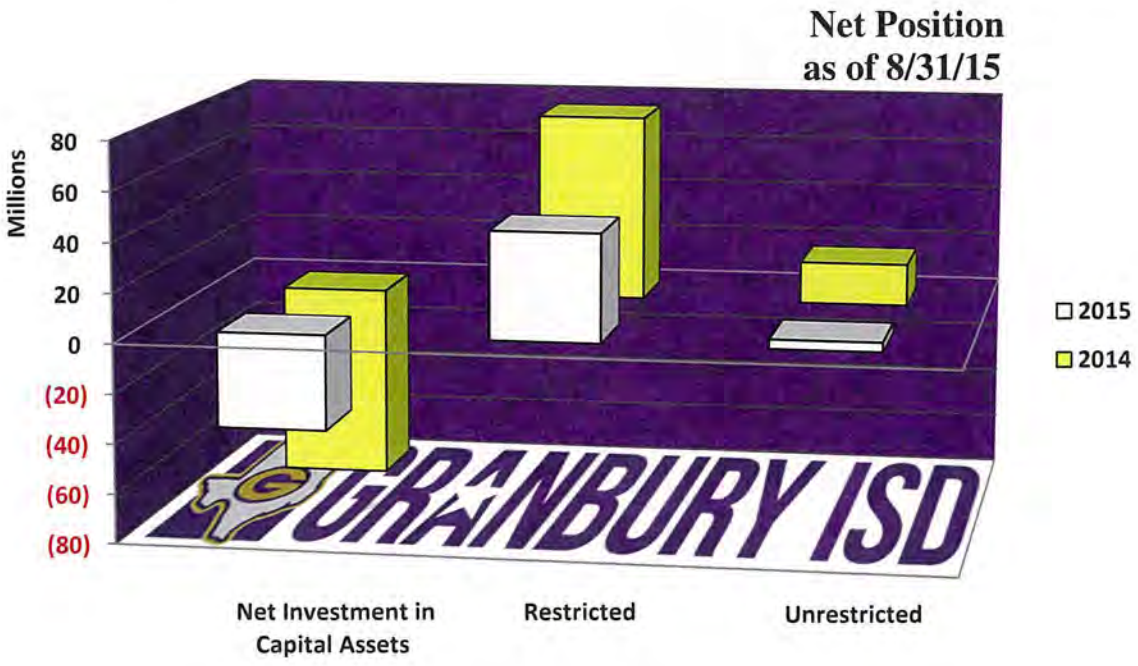
Other information. In addition to the basic financial statements and accompanying notes, this report also presents certain *required supplementary information* that further explains and supports the information in the financial statements. Required supplementary information can be found on pages 49-53 of this report.

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the District, governmental-type assets exceeded liabilities by $8,696,191 as of August 31, 2015.

The District's Net Position-Governmental Activities

	August 31, 2015	August 31, 2014
Current assets	$ 71,301,750	$ 99,167,333
Capital assets	88,210,729	60,837,194
Total assets	159,512,479	160,004,527
Deferred outflows or resources		
Deferred loss on refunding	28,775	-
Deferred outflows related to pensions	1,580,729	1,109,447
Total deferred outflows	1,609,504	1,109,447
Current liabilities	8,854,216	6,914,132
Long-term liabilities outstanding	141,509,666	139,446,984
Total liabilities	150,363,882	146,361,116
Deferred inflows or resources		
Unearned revenue	-	69,678
Deferred inflows related to pensions	2,061,910	-
Total deferred inflows	2,061,910	69,678
Net position:		
Net investment in capital assets	(38,566,625)	(78,080,400)
Restricted	43,521,230	75,786,848
Unrestricted	3,741,586	16,976,732
Total net position	$ 8,696,191	$ 14,683,180



Investment in capital assets (e.g., land, buildings, furniture and equipment, and construction in progress) is negative $38,566,625. The District issued building bonds in fiscal year 2014 that have not been fully reinvested in capital assets resulting in a negative investment in capital assets. The District uses these capital assets to provide services to students; consequently, these assets are *not* available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. An additional portion of the District's net position ($43,521,230) represents resources that are subject to external restrictions on how they may be used. The remaining balance of *unrestricted net position* ($3,741,586) may be used to meet the District's ongoing obligations. This surplus is not an indication that the District has significant resources available to meet financial obligations next year, but rather the result of having *long-term* commitments that are less than currently available resources.

The District's Net Position-Business-Type Activities

	August 31, 2015	August 31, 2014
Current assets	$ 215,374	$ 179,858
Total assets	215,374	179,858
Current liabilities	20,818	14,676
Total liabilities	20,818	14,676
Net position:		
Unrestricted	194,556	165,182
Total net position	$ 194,556	$ 165,182

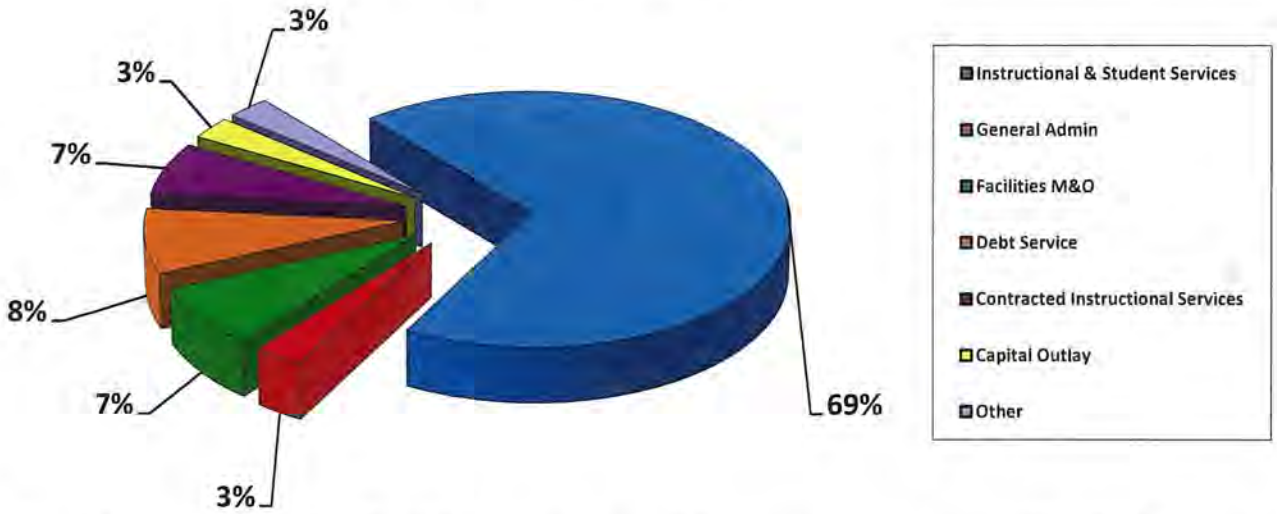
The above surplus is not an indication the District has significant assets that are available to meet financial obligations next year, but rather the result of having currently available resources that exceed *long-term* commitments.

Governmental activities. The District's total governmental activities net position increased $1,649,916 during the current year. The total cost of all *governmental activities* this year was $78,697,301. The amount that our taxpayers paid for these activities through property taxes was $59,199,963 or 75%.

Changes in the District's Net Position

	Fiscal Year August 31, 2015	Fiscal Year August 31, 2014
Revenues:		
Program revenues		
Charges for services	$ 1,386,347	$ 1,462,608
Operating grants and contributions	9,199,214	8,671,375
General revenues		
Property taxes	59,199,963	53,448,489
State grants	7,762,806	8,426,322
Other	2,798,887	564,958
Total revenues	80,347,217	72,573,752
Expenses:		
Instruction	36,726,474	33,808,366
Instruction resources and media services	816,353	796,998
Curriculum and staff development	1,141,271	938,627
Instructional leadership	592,617	602,739
School leadership	3,809,064	3,607,286
Guidance, counseling & evaluation services	2,841,325	2,608,565
Social work services	69,375	62,485
Health services	423,683	413,785
Student transportation	2,802,188	2,825,527
Food service	3,178,918	3,307,519
Cocurricular/extracurricular activities	1,852,863	1,894,823
General administration	2,331,681	2,082,748
Facilities maintenance and operations	5,963,384	5,993,066
Security and monitoring services	207,914	186,785
Data processing services	1,064,178	985,073
Community services	59,674	50,209
Interest on long-term debt	6,095,315	4,780,085
Bond issuance costs and fees	322,883	716,308
Capital outlay	2,216,555	2,690
Contracted instructional services between schools	5,272,407	7,572,561
Payments related to shared services arrangements	133,385	125,159
Other intergovernemental charges	775,794	744,482
Total expenses	78,697,301	74,105,886
Increase (decrease) in net position	1,649,916	(1,532,134)
Net position - beginning	14,683,180	16,564,500
Prior period adjustment	(7,636,905)	(349,186)
Net position - beginning, as restated	7,046,275	16,215,314
Net position - ending	$ 8,696,191	$ 14,683,180

Expenditures by Function



Business-type activities. The District's business-type activities net position increased $29,374. The total cost of all *business-type activities* this year was $274,279.

Changes in the District's Net Position

	Fiscal Year August 31, 2015	Fiscal Year August 31, 2014
Revenues:		
Program revenues		
Charges for services	$ 292,929	$ 304,745
Grants and Contributions	10,724	9,542
Total revenues	303,653	314,287
Expenses:		
Extended School Day Program	274,279	258,586
Total expenses	274,279	258,586
Increase (decrease) in net position	29,374	55,701
Beginning net position	165,182	109,481
Ending net position	$ 194,556	$ 165,182

Financial Analysis of the District's Funds

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements, bond covenants, and segregation for particular purposes.

Governmental Funds. The focus of the District's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the District's financing requirements. In particular, *unassigned fund balance* may serve as a useful measure of the District's net resources available for spending at the end of a fiscal year.

As of the end of the current fiscal year, the District's governmental funds reported combined ending fund balances of $61,350,270, a decrease of $29,626,289. Approximately 26 percent of this total amount ($16,138,813) constitutes *unassigned fund balance*. The remainder of fund balance is *restricted, committed, or assigned* to indicate that it is not available for new spending because it has already been *restricted* to pay (1) debt service ($1,034,694), (2) for federal/state funds grant restrictions ($576,405), (3) capital acquisitions and contractual obligations ($41,,725,425), and (4) for other ($29,664); *committed* for (1) construction ($1,200,000), (2) capital expenditures for equipment ($400,000), and (3) for other ($200,000); and assigned for other ($1,751). Additionally, $43,518 of total fund balance is for inventories and nonspendable.

The general fund is the primary operating fund of the District. At the end of the current fiscal year, unassigned fund balance of the general fund was $16,138,813, out of a total fund balance of $17,938,813. As a measure of the general fund's liquidity, it may be useful to compare both unassigned fund balance and total fund balance to the total fund expenditures. Unassigned fund balance represents 28 percent of the total general fund expenditures. Total general fund balance represents 31 percent of the total general fund expenditures.

The fund balance of the District's general fund increased $2,672,871 during the current fiscal year.

Proprietary Funds. As mentioned earlier, the District's proprietary funds provide the same type of information found in the government-wide financial statements, but in more detail.

Extended Day Program info. Unrestricted net position for the Enterprise fund at August 31, 2015 amounted to $194,556, an increase of $29,374 over the prior year.

Internal Service Fund info. Total net position for the Internal Service fund at August 31, 2015 amounted to $257,371, a decrease of $136,810 over the prior year. The Internal Service fund consists of the employee's workers' compensation and dental insurance contributions, premiums, and payments.

General Fund Budgetary Highlights

Over the course of the year, the District recommended and the Board approved several revisions to budgeted revenue and appropriations. These amendments fall into the following categories:

- Granbury Education Foundations grant donations
- Meadows Foundation grant donation
- Operation School Supplies donation
- Miscellaneous general donations
- Insurance recovery proceeds
- Field trip fees collected from students
- Testing fees collected from students
- Photography commission check for athletics
- Library fines
- Book fair profit donations
- Equipment replacement and repair fees collected from students
- Foundation awards
- AP testing rebates
- Fundraiser donations

The following are significant variations between the final budget and actual amounts for the general fund:

- Actual revenues were higher than budgeted by $1,559,517, primarily related to an upsurge in local and intermediate revenue sources and federal revenue programs: and
- Actual expenditures were lower than budgeted by $2,585,187, primarily due to instruction, student (pupil) transportation, plant maintenance and operations, and contracted instructional services between public schools.

Capital Asset and Debt Administration

Capital Assets. The District's investment in capital assets for its governmental activities as of August 31, 2015, amounts to $88,210,729 (net of accumulated depreciation). This investment in capital assets includes land, buildings and improvements, furniture and equipment and construction in progress.

Major capital asset events during the year included completion of the high school bleachers, seven new passenger buses, band instruments, and the construction in progress afforded to all campuses through the issuance of a bond.

District's Capital Assets
(net of depreciation)

	August 31, 2015	August 31, 2014
Land	$ 1,864,569	$ 1,864,569
Buildings and improvements	45,323,159	48,772,734
Furniture and equipment	4,941,170	4,404,346
Construction In Progress	36,081,831	5,795,545
Totals at historical cost	$ 88,210,729	$ 60,837,194

Additional information on the District's capital assets can be found in Note D on pages 36 - 37 of this report.

Long-term Debt. As of August 31, 2015, the District had total general obligation bonded debt outstanding of $116,919,785, a decrease of $5,214,484 over the prior year. The District refunded the Series 2005 Refunding Bond ($31,240,000 defeased) by the issuance of the Series 2015 Refunding Bond ($28,950,000 par and $3,758,512 premium). Premium on bonds increased $2,405,253 from the prior year resulting in an ending balance of $9,886,344. The District's loss on refunding decreased $1,080,672 from the prior year resulting in an ending balance of ($28,775). Accretion on CAB's decreased $1,868,491 for fiscal year 2015 resulting in an ending balance of $7,963,133. The net pension liability for fiscal year 2015 had an ending balance of $6,740,404 due to the implementation of GASB 68 & 71.

Moody's Aaa and Standard & Poor's AAA long-term ratings on the District's Texas' bonds reflects the Texas Permanent School Fund guarantee. Standard & Poor's A+ underlying rating and Moody's Aa3 underlying rating on the District's unenhanced debt reflects the District's: (1) participation in the strong and growing Dallas/Fort Worth area economy, (2) strong administrative management, and (3) continued satisfactory financial performance.

The District's bonds are rated Aaa and AAA, respectively, by Moody's Investor Services, Inc. (Moody's) and Standard & Poor's Rating Services (S&P) by virtue of the guarantee of the Permanent School Fund of the State of Texas. The uninsured tax supported debt of the District is rated Aa3 by Moody's and A+ by S&P.

State statutes limit the amount of general obligation debt a government entity may issue up to 10 percent of its total assessed valuation. The current debt limitation for the District is $464,874,498, which is significantly in excess of the District's outstanding general obligation debt.

Additional information on the District's long-term debt can be found in Note F on pages 38 - 39 of this report.

Economic Factors and Next Year's Budgets and Rates

- The District's tax rate remained the same at $1.265 ($1.04 for maintenance and operations and $0.225 for debt service). This is a result of a slight increase in property values and the amount needed for debt service. The District has fully utilized the additional funds available as a result of HB1 as well as funds generated from increased student enrollment. Future increases in the Maintenance and Operations tax will have to be approved by the voters.
- The District has appropriated maintenance and operations revenues and expenditures in the 2015-2016 budget of $59,465,298 and $59,465,298 respectively in its general fund. This balanced budget is expected to generate excess revenues over expenditures once a historical lapse of 1-3% in expenditures is taken into consideration as well as an anticipated increase in student enrollment by year end.

Requests for Information

This financial report is designed to provide our citizens, taxpayers, customers, investors and creditors with a general overview of the District's finances as well as demonstrate accountability for funds the District receives. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the Granbury ISD Business Office at 600 W. Pearl Street, Granbury, Texas 76048.

Basic Financial Statements

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET POSITION
AUGUST 31, 2015

Data Control Codes		1 Governmental Activities	2 Business-type Activities	3 Total
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 7,443,456	$ 230,251	$ 7,673,707
1120	*Current Investments*	58,124,832	--	58,124,832
1225	*Property Taxes Receivable (Net)*	1,400,648	--	1,400,648
1240	*Due from Other Governments*	3,483,992	--	3,483,992
1250	*Accrued Interest*	9,890	--	9,890
1260	*Internal Balances*	14,877	(14,877)	--
1267	*Due from Fiduciary*	654,463	--	654,463
1290	*Other Receivables (Net)*	126,074	--	126,074
1300	*Inventories*	43,518	--	43,518
	Capital Assets:			
1510	*Land*	1,864,569	--	1,864,569
1520	*Buildings and Improvements, Net*	45,323,159	--	45,323,159
1530	*Furniture and Equipment, Net*	4,941,170	--	4,941,170
1580	*Construction in Progress*	36,081,831	--	36,081,831
1000	Total Assets	159,512,479	215,374	159,727,853
	DEFERRED OUTFLOWS OF RESOURCES:			
	Deferred Loss on Refunding	28,775	--	28,775
1705	*Deferred Outflow Related to Pensions*	1,580,729	--	1,580,729
1700	Total Deferred Outflows of Resources	1,609,504	--	1,609,504
	LIABILITIES:			
2110	*Accounts Payable*	5,980,525	225	5,980,750
2140	*Interest Payable*	560,755	--	560,755
2165	*Accrued Liabilities*	2,211,245	14,020	2,225,265
2177	*Due to Fiduciary*	67,010	6,573	73,583
2180	*Due to Other Governments*	521	--	521
2300	*Unearned Revenue*	34,160	--	34,160
	Noncurrent Liabilities:			
2501	*Due Within One Year*	2,656,880	--	2,656,880
2502	*Due in More Than One Year*	132,112,382	--	132,112,382
2540	*Net Pension Liability*	6,740,404	--	6,740,404
2000	Total Liabilities	150,363,882	20,818	150,384,700
	DEFERRED INFLOWS OF RESOURCES:			
2605	*Deferred Inflow Related to Pensions*	2,061,910	--	2,061,910
2600	Total Deferred Inflows of Resources	2,061,910	--	2,061,910
	NET POSITION:			
3200	Net Investment in Capital Assets	(38,566,625)	--	(38,566,625)
	Restricted For:			
3820	Federal and State Programs	576,405	--	576,405
3850	Debt Service	1,216,948	--	1,216,948
3860	Capital Projects	41,725,425	--	41,725,425
3890	Other Purposes	2,452	--	2,452
3900	Unrestricted	3,741,586	194,556	3,936,142
3000	Total Net Position	$ 8,696,191	$ 194,556	$ 8,890,747

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED AUGUST 31, 2015

Data Control Codes	Functions/Programs	1 Expenses	3 Program Revenues: Charges for Services	4 Program Revenues: Operating Grants and Contributions
	Governmental Activities:			
11	*Instruction*	$ 36,726,474	$ 73,134	$ 4,770,359
12	*Instructional Resources and Media Services*	816,353	907	47,389
13	*Curriculum and Staff Development*	1,141,271	893	367,100
21	*Instructional Leadership*	592,617	607	76,092
23	*School Leadership*	3,809,064	4,709	199,891
31	*Guidance, Counseling, & Evaluation Services*	2,841,325	2,881	395,682
32	*Social Work Services*	69,375	77	3,574
33	*Health Services*	423,683	474	22,096
34	*Student Transportation*	2,802,188	3,264	152,273
35	*Food Service*	3,178,918	1,145,654	2,112,850
36	*Cocurricular/Extracurricular Activities*	1,852,863	135,262	68,307
41	*General Administration*	2,331,681	2,630	122,501
51	*Facilities Maintenance and Operations*	5,963,384	6,794	316,489
52	*Security and Monitoring Services*	207,914	498	8,894
53	*Data Processing Services*	1,064,178	1,193	55,564
61	*Community Services*	59,674	143	10,113
72	*Interest on Long-term Debt*	6,095,315	--	--
73	*Bond Issuance Costs and Fees*	322,883	--	--
81	*Capital Outlay*	2,216,555	698	32,494
91	*Contracted Instructional Services between Schools*	5,272,407	6,529	304,141
93	*Payments Related to Shared Services Arrangements*	133,385	--	133,405
99	*Other Intergovernmental Charges*	775,794	--	--
TG	Total Governmental Activities	78,697,301	1,386,347	9,199,214
	Business-type Activities:			
01	After School Care Program	274,279	292,929	10,724
TP	Total Primary Government	$ 78,971,580	$ 1,679,276	$ 9,209,938
	General Revenues:			
MT	*Property Taxes, Levied for General Purposes*			
DT	*Property Taxes, Levied for Debt Service*			
IE	*Investment Earnings*			
GC	*Grants and Contributions Not Restricted to Specific Programs*			
MI	*Miscellaneous*			
TR	Total General Revenues			
CN	Change in Net Position			
NB	Net Position - Beginning			
PA	Prior Period Adjustment			
	Net Position - Beginning, as Restated			
NE	Net Position - Ending			

The accompanying notes are an integral part of this statement.

6	7	8
Net (Expense) Revenue and Changes in Net Position		
Governmental Activities	Business-type Activities	Total
$ (31,882,981)		$ (31,882,981)
(768,057)		(768,057)
(773,278)		(773,278)
(515,918)		(515,918)
(3,604,464)		(3,604,464)
(2,442,762)		(2,442,762)
(65,724)		(65,724)
(401,113)		(401,113)
(2,646,651)		(2,646,651)
79,586		79,586
(1,649,294)		(1,649,294)
(2,206,550)		(2,206,550)
(5,640,101)		(5,640,101)
(198,522)		(198,522)
(1,007,421)		(1,007,421)
(49,418)		(49,418)
(6,095,315)		(6,095,315)
(322,883)		(322,883)
(2,183,363)		(2,183,363)
(4,961,737)		(4,961,737)
20		20
(775,794)		(775,794)
(68,111,740)		(68,111,740)
--	$ 29,374	29,374
(68,111,740)	29,374	(68,082,366)
48,693,210	--	48,693,210
10,506,753	--	10,506,753
180,252	--	180,252
7,762,806	--	7,762,806
2,618,635	--	2,618,635
69,761,656	--	69,761,656
1,649,916	29,374	1,679,290
14,683,180	165,182	14,848,362
(7,636,905)	--	(7,636,905)
7,046,275	165,182	7,211,457
$ 8,696,191	$ 194,556	$ 8,890,747

GRANBURY INDEPENDENT SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS
AUGUST 31, 2015

Data Control Codes		10 General Fund	50 Debt Service Fund
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ 3,651,908	$ 65,806
1120	*Current Investments*	12,330,599	989,738
1225	*Taxes Receivable*	2,063,752	299,208
1230	*Allowance for Uncollectible Taxes (Credit)*	(845,358)	(116,954)
1240	*Due from Other Governments*	2,712,541	--
1250	*Accrued Interest*	--	245
1260	*Due from Other Funds*	1,775,518	--
1290	*Other Receivables*	70,230	12,573
1300	*Inventories*	--	--
1000	Total Assets	21,759,190	1,250,616
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ 494,291	$ 33,668
2160	*Accrued Wages Payable*	2,036,311	--
2170	*Due to Other Funds*	60,735	--
2180	*Due to Other Governments*	521	--
2300	*Unearned Revenue*	10,125	--
2000	Total Liabilities	2,601,983	33,668
	DEFERRED INFLOWS OF RESOURCES:		
	Deferred Revenue	1,218,394	182,254
2600	Total Deferred Inflows of Resources	1,218,394	182,254
	FUND BALANCES:		
	Nonspendable Fund Balances:		
3410	*Inventories*	--	--
	Restricted Fund Balances:		
3450	*Federal/State Funds Grant Restrictions*	--	--
3470	*Capital Acquisitions & Contractual Obligations*	--	--
3480	*Retirement of Long-Term Debt*	--	1,034,694
3490	*Other Restrictions of Fund Balance*	--	--
	Committed Fund Balances:		
3510	*Construction*	1,200,000	--
3530	*Capital Expenditures for Equipment*	400,000	--
3545	*Other Committed Fund Balance*	200,000	--
	Assigned Fund Balances:		
3590	*Other Assigned Fund Balance*	--	--
3600	Unassigned	16,138,813	--
3000	Total Fund Balances	17,938,813	1,034,694
4000	Total Liabilities, Deferred Inflow of Resources and Fund Balances	$ 21,759,190	$ 1,250,616

The accompanying notes are an integral part of this statement.

60 Capital Projects Fund	Other Governmental Funds	98 Total Governmental Funds
$ 2,319,350	$ 723,672	$ 6,760,736
44,305,687	10,420	57,636,444
--	--	2,362,960
--	--	(962,312)
--	771,451	3,483,992
9,645	--	9,890
--	132,919	1,908,437
--	--	82,803
--	43,518	43,518
46,634,682	1,681,980	71,326,468
$ 4,909,257	$ 70,800	$ 5,508,016
--	174,934	2,211,245
--	760,873	821,608
--	--	521
--	24,035	34,160
4,909,257	1,030,642	8,575,550
--	--	1,400,648
--	--	1,400,648
--	43,518	43,518
--	576,405	576,405
41,725,425	--	41,725,425
--	--	1,034,694
--	29,664	29,664
--	--	1,200,000
--	--	400,000
--	--	200,000
--	1,751	1,751
--	--	16,138,813
41,725,425	651,338	61,350,270
$ 46,634,682	$ 1,681,980	$ 71,326,468

GRANBURY INDEPENDENT SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
AUGUST 31, 2015

Total fund balances - governmental funds balance sheet	$	61,350,270
Amounts reported for governmental activities in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not reported in the funds.		88,210,729
Property taxes receivable unavailable to pay for current period expenditures are deferred in the funds.		1,400,648
The assets and liabilities of internal service funds are included in governmental activities in the SNP.		257,371
Payables for bond principal which are not due in the current period are not reported in the funds.		(116,919,785)
Payables for bond interest which are not due in the current period are not reported in the funds.		(560,755)
Deferred loss on refunding bonds is not reported in the funds.		28,775
Accumulated accretion on capital appreciation bonds is not reported in the funds.		(7,963,133)
Premiums on bonds which are not due and payable in the current period are not reported in the funds.		(9,886,344)
Recognition of the District's proportionate share of the net pension liability is not reported in the funds.		(6,740,404)
Deferred Resource Inflows related to TRS are not reported in the funds.		(2,061,910)
Deferred Resource Outflows related to TRS are not reported in the funds.		1,580,729
Net position of governmental activities - Statement of Net Position	$	8,696,191

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS FOR THE YEAR ENDED AUGUST 31, 2015

Data Control Codes		10 General Fund	50 Debt Service Fund
	REVENUES:		
5700	*Local and Intermediate Sources*	$ 49,777,214	$ 10,466,513
5800	*State Program Revenues*	10,078,137	--
5900	*Federal Program Revenues*	955,018	--
5020	Total Revenues	60,810,369	10,466,513
	EXPENDITURES:		
	Current:		
0011	*Instruction*	30,180,353	--
0012	*Instructional Resources and Media Services*	734,028	--
0013	*Curriculum and Staff Development*	720,439	--
0021	*Instructional Leadership*	492,037	--
0023	*School Leadership*	3,442,548	--
0031	*Guidance, Counseling, & Evaluation Services*	2,324,531	--
0032	*Social Work Services*	64,648	--
0033	*Health Services*	381,630	--
0034	*Student Transportation*	2,633,969	--
0035	*Food Service*	--	--
0036	*Cocurricular/Extracurricular Activities*	1,703,481	--
0041	*General Administration*	2,126,569	--
0051	*Facilities Maintenance and Operations*	5,483,363	--
0052	*Security and Monitoring Services*	206,008	--
0053	*Data Processing Services*	964,266	--
0061	*Community Services*	54,531	--
0071	*Principal on Long-term Debt*	--	2,924,484
0072	*Interest on Long-term Debt*	--	7,113,050
0073	*Bond Issuance Costs and Fees*	--	322,883
0081	*Capital Outlay*	561,386	--
0091	*Contracted Instructional Services*		
0091	*Between Public Schools*	5,272,407	--
0093	*Payments to Shared Service Arrangements*	--	--
0099	*Other Intergovernmental Charges*	775,794	--
6030	Total Expenditures	58,121,988	10,360,417
1100	Excess (Deficiency) of Revenues Over (Under)		
1100	Expenditures	2,688,381	106,096
	Other Financing Sources and (Uses):		
7911	*Debt Issued- Refunding Bonds*	--	28,950,000
7912	*Sale of Real or Personal Property*	11,255	--
7915	*Transfers In*	--	--
7916	*Premium or Discount on Issuance of Bonds*	--	3,758,512
8911	*Transfers Out*	(26,765)	--
8949	*Other Uses-Payment to Refunded Bond Escrow Agent*	--	(32,382,645)
7080	Total Other Financing Sources and (Uses)	(15,510)	325,867
1200	Net Change in Fund Balances	2,672,871	431,963
0100	Fund Balances - Beginning	15,265,942	602,731
3000	Fund Balances - Ending	$ 17,938,813	$ 1,034,694

The accompanying notes are an integral part of this statement.

60 Capital Projects Fund	Other Governmental Funds	98 Total Governmental Funds
$ 136,081	$ 1,151,270	$ 61,531,078
--	1,028,032	11,106,169
--	4,857,588	5,812,606
136,081	7,036,890	78,449,853
325,499	2,996,576	33,502,428
--	5,150	739,178
--	327,923	1,048,362
--	47,820	539,857
--	1,357	3,443,905
--	261,447	2,585,978
--	--	64,648
--	--	381,630
766,609	239	3,400,817
--	2,951,588	2,951,588
--	730	1,704,211
--	1,855	2,128,424
--	60,000	5,543,363
--	--	206,008
--	--	964,266
--	7,989	62,520
--	--	2,924,484
--	--	7,113,050
--	--	322,883
32,042,692	--	32,604,078
--	--	5,272,407
--	133,385	133,385
--	--	775,794
33,134,800	6,796,059	108,413,264
(32,998,719)	240,831	(29,963,411)
--	--	28,950,000
--	--	11,255
--	26,765	26,765
--	--	3,758,512
--	--	(26,765)
--	--	(32,382,645)
--	26,765	337,122
(32,998,719)	267,596	(29,626,289)
74,724,144	383,742	90,976,559
$ 41,725,425	$ 651,338	$ 61,350,270

GRANBURY INDEPENDENT SCHOOL DISTRICT

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED AUGUST 31, 2015

Net change in fund balances - total governmental funds	$	(29,626,289)
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:		
Capital outlays are not reported as expenses in the SOA.		31,707,249
The depreciation of capital assets used in governmental activities is not reported in the funds.		(4,333,713)
The gain or loss on the sale of capital assets is not reported in the funds.		11,255
All proceeds from the sale of capital assets are reported in the funds but not in the SOA.		(11,255)
Certain property tax revenues are deferred in the funds. This is the change in these amounts this year.		7,807
Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA.		2,924,484
The accretion of interest on capital appreciation bonds is not reported in the funds.		939,163
(Increase) decrease in accrued interest from beginning of period to end of period.		19,302
The net revenue (expense) of internal service funds is reported with governmental activities.		(136,810)
Interest paid on defeasance of bonds payable is reported in the SOA but not in the funds.		(183,200)
Bond premiums are amortized in the SOA but not in the funds.		318,990
Deferred loss on refunding is amortized in the SOA but not in the funds.		(76,520)
Proceeds of bonds do not provide revenue in the SOA, but are reported as current resources in the funds.		(28,950,000)
Bond premiums are reported in the funds but not in the SOA.		(3,758,512)
Payment to escrow agent for refunding bonds is reported in the funds but not in the SOA.		32,382,645
Pension expense related to GASB 68 is recorded in the SOA but not in the funds.		(623,032)
Pension contributions made after the measurement date but in current FY were de-expended and reduced NPL.		1,038,352
Change in net position of governmental activities - Statement of Activities	$	1,649,916

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET POSITION
PROPRIETARY FUNDS
AUGUST 31, 2015

Data Control Codes		Nonmajor Enterprise Fund After School Care Program	Internal Service Funds
	ASSETS:		
	Current Assets:		
1110	*Cash and Cash Equivalents*	$ 230,251	$ 682,720
1120	*Investments*	--	488,388
	Receivables:		
1290	*Other Receivables (net)*	--	43,271
	Total Current Assets	230,251	1,214,379
1000	Total Assets	230,251	1,214,379
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ 225	$ 472,509
2160	*Accrued Wages Payable*	14,020	--
2170	*Due to Other Funds*	21,450	484,499
	Total Current Liabilities	35,695	957,008
2000	Total Liabilities	35,695	957,008
	NET POSITION:		
3900	*Unrestricted*	194,556	257,371
3000	Total Net Position	$ 194,556	$ 257,371

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION - PROPRIETARY FUNDS FOR THE YEAR ENDED AUGUST 31, 2015

Data Control Codes		Nonmajor Enterprise Fund After School Care Program	Internal Service Funds
	OPERATING REVENUES:		
5700	*Local and Intermediate Sources*	$ 292,929	$ 379,119
5800	*State Program Revenues*	10,724	--
5020	Total Revenues	303,653	379,119
	OPERATING EXPENSES:		
6100	*Payroll Costs*	252,755	--
6300	*Supplies and Materials*	10,052	--
6400	*Other Operating Costs*	11,472	515,929
6030	Total Expenses	274,279	515,929
1300	Change in Net Position	29,374	(136,810)
0100	Total Net Position - Beginning	165,182	394,181
3300	Total Net Position - Ending	$ 194,556	$ 257,371

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF CASH FLOWS
PROPRIETARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2015

	Non-Major Enterprise Fund After School Care Program	Internal Service Funds
Cash Flows from Operating Activities:		
Cash Received from Customers	$ 295,143	$ --
Cash Receipts (Payments) for Quasi-external Operating Transactions with Other Funds	--	368,672
Cash Payments to Employees for Services	(240,841)	--
Cash Payments to Other Suppliers for Goods and Services	(6,981)	--
Other Operating Cash Receipts (Payments)	(11,472)	(309,636)
Net Cash Provided (Used) by Operating Activities	35,839	59,036
Cash Flows from Investing Activities:		
Increase in Investments	--	(492)
Net Cash Provided (Used) for Investing Activities	--	(492)
Net Increase (Decrease) in Cash and Cash Equivalents	35,839	58,543
Cash and Cash Equivalents at Beginning of Year	194,412	624,176
Cash and Cash Equivalents at End of Year	$ 230,251	$ 682,720
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:		
Operating Income (Loss)	$ 29,374	$ (136,810)
Adjustments to Reconcile Operating Income to Net Cash Provded by Operating Activities		
Change in Assets and Liabilities:		
Decrease (Increase) in Interfund Receivables	2,215	--
Decrease (Increase) in Receivables	--	(10,447)
Increase (Decrease) in Accounts Payable	(1,612)	39,652
Increase (Decrease) in Accrued Wages Payable	1,180	--
Increase (Decrease) in Interfund Payables	4,682	166,640
Total Adjustments	6,465	195,846
Net Cash Provided (Used) by Operating Activities	$ 35,839	$ 59,036

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET POSITION
FIDUCIARY FUNDS
AUGUST 31, 2015

Data Control Codes		Private-purpose Trust Funds	Agency Funds
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ 90,380	$ 857,545
1260	*Due from Other Funds*	9,033	64,550
1290	*Other Receivables*	--	66
1000	Total Assets	99,413	922,161
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ --	$ 15,528
2150	*Payroll Deduction & Withholdings*	--	23,146
2170	*Due to Other Funds*	9,127	645,337
2190	*Due to Student Groups*	--	238,150
2000	Total Liabilities	9,127	922,161
	NET POSITION:		
3800	*Held in Trust*	90,286	--
3000	Total Net Position	$ 90,286	$ --

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FIDUCIARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2015

	Private-Purpose Trusts
Additions:	
Investment Income	$ 189
Gifts and Bequests	9,050
Total Additions	9,239
Deductions:	
Scholarship Awards	19,864
Total Deductions	19,864
Change in Net Position	(10,625)
Net Position-Beginning of the Year	100,911
Net Position-End of the Year	$ 90,286

The accompanying notes are an integral part of this statement.

A. Summary of Significant Accounting Policies

The basic financial statements of Granbury Independent School District (the "District") have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") applicable to governmental units in conjunction with the Texas Education Agency's Financial Accountability System Resource Guide ("Resource Guide"). The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

1. Reporting Entity

The Board of School Trustees ("Board"), a seven-member group, has governance responsibilities over all activities related to public elementary and secondary education within the jurisdiction of the District. The Board is elected by the public and has the exclusive power and duty to govern and oversee the management of the public schools of the District. All powers and duties not specifically delegated by statute to the Texas Education Agency ("TEA") or to the State Board of Education are reserved for the Board, and the TEA may not substitute its judgment for the lawful exercise of those powers and duties by the Board. The District receives funding from local, state and federal government sources and must comply with the requirements of those funding entities. However, the District is not included in any other governmental reporting entity and there are no component units included within the District's reporting entity.

2. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-wide Financial Statements: The statement of net position and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. These statements distinguish between the governmental and business-type activities of the District. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties.

The statement of activities presents a comparison between direct expenses and program revenues for the different business-type activities of the District and for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

The District reports the following major governmental funds:

General Fund: This is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

Debt Service Fund: This fund is used to account for and report financial resources restricted, committed or assigned to expenditure for principal and interest.

Capital Projects Fund: This fund is used to account for and report financial resources restricted, committed or assigned to expenditures for the acquisition or construction of capital assets.

The District reports the following non-major enterprise funds:

Extended Day Program Fund: This fund is used to account for all resources and expenditures of the after school program.

In addition, the District reports the following fund types:

Internal Service Funds: These funds are used to account for revenues and expenses related to services provided to parties inside the District. These funds facilitate distribution of support costs to the users of support services on a cost-reimbursement basis. Because the principal users of the internal services are the District's governmental activities, this fund type is included in the "Governmental Activities" column of the government-wide financial statements.

Private-Purpose Trust Funds: These funds are used to report trust arrangements under which principal and income benefit individuals, private organizations, or other governments not reported in other fiduciary fund types.

Agency Funds: These funds are used to report student activity funds and other resources held in a purely custodial capacity (assets equal liabilities). Agency funds typically involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.

Fiduciary funds are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are therefore not available to support District programs, these funds are not included in the government-wide statements.

b. Measurement Focus, Basis of Accounting

Government-wide, Proprietary, and Fiduciary Fund Financial Statements: These financial statements are reported using the economic resources measurement focus. The government-wide and proprietary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

3. Financial Statement Amounts

a. Cash and Cash Equivalents

For purposes of the statement of cash flows, highly liquid investments are considered to be cash equivalents if they have a maturity of three months or less when purchased.

b. Property Taxes

Property taxes are levied by October 1 on the assessed value listed as of the prior January 1 for all real and business personal property in conformity with Subtitle E, Texas Property Tax Code. Taxes are due on receipt of the tax bill and are delinquent if not paid before February 1 of the year following the year in which imposed. On January 1 of each year, a tax lien attaches to property to secure the payment of all taxes, penalties, and interest ultimately imposed. Property tax revenues are considered available (1) when they become due or past due and receivable within the current period and (2) when they are expected to be collected during a 60-day period after the close of the fiscal year.

Allowances for uncollectible tax receivables within the General and Debt Service Funds are based upon historical experience in collecting property taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature.

c. Inventories and Prepaid Items

Inventories of supplies on the balance sheet are stated at weighted average cost, while inventories of food commodities are recorded at market values supplied by the Texas Department of Human Services. Inventory items are recorded as expenditures when they are consumed. Supplies are used for almost all functions of activity, while food commodities are used only in the food service program. Although commodities are received at no cost, their fair market value is supplied by the Texas Department of Human Services and recorded as inventory and deferred revenue when received. When requisitioned, inventory and deferred revenue are relieved, expenditures are charged, and revenue is recognized for an equal amount. Inventories also include plant maintenance and operation supplies as well as instructional supplies.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

d. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of $5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

Asset Class	Estimated Useful Lives
Buildings and Improvements	15-30
Land Improvements	10-30
Equipment	3-30

e. Deferred Outflows and Inflows of Resources

In addition to assets, the statements of financial position (the government-wide and proprietary Statements of Net Position and governmental funds balance sheet) will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position and/or fund balance that applies to one or more future periods and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statements of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to one or more future periods and so will not be recognized as an inflow of resources (revenue) until that time.

f. Receivable and Payable Balances

The District believes that sufficient detail of receivable and payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates those balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

g. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

h. Use of Estimates

The preparation of financial statements in conformity with GAAP requires the use of management's estimates.

i. Data Control Codes

Data Control Codes appear in the rows and above the columns of certain financial statements. The TEA requires the display of these codes in the financial statements filed with TEA in order to ensure accuracy in building a statewide database for policy development and funding plans.

j. Fund Balances - Governmental Funds

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance - represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid insurance) or legally required to remain intact (such as notes receivable or principal of a permanent fund).

Restricted Fund Balance - represents amounts that are constrained by external parties, constitutional provisions or enabling legislation.

Committed Fund Balance - represents amounts that can only be used for a specific purpose because of a formal action by the District's Board of Trustees. Committed amounts cannot be used for any other purpose unless the Board of Trustees removes those constraints by taking the same type of formal action. Committed fund balance amounts may be used for other purposes with appropriate due process by the Board of Trustees. Commitments are typically done through adoption and amendment of the budget. Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance - represents amounts which the District intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the Board of Trustees or by an official or body to which the Board of Trustees delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund conveys that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself. The District authorizes the Superintendent to assign fund balance.

Unassigned Fund Balance - represents amounts which are unconstrained in that they may be spent for any purpose. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

The District established a minimum fund balance policy requiring assigned, committed and unassigned fund balances in the General Fund to equal or exceed 20% of total annual operating expenditures. The District was in compliance with this policy at August 31, 2015.

k. Net Position Flow Assumption

Sometimes the District will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted net position and unrestricted net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted net position to have been depleted before unrestricted net position is applied.

l. Fund Balance Flow Assumptions

Sometimes the District will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

4. Pensions

The fiduciary net position of the Teacher Retirement System of Texas (TRS) has been determined using the flow of economic resourses measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resourses and deferred inflows of resourses related to pensions, pension expense, and information about assets, liabilities and additions to/deductions from TRS' fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

At August 31, 2015 the District reported the following:

Net Pension Asset	$ --
Net Pension Liability	$ 6,740,404

5. New Accounting Standards Adopted

In fiscal year 2015, the District adopted two new statements of financial accounting standards issued by the Governmental Accounting Standards Board (GASB):

-- Statement No. 68, *Accounting and Financial Reporting for Pensions - an amendment of GASB Statement No. 27*
-- Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date - an amendment of GASB Statement No. 68.*

a. Statement No. 68 establishes standards of accounting and financial reporting, but not funding or budgetary standards, for defined benefit pensions and defined contribution pensions provided to the employees of state and local government employers through pension plans that are administered through trusts or equivalent arrangements criteria detailed above in the description of Statement No. 67. This Statement replaces the requirements of Statement No. 27, *Accounting for Pensions by State and Local Governmental Employers*, as well as the requirements of Statement No. 50, *Pension Disclosures*, as they relate to pensions that are provided through pension plans within the scope of the Statement.

The requirements of Statement No. 68 apply to the financial statements of all state and local governmental employers whose employees are provided with pensions through pension plans that are administered through trusts or equivalent arrangements as described above, and to the financial statements of state and local governmental nonemployer contributing entities that have a legal obligation to make contributions directly to such pension plans. This Statement establishes standards for measuring and recognizing liabilities, deferred outflows of resources, and deferred inflows of resources, and expense/expenditures related to pensions. Note disclosure and RSI requirements about pensions also are addressed. For defined benefit pension plans, this Statement identifies the methods and assumptions that should be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service.

The adoption of Statement No. 68 has no impact on the District's governmental fund financial statements, which continue to report expenditures in the contribution amount determined legislatively for the TRS plan. The calculation of pension contributions is unaffected by the change. However, the adoption has resulted in the restatement of the District's beginning net position for the fiscal year 2014 government-wide financial statements to reflect the reporting of net pension liability and deferred inflows of resources and deferred outflows of resources for its qualified pension plan and the recognition of pension expense in accordance with the provisions of the Statement.

b. Statement No. 71 amends Statement No. 68 to require that, at transition, a government recognize a beginning deferred outflow of resources for its pension contributions, if any, made subsequent to the measurement date of the beginning net pension liability. Since the measurement date of the pension plan was different than the District's fiscal year-end, the effects from the District's reported contributions to the plan subsequent to the respective measurement date of the plan cause an increase in deferred outflow of resources and a decrease in net position.

B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations:

Violation	Action Taken
The District's debt service expenditures exceeded total budgeted expenditures by $317,866.	To ensure that expenditure amounts are covered by budgeted amounts the District will closely monitor any unexpected expenditures and proprose the budget amendment for approval by the Board.

C. Deposits and Investments

The District's funds are required to be deposited and invested under the terms of a depository contract. The depository bank deposits for safekeeping and trust with the District's agent bank approved pledged securities in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

1. Cash Deposits:

At August 31, 2015, the carrying amount of the District's deposits (cash, certificates of deposit, and interest-bearing savings accounts included in temporary investments) was $8,621,632 and the bank balance was $10,168,176. The District's cash deposits at August 31, 2015 and during the year ended August 31, 2015, were entirely covered by FDIC insurance or by pledged collateral held by the District's agent bank in the District's name.

2. Investments:

The District is required by Government Code Chapter 2256, The Public Funds Investment Act, to adopt, implement, and publicize an investment policy. That policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, and (9) bid solicitation preferences for certificates of deposit.

The Public Funds Investment Act ("Act") requires an annual audit of investment practices. Audit procedures in this area conducted as a part of the audit of the basic financial statements disclosed that in the areas of investment practices, management reports and establishment of appropriate policies, the District adhered to the requirements of the Act. Additionally, investment practices of the District were in accordance with local policies.

The Act determines the types of investments which are allowable for the District. These include, with certain restrictions, 1) obligations of the U.S. Treasury, U.S. agencies, and the State of Texas, 2) certificates of deposit, 3) certain municipal securities, 4) securities lending program, 5) repurchase agreements, 6) bankers acceptances, 7) mutual funds, 8) investment pools, 9) guaranteed investment contracts, and 10) commercial paper.

The District's investments at August 31, 2015 are shown below.

Investment or Investment Type	Maturity	Fair Value
TexPool- LGIP	41 days	$ 2,272
Logic- LGIP	36 days	444,947
LoneStar- LGIP	27 days	35,589,045
Texas Term (Texas Daily)	Daily	52,225
Texas Term (Texas CD Program)	90-365 days	9,423,000
BOKF- CDARS Program	Various	12,613,343
Total Investments		$ 58,124,832

3. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. At year end, the District was not significantly exposed to credit risk.

At August 31, 2015, the District's investments, other than those which are obligations of or guaranteed by the U. S. Government, are rated as to credit quality as follows:

TexPool- LGIP	AAA
Logic- LGIP	AAA
LoneStar- LGIP	AAA
Texas Term (Texas Daily)	AAAm
Texas Term (Texas CD Program)	FDIC Insured
BOKF- CDARS Program	FDIC Insured

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name.

At year end, the District was not exposed to custodial credit risk.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. At year end, the District was not exposed to concentration of credit risk.

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. At year end, the District was not exposed to interest rate risk.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

Investment Accounting Policy

The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

Public Funds Investment Pools

Public funds investment pools in Texas ("Pools") are established under the authority of the Interlocal Cooperation Act, Chapter 79 of the Texas Government Code, and are subject to the provisions of the Public Funds Investment Act (the "Act"), Chapter 2256 of the Texas Government Code. In addition to other provisions of the Act designed to promote liquidity and safety of principal, the Act requires Pools to: 1) have an advisory board composed of participants in the pool and other persons who do not have a business relationship with the pool and are qualified to advise the pool; 2) maintain a continuous rating of no lower than AAA or AAA-m or an equivalent rating by at least one nationally recognized rating service; and 3) maintain the market value of its underlying investment portfolio within one half of one percent of the value of its shares.

The District's investments in Pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

LOGIC

The District invests in the Local Government Investment Cooperative (LOGIC), which is a local government investment pool organized in conformity with the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, and operates under the Public Funds Investment Act, Chapter 2256 of the Texas Government Code. LOGIC's governing body is a five-member board of directors comprised of employees, officers or elected officials of participant government entities or individuals who do not have a business relationship with LOGIC and are qualified to advise it. A maximum of two advisory board members represent the co-administrators of LOGIC. The co-administrators of the day to day administraton of LOGIC are First Southwest Company and J. P. Morgan Investment Management, Inc. LOGIC is rated at a AAA or equivalent rating from at least one nationally recognized rating agency and operated in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940. LOGIC seeks to maintain a net asset value of $1.00 per unit and is designed to be used for investment of funds which may be needed at any time.

Lone Star

The Lone Star Investment Pool (Lone Star) is a public funds investment pool created pursuant to the Interlocal Cooperation Act, Texas Government Code, Chapter 791, and the Public Funds Investment Act, Texas Government Code, Chapter 2256. Lone Star is administered by First Public, a subsidiary of the Texas Association of School Boards (TASB), with Standish and American Beacon Advisors managing the investment and reinvestment of Lone Star's assets. State Street Bank provides custody and valuation services to Lone Star. All of the board of trustees' eleven members are Lone Star participants by either being employees or elected officials of a participant. Lone Star has established an advisory board composed of both pool members and non-members. Lone Star is rated AAA by Standard and Poor's and operated in a manner consistent with the the SEC's Rule 2a7 of the Investment Company Act of 1940. The District is invested in the Government Overnight Fund of Lone Star which seeks to maintain a net asset value of one dollar. Lone Star has 3 different funds: Government Overnight, Corporate Overnight and Corporate Overnight Plus. Government and Corporate Overnight maintain a net asset value of one dollar and the Corporate Overnight Plus maintains a net asset value of 50 cents.

TexPool

The District invests in the Texas Local Government Investment Pool (TexPool), which is a local government investment pool that was established in conformity with the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, and operates under the Public Funds Investment Act, Chapter 2256 of the Texas Government Code. The State Comptroller of Public Accounts oversees TexPool. Federated Investors, Inc. is the administrator and investment manager of TexPool under a contract with the State Comptroller. In accordance with the Public Funds Investment Act, the State Comptroller has appointed the TexPool Investment Advisory Board to advise with respect to TexPool. The board is composed equally of participants in TexPool Portfolios and other persons who do not have a business relationship with TexPool Portfolios and are qualified to advise in respect to TexPool Portfolios. The Advisory Board members review the investment policy and management fee structure. TexPool is rated AAA by Standard & Poor's and operates in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940. All investments are stated at amortized cost, which usually approximates the market value of the securities. The stated objective of TexPool is to maintain a stable average $1.00 per unit net asset value; however, the $1.00 net asset value is not guaranteed or insured. The financial statements can be obtained from the Texas Trust Safekeeping Trust Company website at www.ttstc.org.

TexasTERM

The Texas Term Local Government Investment Pool (TexasTERM) is a local government investment pool organized under the authority of the Interlocal Cooperation Act, Chapter 791, Texas Government Code, and the Public Funds Investment Act, Chapter 2256, Texas Government Code. TexasTERM is administered by PFM Asset Management LLC, who also serves as the investment advisor. The reported value of the pool is the same as the fair value of the pool shares. TexasDAILY, a money market portfolio is rated AAAm by Standard & Poor's. TexasTERM CD Purchase Program, a fixed rate, fixed-term investment option enables investors to invest in FDIC insured CD's from banks throughout the United States.

D. Capital Assets

Capital asset activity for the year ended August 31, 2015, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	$ 1,864,569	$ --	$ --	$ 1,864,569
Construction in progress	5,795,545	36,081,831	5,795,545	36,081,831
Total capital assets not being depreciated	7,660,114	36,081,831	5,795,545	37,946,400
Capital assets being depreciated:				
Buildings and improvements	100,885,039	88,058	--	100,973,097
Equipment	14,637,707	1,307,923	261,703	15,683,927
Land Improvements	11,285,621	24,982	--	11,310,603
Total capital assets being depreciated	126,808,367	1,420,963	261,703	127,967,627
Less accumulated depreciation for:				
Buildings and improvements	(56,017,301)	(3,123,626)	--	(59,140,927)
Equipment	(10,233,361)	(771,098)	(261,703)	(10,742,757)
Land Improvements	(7,380,625)	(438,989)	--	(7,819,614)
Total accumulated depreciation	(73,631,287)	(4,333,713)	(261,703)	(77,703,298)
Total capital assets being depreciated, net	53,177,080	(2,912,750)	--	50,264,329
Governmental activities capital assets, net	$ 60,837,194	$ 33,169,081	$ 5,795,545	$ 88,210,729

Depreciation was charged to functions as follows:

Instruction	$	2,449,794
Instructional Resources and Media Services		54,051
Curriculum and Staff Development		76,659
Instructional Leadership		39,476
School Leadership		251,828
Guidance, Counseling, & Evaluation Services		189,094
Social Work Services		4,727
Health Services		27,906
Student Transportation		248,677
Food Services		215,829
Extracurricular Activities		124,617
General Administration		155,636
Plant Maintenance and Operations		405,273
Security and Monitoring Services		15,064
Data Processing Services		70,510
Community Services		4,572
	$	4,333,713

E. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at August 31, 2015, consisted of the following:

Due To Fund	Due From Fund		Amount	Purpose
General Funds	Internal Service Funds	$	484,499	Short-term loans
Trust & Agency Funds	General Funds		21,091	Short-term loans
General Funds	Trust & Agency Funds		561,188	Short-term loans
General Funds	Special Revenue Funds		714,954	For transfer of federal receipts
Special Revenue Funds	General Funds		39,644	For transfer of federal receipts
General Funds	Enterprise Funds		14,877	Short-term loans
Trust & Agency Funds	Enterprise Funds		6,573	Short-term loans
Trust & Agency Funds	Special Revenue Funds		45,919	Short-term loans
Special Revenue Funds	Trust & Agency Funds		93,276	Short-term loans
	Total	$	1,982,021	

All amounts due are scheduled to be repaid within one year.

2. Transfers To and From Other Funds

Transfers to and from other funds at August 31, 2015, consisted of the following:

Transfers From	Transfers To		Amount	Reason
General Fund	Special Revenue Fund	$	26,765	To move fund balance related to campus activity previously reported in the General Fund
	Total	$	26,765	

F. Long-Term Obligations

The District has entered into a continuing disclosure undertaking to provide Annual Reports and Material Event Notices to the State Information Depository of Texas, which is the Municipal Advisory Council. This information is required under SEC Rule 15c2-12 to enable investors to analyze the financial condition and operations of the District.

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended August 31, 2015, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental activities:					
General obligation bonds	$ 122,134,269	$ 28,950,000	$ (34,164,484)	$ 116,919,785	$ 2,656,880
Premium amortized	7,481,091	3,758,512	(1,353,259)	9,886,344	--
Deferred Loss on Refunding	(1,109,447)	--	1,080,672	(28,775)	--
Accumulated Accretion on CABs	9,831,624	--	(1,868,491)	7,963,133	--
Net Pension Liability *	8,276,056	--	(1,535,652)	6,740,404	--
Total governmental activities	$ 146,613,593	$ 32,708,512	$ (37,841,214)	$ 141,480,891	$ 2,656,880

* Other long-term liabilities
The funds typically used to liquidate other long-term liabilities in the past are as follows:

Liability	Activity Type	Fund
Net Pension Liability *	Governmental	General Fund

2. Debt Service Requirements

Debt service requirements on long-term debt at August 31, 2015, are as follows:

	Governmental Activities		
Year Ending August 31,	Principal	Interest	Total
2016	$ 2,656,880	$ 6,894,171	$ 9,551,051
2017	2,510,343	6,936,884	9,447,227
2018	2,376,184	6,948,638	9,324,822
2019	2,235,764	6,975,685	9,211,449
2020	2,220,267	6,990,497	9,210,764
2021-2025	22,637,297	22,258,767	44,896,064
2026-2030	27,034,078	16,593,482	43,627,560
2031-2035	27,893,972	10,558,713	38,452,685
2036-2040	27,355,000	3,398,326	30,753,326
2041-2045			--
Totals	$ 116,919,785	$ 87,555,163	$ 204,474,948

The Series 1999 Unlimited Tax School Building and Refunding Bonds are capital appreciaiton bonds and mature on August 1, 2020.

The interest rates on the Series 2010 Unlimited Tax School Refunding Bonds range from 2.00% to 3.50% and mature on August 1, 2029.

The interest rate on the Cleburne ISD bond ranges from 3.10% to 5.25% and matures on August 1, 2031.

The interest rates on the Series 2014 Unlimited Tax Building Bonds range from 2.00% to 4.00% and mature on August 1, 2039.

The interest rates on the Series 2013 Unlimited Tax School Refunding Bonds is 3.25% and matures on August 1, 2028.

The interest rates on the Series 2015 Unlimited Tax School Refunding Bonds range from 3.25% to 5.00% and mature on August 1, 2029.

3. Advance Refunding of Debt

GASB Statement No. 7, "Advance Refundings Resulting in Defeasance of Debt," provides that refunded debt and assets placed in escrow for the payment of related debt service be excluded from the financial statements. As of August 31, 2015, outstanding balances of bond issues that have been refunded and defeased in-substance by placing existing assets and the proceeds of new bonds in an irrevocable trust to provide for all future debt service payments are as follows.

Bond Issue	Amount
Unlimited Tax Refunding Bonds, Series 2005	$ 31,240,000
Total	$ 31,240,000

As a result of the advance refunding of principal maturities from the Unlimited Tax Refunding Bonds, Series 2005 by the issuance of Unlimited Tax Refunding Bonds, Series 2015, the District decreased its total debt service requirements by $6,919,778, which resulted in a net economic gain (difference between the present value of the debt service paymetns on the old and new debt) of $5,484,215.

G. Commitments Under Noncapitalized Leases

Commitments under operating (noncapitalized) lease agreements for facilities and equipment provide for minimum future rental payments as of August 31, 2015, as follows:

Year Ending August 31,	
2016	$ 167,028
2017	138,951
2018	82,205
Total Minimum Rentals	$ 388,184
Rental Expenditures in 2015	$ 198,421

H. Risk Management

Property Casualty Program

The District is exposed to various risks of loss related to torts, theft, damage or destruction of assets, errors and omissions, injuries to employees, and natural disasters. During fiscal year 2015, the District participated in the Texas Schools Property Casualty Cooperative (TSPCC) with coverage in Auto Liability, Auto Physical Damage, General Liability, and Property and Educators Liability. TSPCC was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. All members participating in TSPCC execute Interlocal Agreements that define the responsibilities of the parties. There were no significant reductions in coverage in the past fiscal year and there were no settlements exceeding insurance coverage for each of the past three years.

TSPCC purchases stop-loss coverage for protection against catastrophic and larger than anticipated claims for its Auto, Liability and Property programs. The terms and limits of the stop-loss program vary by line coverage. TSPCC uses the services of an independent actuary to determine the adequacy of reserves and fully funds those reserves. For the year ended August 31, 2015, TSPCC anticipates Granbury ISD has no additional liability beyond the contractual obligations for payment of contributions.

Workers' Compensation

The District has established a partially self-funded workers' compensation plan by participating in the Texas Educational Insurance Association. The Association is a public entity risk pool currently operating as a common risk management and insurance program for member colleges and school districts. The main purpose of the Association is to partially self-insure certain workers compensation risks up to an agreed upon retention limit. The plan for worker's compensation benefits is authorized by Section 504.011 of the Labor Code. Claims are paid by a third party administrator acting on behalf of the District under the terms of a contractual agreement. Administrative fees are included within the provisions of that agreement. The liability of the workers' compensation self-insurance plan includes $260,365 ncurred but not reported claims. Costs are allocated to other funds and the retained earnings are fully reserved for self-funded insurance. Estimates of claims payable and of claims incurred, but not reported at August 31, 2015, are reflected as accounts and claims payable of the Fund. The plan is funded to discharge liabilities of the fund as they become due.

Changes in the balances of claim liabilities during the past year are as follows:

	Year Ended 8/31/15	Year Ended 8/31/14
Unpaid claims, beginning of year	$ 399,215	$ 345,309
Incurred claims	254,676	223,068
Claim payments	(201,101)	(169,162)
Unpaid claims, end of fiscal year	$ 452,790	$ 399,215

Unemployment Compensation

During the year ended August 31, 2015, the District provided unemployment compensation coverage to its employees through participation in the TASB Risk Management Fund (the Fund). The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. The Fund's Unemployment Compensation Program is authorized by Section 22.005 of the Texas Education Code and Chapter 172 of the Texas Local Government Code. All members participating in the Fund execute Interlocal Agreements that define the responsibilities of the parties.

The Fund meets its quarterly obligation to the Texas Workforce Commission. Expenses are accrued monthly until the quarterly payment has been made. Expenses can be reasonably estimated; therefore, there is no need for specific or aggregate stop loss coverage for the Unemployment Compensation pool. For the year ended August 31, 2015, the Fund anticipates that Granbury ISD has no additional liability beyond the contractual obligation for payment of contribution.

The Fund engages the services of an independent auditor to conduct a financial audit after the close of each year on August 31. The audit is accepted by the Fund's Board of Trustees in February of the following year. The Fund's audited financial statements as of August 31, 2014, are available on the TASB Risk Management Fund website and have been filed with the Texas Department of Insurance in Austin.

I. Pension Plan

1. Plan Description

The District participates in a cost-sharing multiple employer defined benefit pension plan that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). TRS' defined benefit pension plan is established and administered in accordance with the Texas Constitution, Article XVI, Sec. 67, and Texas Government Code, Title 8, Subtitle C. The TRS pension trust fund is a qualified pension trust under section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard work load and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

2. Pension Plan Fiduciary Net Position

Detailed information about the TRS' fiduciary net position is available in a separately-issued Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the Internet at www.trs.state.tx.us/about/documents/cafr.pdf#CAFR; by writing to TRS at 1000 Red River Street, Austin, TX 78701-2698; or by calling (512) 542-6592.

3. Benefits Provided

TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic post-employment benefit changes, including automatic COLAs. Ad hoc post-employment benefit changes, including ad hoc COLAs, can be granted by the Texas Legislature, as noted in the plan description in (1.) above.

4. Contributions

Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution, which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate of not less that 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year. Texas Government Code section 821.006 prohibits benefit improvements, if as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or if the amortization period already exceeds 31 years, the period would be increased by such action.

Employee contribution rates are set in state statute, Texas Government Code 825.402. Senate Bill 1458 of the 83rd Texas Legislature amended Texas Government Code 825.402 for member contributions and established employee contribution rates for fiscal years 2014 through 2017. It also added a 1.5% contribution for employers not paying Old Age Survivor and Disability Insurance (OASDI) on certain employees effective for fiscal year 2015 as discussed in Note 1 of the TRS 2014 CAFR. The 83rd Texas Legislature, General Appropriations Act (GAA) established the employer contribution rates for fiscal years 2014 and 2015.

Contribution Rates

	2014	2015
Member	6.4%	6.7%
Non-Employer Contributing Entity (NECE - State)	6.8%	6.8%
Employers	6.8%	6.8%

District's 2014 Employer Contributions	$	639,757
District's 2014 Member Contributions	$	2,394,553
NECE 2014 On-Behalf Contributions to District	$	1,924,291

Contributors to the plan include members, employers and the State of Texas as the only non-employer contributing entity. The State is the employer for senior colleges, medical schools and state agencies including TRS. In each respective role, the State contributes to the plan in accordance with state statutes and the General Appropriations Act (GAA).

As the non-employer contributing entity for public education and junior colleges, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of the TRS pension trust fund during that fiscal year reduced by the amounts described below which are paid by the employers. Employers (public school, junior college, other entities or the State of Texas as the employer for senior universities and medical schools) are required to pay the employer contribution rate in the following instances:

--- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.

--- During a new member's first 90 days of employment.

--- When any part or all of an employee's salary is paid by federal funding sources, a privately sponsored source, from non-educational and general, or local funds.

--- When the employing district is a public junior college or junior college district, the employer shall contribute to the retirement system an amount equal to 50% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees.

In addition to the employer contributions listed above, when employing a retiree of the TRS the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.

5. Actuarial Assumptions

The total pension liability in the August 31, 2014 actuarial evaluation was determined using the following actuarial assumptions:

Valuation Date	August 31, 2014
Actuarial Cost Method	Individual Entry Age Normal
Amortization Method	Level Percentage of Payroll, Open
Remaining Amortization Period	30 Years
Asset Valuation Method	5 Year Market Value
Discount Rate	8%
Long-term Expected Rate of Return*	8%
Salary Increases*	4.25% to 7.25%
Weighted-Average at Valuation Date	5.55%
Payroll Growth Rate	3.5%

* Includes inflation of 3%

The actuarial methods and assumptions are primarily based on a study of actual experience for the four year period ending August 31, 2010 and adopted on April 8, 2011. With the exception of the post-retirement mortality rates for healthy lives and a minor change to the expected retirement age for inactive vested members stemming from the actuarial audit performed in the Summer of 2014, the assumptions and methods are the same as used in the prior valuation. When the mortality assumptions were adopted in 2011, they contained significant margin for possible future mortality improvements. As of the date of the valuation there has been a significant erosion of this margin to the point that the margin has been eliminated. Therefore, the post-retirement mortality rates for current and future retirees was decreased to add additional margin for future improvement in mortality in accordance with the Actuarial Standards Practice No. 35.

6. Discount Rate

The discount rate used to measure the total pension liability was 8%. There was no change in the discount rate since the previous fiscal year. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and those of the contributing employers and the non-employer contributing entity are made at the statutorily required rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term expected rate of return on pension plan investments is 8%. The long-term expected rate of return on pension plan investments was determined using a building block method in which best estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Systems target asset allocation as of August 31, 2014 are summarized below:

Asset Class	Target Allocation	Real Return Geometric Basis	Long-term Expected Portfolio Real Rate of Return *
Global Equity			
U.S.	18%	7.0%	1.4%
Non-U.S. Developed	13%	7.3%	1.1%
Emerging Markets	9%	8.1%	0.9%
Directional Hedge Funds	4%	5.4%	0.2%
Private Equity	13%	9.2%	1.4%
Stable Value			
U.S. Treasuries	11%	2.9%	0.3%
Absolute Return	0%	4.0%	0.0%
Stable Value Hedge Funds	4%	5.2%	0.2%
Cash	1%	2.0%	0.0%
Real Return			
Global Inflat. Linked Bonds	3%	3.1%	0.0%
Real Assets	16%	7.3%	1.5%
Energy & Natural Resources	3%	8.8%	0.3%
Commodities	0%	3.4%	0.0%
Risk Parity			
Risk Parity	5%	8.9%	0.4%
Alpha			1.0%
Total	100%		8.7%

* The expected contribution to returns incorporates the volatility drag resulting from the conversion between arithmetic and geometric mean returns.

7. Discount Rate Sensitivity Analysis

The following schedule shows the impact of the net pension liability if the discount rate used was 1 percentage point less and 1 percentage point greater than the discount rate that was used (8%) in measuring the 2014 net pension liability.

	1% Decrease 7%	Current Discount Rate 8%	1% Increase 9%
District's proportionate share of the net pension liability	$ 12,044,693	$ 6,740,404	$ 2,773,784
Plan net pension liability (in millions from TRS CAFR)	$ 47,737	$ 26,717	$ 10,998

8. Pension Liabilities, Pension Expense and Deferred Outflows and Inflows of Resources Related to Pensions

At August 31, 2015, the District reported a liability of $6,740,404 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related state support and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the collective net pension liability	$ 6,740,404
State's proportionate share of the net pension liability associated with the District	20,317,343
Total	$ 27,057,747

The net pension liability was measured as of August 31, 2014 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportion of the net pension liability was based on the District's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2013 through August 31, 2014.

There were no changes of assumptions or other inputs that affected measurement of the total pension liability during the measurement period.

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

There was a change in employer contribution requirements that occurred after the measurement date of the net pension liability and the employer's measurement date. A 1.5% contribution for employers not paying Old Age Survivor and Disability Insurance (OASDI) on certain employees went into law effective September 1, 2014. The amount of the expected resultant change in the employer's proportion cannot be determined at this time.

For the year ended August 31, 2015, the District recognized pension expense of $1,878,301 and revenue of $1,878,301 for support provided by the State.

At August 31, 2015, the District reported its proportionate share of the TRS' deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows	Deferred Inflows
Differences between expected and actual economic experience	$ 104,243	$ --
Changes in actuarial assumptions	438,134	--
Difference between projected and actual investment earnings	--	2,060,143
Changes in proportion and differences between the District's contributions and the proportionate share of contributions	--	1,767
District contributions paid to TRS subsequent to the measurement date	1,038,352	
Total	$ 1,580,729	$ 2,061,910

The net amounts of the District's balances of deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended August 31		
2016	$	(423,835)
2017	$	(423,835)
2018	$	(423,835)
2019	$	(423,835)
2020	$	91,201
Thereafter	$	84,606

J. Retiree Health Care Plans

1. TRS-Care

a. Plan Description

The District contributes to the Texas Public School Retired Employees Group Insurance Program (TRS-Care), a cost-sharing multiple-employer defined benefit postemployment health care plan administered by the Teacher Retirement System of Texas (TRS). TRS-Care Retired Plan provides health care coverage for certain persons (and their dependents) who retired under the Teacher Retirement System of Texas. The statutory authority for the program is Texas Insurance Code, Chapter 1575. Section 1575.052 grants the TRS Board of Trustees the authority to establish and amend basic and optional group insurance coverage for participants. The TRS issues a publicly available financial report that includes financial statements and required supplementary information for TRS-Care. That report may be obtained by visiting the TRS web site at www.trs.state.tx.us under the TRS Publications heading, by writing to the Communications Department of the Teacher Retirement System of Texas at 1000 Red River Street, Austin, Texas 78701, or by calling the TRS Communications Department at 1-800-223-8778.

b. Funding Policy

Contribution requirements are not actuarially determined but are legally established each biennium by the Texas Legislature. Texas Insurance Code, Sections 1575.202, 203, and 204 establish state, active employee, and public school contributions, respectively. Funding for free basic coverage is provided by the program based upon public school district payroll. Per Texas Insurance Code, Chapter 1575, the public school contribution may not be less than 0.25% or greater than 0.75% of the salary of each active employee of the public school. Funding for optional coverage is provided by those participants selecting the optional coverage. The State of Texas contribution rate was 1% for fiscal years 2014 and 2015 and 0.5% for fiscal year 2013 and the active public school employee contributions rates were 0.65% of public school payroll, with school districts contributing a percentage of payroll set at 0.55% for fiscal years 2015, 2014 and 2013. For the years ended August 31, 2015, 2014, and 2013, the State's contributions to TRS-Care were $370,739, $374,149, and $187,916, respectively, the active member contributions were $240,980, $243,197, and $244,291, respectively, and the District's contributions were $203,907, $205,782, and $206,708, respectively, which equaled the required contributions each year.

2. Medicare Part D Subsidies

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, which was effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare Part D allows for the Texas Public School Retired Employee Group Insurance Program (TRS-Care) to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the fiscal years ended August 31, 2015, 2014, and 2013, the subsidy payments received by TRS-Care on behalf of the District were $108,752, $99,998, and $144,635, respectively.

K. Employee Health Care Coverage

During the year ended August 31, 2015, employees of the District were covered by a health insurance plan (the Plan). The District paid premiums of $350 per month per employee to the Plan. Employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a third party administrator, acting on behalf of the licensed insurer. The Plan was authorized by Section 21.922, Texas Education Code and was documented by contractual agreement.

The contract between the District and the third party administrator is renewable annually, and terms of coverage and premium costs are included in the contractual provisions.

Latest financial statements for the Company are available for their year end and have been filed with the Texas State Board of Insurance, Austin, Texas, and are public records.

L. Commitments and Contingencies

1. Contingencies

The District participates in grant programs which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivable may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying basic financial statements for such contingencies.

2. Litigation

No reportable litigation was pending against the District at August 31,2015.

M. Shared Services Arrangements

Shared Services Arrangement - Membership
The District participates in a shared services arrangement ("SSA") for audiolgy services with the following school districts:

Member Districts	
Central Texas SSA	Granbury ISD
Greater Erath County SSA	Springtown ISD
Hood-Somervell County Co-Op	Stephenville ISD
Palo Pinto County Co-Op	Weatherford ISD
Parker County Co-Op	

The District does not account for revenues or expenditures in this program and does not disclose them in these financial statements. The District neither has a joint ownership interest in fixed assets purchased by the fiscal agent, Peaster ISD, nor does the District have a net equity interest in the fiscal agent. The fiscal agent is neither accumulating significant financial resources nor fiscal exigencies that would give rise to a future additional benefit or burden to the District. The fiscal agent manager is responsible for all financial activities of the SSA.

N. Prior Period Adjustment

The District recorded a prior period adjustment in accordance with the implementation of GASB Statement No. 68, *Accounting and Financial Reporting for Pensions- an Amendment of GASB Statemetn No. 27,* to recognize beginning net pension liability and GASB Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date- an amendemtn of GASB Statement No. 68,* to recognize a beginning deferred outflow of resources for pension contributions. This decreased beginning net position of the governmental activities by $7,636,905.

Required Supplementary Information

Required supplementary information includes financial information and disclosures required by the Governmental Accounting Standards Board but not considered a part of the basic financial statements.

GRANBURY INDEPENDENT SCHOOL DISTRICT

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2015

EXHIBIT G-1

Data Control Codes		1 Budgeted Amounts Original	2 Budgeted Amounts Final	3 Actual	Variance with Final Budget Positive (Negative)
	REVENUES:				
5700	*Local and Intermediate Sources*	$ 48,596,046	$ 48,772,777	$ 49,777,214	$ 1,004,437
5800	*State Program Revenues*	10,005,613	10,005,613	10,078,137	72,524
5900	*Federal Program Revenues*	471,500	472,462	955,018	482,556
5020	Total Revenues	59,073,159	59,250,852	60,810,369	1,559,517
	EXPENDITURES:				
	Current:				
	Instruction & Instructional Related Services:				
0011	*Instruction*	30,554,837	30,726,662	30,180,353	546,309
0012	*Instructional Resources and Media Services*	731,267	788,750	734,028	54,722
0013	*Curriculum and Staff Development*	742,814	768,167	720,439	47,728
	Total Instruction & Instr. Related Services	32,028,918	32,283,580	31,634,820	648,760
	Instructional and School Leadership:				
0021	*Instructional Leadership*	484,766	546,257	492,037	54,220
0023	*School Leadership*	3,378,300	3,496,384	3,442,548	53,836
	Total Instructional & School Leadership	3,863,066	4,042,641	3,934,585	108,056
	Support Services - Student (Pupil):				
0031	*Guidance, Counseling and Evaluation Services*	2,256,909	2,366,958	2,324,531	42,427
0032	*Social Work Services*	58,400	64,649	64,648	1
0033	*Health Services*	386,727	405,895	381,630	24,265
0034	*Student (Pupil) Transportation*	2,986,261	2,782,661	2,633,969	148,692
0036	*Cocurricular/Extracurricular Activities*	1,683,966	1,800,074	1,703,481	96,593
	Total Support Services - Student (Pupil)	7,372,263	7,420,237	7,108,259	311,978
	Administrative Support Services:				
0041	*General Administration*	2,197,224	2,140,244	2,126,569	13,675
	Total Administrative Support Services	2,197,224	2,140,244	2,126,569	13,675
	Support Services - Nonstudent Based:				
0051	*Plant Maintenance and Operations*	6,101,919	5,896,563	5,483,363	413,200
0052	*Security and Monitoring Services*	246,880	253,952	206,008	47,944
0053	*Data Processing Services*	937,595	1,012,595	964,266	48,329
	Total Support Services - Nonstudent Based	7,286,394	7,163,110	6,653,637	509,473
	Ancillary Services:				
0061	*Community Services*	49,573	67,453	54,531	12,922
	Total Ancillary Services	49,573	67,453	54,531	12,922
	Capital Outlay:				
0081	*Capital Outlay*	--	597,338	561,386	35,952
	Total Capital Outlay	--	597,338	561,386	35,952
	Intergovernmental Charges:				
0091	*Contracted Instr. Services Between Public Schools*	6,125,889	6,189,700	5,272,407	917,293
0099	*Other Intergovernmental Charges*	950,000	802,872	775,794	27,078
	Total Intergovernmental Charges	7,075,889	6,992,572	6,048,201	944,371
6030	Total Expenditures	59,873,327	60,707,175	58,121,988	2,585,187

GRANBURY INDEPENDENT SCHOOL DISTRICT

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2015

Data Control Codes		1 Budgeted Amounts Original	2 Budgeted Amounts Final	3 Actual	Variance with Final Budget Positive (Negative)
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	(800,168)	(1,456,323)	2,688,381	4,144,704
	Other Financing Sources (Uses):				
7912	*Sale of Real or Personal Property*	--	--	11,255	11,255
8911	*Transfers Out*	--	--	(26,765)	(26,765)
7080	Total Other Financing Sources and (Uses)	--	--	(15,510)	(15,510)
1200	Net Change in Fund Balance	(800,168)	(1,456,323)	2,672,871	4,129,194
0100	Fund Balance - Beginning	15,265,942	15,265,942	15,265,942	--
3000	Fund Balance - Ending	$ 14,465,774	$ 13,809,619	$ 17,938,813	$ 4,129,194

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF THE DISTRICT'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY
TEACHER RETIREMENT SYSTEM OF TEXAS
*LAST TEN FISCAL YEARS **

	Fiscal Year									
	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
District's proportion of the net pension liability (asset)	0.025%	--	--	--	--	--	--	--	--	--
District's proportionate share of the net pension liability (asset)	$ 6,740,404	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --
State's proportionate share of the net pension liability (asset) associated with the District	20,317,343	--	--	--	--	--	--	--	--	--
Total	$ 27,057,747	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --
District's covered-employee payroll	$ 37,414,889	$	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	18.02%	--	--	--	--	--	--	--	--	--
Plan fiduciary net position as a percentage of the total pension liability	83.25%	--	--	--	--	--	--	--	--	--

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

EXHIBIT G-3

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF DISTRICT CONTRIBUTIONS
TEACHER RETIREMENT SYSTEM OF TEXAS
*LAST TEN FISCAL YEARS **

	Fiscal Year									
	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
Contractually required contribution	$ 639,757	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --
Contributions in relation to the contractually required contribution	(639,757)	--	--	--	--	--	--	--	--	--
Contribution deficiency (excess)	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --
District's covered-employee payroll	$ 37,414,889	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --
Contributions as a percentage of covered-employee payroll	1.71%	--	--	--	--	--	--	--	--	--

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information for those years for which information is available.

Budget

The official budget was prepared for adoption for all Governmental Fund Types legally required to adopt a budget (General Funds, Food Service Funds, and Debt Service Funds). The budget was prepared in accordance with accounting practices generally accepted in the United States of America. The following procedures are followed in establishihng the budgetary data reflected in the basic financial statements:

a. Prior to August 20 of the preceding fiscal year, the District prepares a budget for the next succeeding fiscal year. The operating budget includes proposed expenditures and the means of financing them.

b. A meeting of the Board is then called for the purpose of adopting the proposed budget after ten days' public notice of the meeting has been given.

c. Prior to the beginning of the fiscal year, the budget is legally enacted through passage of a resolution by the Board.

Once a budget is approved, it can be amended at function and fund level only by approval of a majority of the members of the Board. Amendments are presented to the Board at its regular meetings.

Each amendment must have Board approval. Such amendments are made before the fact, are reflected in the official minutes of the Board and are not made after fiscal year end as required by law.

Each amendment is controlled by the budget coordinator at the revenue and expenditure function/object level. Budgeted amounts are as amended by the Board. All budget appropriations lapse at year end.

Encumbrances for goods or purchased services are documented by purchase orders or contracts. Under Texas law, appropriations lapse at August 31, and encumbrances outstanding at that time are to be either cancelled or appropriately provided for in the subsequent year's budget. There were no end-of-year outstanding encumbrances that were provided for in the subsequent year's budget.

Defined Benefit Pension Plan

Changes of benefit terms

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

Changes of assumptions

There were no changes of assumptions or other inputs that affected measurement of the total pension liability during the measurement period.

Other Supplementary Information

This section includes financial information and disclosures not required by the Governmental Accounting Standards Board and not considered a part of the basic financial statements. It may, however, include information which is required by other entities.

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF DELINQUENT TAXES RECEIVABLE
FOR THE YEAR ENDED AUGUST 31, 2015

Year Ended August 31	1 Tax Rates Maintenance	2 Tax Rates Debt Service	3 Assessed/Appraised Value For School Tax Purposes
2006 and Prior Years	$ Various	$ Various	$ Various
2007	1.2860	.1540	3,149,532,655
2008	1.0062	.1650	3,477,564,151
2009	1.0400	.1300	4,265,084,002
2010	1.0400	.1150	4,702,405,714
2011	1.0400	.1000	4,734,719,912
2012	1.0400	.1100	4,575,984,783
2013	1.0400	.1050	4,724,336,681
2014	1.0400	.1050	4,640,328,297
2015 (School Year Under Audit)	1.0400	.2250	4,648,744,980

1000 Totals

9000 - Portion of Row 1000 for Taxes Paid into Tax Increment Zone Under Chapter 311, Tax Code

Column 20, the current year's levy is the ending levy due provided by Hood County Appraisal District.

Column 3, Assessed/Appraised Value for School Tax Purposes is calculated based on current year total levy divided by current year total tax rate. This amount inclludes adjustments for frozen values.

10 Beginning Balance 9/1/14	20 Current Year's Total Levy	31 Maintenance Collections	32 Debt Service Collections	40 Entire Year's Adjustments	50 Ending Balance 8/31/15
$ 434,592	$ --	$ 5,953	$ 1,146	$ (692)	$ 426,801
85,679	--	2,279	273	(662)	82,465
84,555	--	4,107	674	(698)	79,076
111,257	--	19,623	2,453	(585)	88,596
134,992	--	14,503	1,604	(625)	118,260
174,613	--	27,164	2,612	4,476	149,313
230,507	--	45,537	4,816	5,311	185,465
365,482	--	114,678	11,578	22,235	261,461
655,846	--	295,285	29,812	(26,536)	304,213
--	58,806,624	47,711,664	10,322,234	(105,416)	667,310
$ 2,277,523	$ 58,806,624	$ 48,240,793	$ 10,377,202	$ (103,192)	$ 2,362,960
$ --	$ --	$ --	$ --	$ --	$ --

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-2

FUND BALANCE AND CASH FLOW CALCULATION WORKSHEET (UNAUDITED)
GENERAL FUND
AS OF AUGUST 31, 2015

Data Control Codes	Explanation	Amount
1	Total General Fund Fund Balance as of August 31, 2015 (Exhibit C-1 object 3000 for the General Fund only)	$ 17,938,813
2	Total General Fund Nonspendable Fund Balance (from Exhibit C-1 - total of object 341X-344X for the General Fund only)	--
3	Total General Fund Restricted Fund Balance (from Exhibit C-1 - total of object 345X-349X for the General Fund only)	--
4	Total General Fund Committed Fund Balance (from Exhibit C-1 - total of object 351X-354X for the General Fund only)	1,800,000
5	Total General Fund Assigned Fund Balance (from Exhibit C-1 - total of object 355X-359X for the General Fund only)	--
6	Estimated amount needed to cover fall cash flow deficits in the General Fund (net of borrowed funds and funds representing deferred revenues)	4,843,499
7	Estimate of two months' average cash disbursements during the fiscal year	9,686,998
8	Estimate of delayed payments from state sources (58XX)	2,345,840
9	Estimate of underpayment from state sources equal to variance between Legislative Payment Estimate (LPE) and District Planning Estimate (DPE) or District's calculated earned state aid amount	--
10	Estimate of delayed payments from federal sources (59XX)	--
11	Estimate of expenditures to be reimbursed to General Fund from Capital Projects Fund (uses of General Fund cash after bond referendum and prior to issuance of bonds)	--
12	General Fund Optimum Fund Balance and Cash Flow (Lines 2+3+4+5+6+7+8+9+10+11)	18,676,337
13	Excess (Deficit) Unassigned General Fund Fund Balance (1-12)	$ (737,524)

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-3

NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2015

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 1,437,301	$ 1,146,446	$ (290,855)
5800	*State Program Revenues*	17,000	51,420	34,420
5900	*Federal Program Revenues*	1,914,580	2,061,430	146,850
5020	Total Revenues	3,368,881	3,259,296	(109,585)
	EXPENDITURES:			
	Current:			
	Support Services - Student (Pupil):			
0035	*Food Services*	3,287,130	2,951,588	335,542
	Total Support Services - Student (Pupil)	3,287,130	2,951,588	335,542
	Support Services - Nonstudent Based:			
0051	*Plant Maintenance and Operations*	60,000	60,000	--
	Total Support Services - Nonstudent Based	60,000	60,000	--
6030	Total Expenditures	3,347,130	3,011,588	335,542
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	21,751	247,708	225,957
1200	Net Change in Fund Balance	21,751	247,708	225,957
0100	Fund Balance - Beginning	316,090	316,090	--
3000	Fund Balance - Ending	$ 337,841	$ 563,798	$ 225,957

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-4

DEBT SERVICE FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2015

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 10,297,847	$ 10,466,513	$ 168,666
5020	Total Revenues	10,297,847	10,466,513	168,666
	EXPENDITURES:			
	Debt Service:			
0071	*Principal on Long-Term Debt*	2,923,963	2,924,484	(521)
0072	*Interest on Long-Term Debt*	7,113,588	7,113,050	538
0073	*Bond Issuance Costs and Fees*	5,000	322,883	(317,883)
	Total Debt Service	10,042,551	10,360,417	(317,866)
6030	Total Expenditures	10,042,551	10,360,417	(317,866)
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	255,296	106,096	(149,200)
	Other Financing Sources (Uses):			
7911	*Debt Issued-Refunding Bonds*	--	28,950,000	28,950,000
7916	*Premium or Discount on Issuance of Bonds*	--	3,758,512	3,758,512
8949	*Other Uses-Payment to Refunded Bond Escrow Agent*	--	(32,382,645)	(32,382,645)
7080	Total Other Financing Sources and (Uses)	--	325,867	325,867
1200	Net Change in Fund Balance	255,296	431,963	176,667
0100	Fund Balance - Beginning	602,731	602,731	--
3000	Fund Balance - Ending	$ 858,027	$ 1,034,694	$ 176,667

SNOW GARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report on Internal Control over Financial Reporting and On Compliance and Other Matters Based on an Audit of Financial Statements Performed In Accordance With *Government Auditing Standards*

Board of Trustees
Granbury Independent School District
600 W. Bridge Street
Granbury, Texas 76048

Members of the Board of Trustees:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Granbury Independent School District, as of and for the year ended August 31, 2015, and the related notes to the financial statements, which collectively comprise Granbury Independent School District's basic financial statements, and have issued our report thereon dated December 3, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Granbury Independent School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Granbury Independent School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Granbury Independent School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

1207 Santa Fe Drive • Weatherford, Texas 76086 • 817-596-9301 • Fax 817-596-9304

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Granbury Independent School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Granbury Independent School District in a separate letter dated December 3, 2015.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Respectfully submitted,

Snow Garrett Williams
December 3, 2015



SNOW GARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by OMB Circular A-133

Board of Trustees
Granbury Independent School District
600 W. Bridge Street
Granbury, Texas 76048

Members of the Board of Trustees:

Report on Compliance for Each Major Federal Program

We have audited the Granbury Independent School District's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the Granbury Independent School District's major federal programs for the year ended August 31, 2015. Granbury Independent School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Granbury Independent School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Granbury Independent School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Granbury Independent School District's compliance.

Opinion on Each Major Federal Program

In our opinion, the Granbury Independent School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs for the year ended August 31, 2015.

1207 Santa Fe Drive • Weatherford, Texas 76086 • 817-596-9301 • Fax 817-596-9304

Report on Internal Control Over Compliance

Management of the Granbury Independent School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Granbury Independent School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Granbury Independent School District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiences. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Respectfully submitted,

Snow Garrett Williams
December 3, 2015

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2015

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued:	Unmodified		
Internal control over financial reporting:			
One or more material weaknesses identified?	____ Yes	X No	
One or more significant deficiencies identified that are not considered to be material weaknesses?	____ Yes	X No	None Reported
Noncompliance material to financial statements noted?	____ Yes	X No	

2. Federal Awards

Internal control over major programs:			
One or more material weaknesses identified?	____ Yes	X No	
One or more significant deficiencies identified that are not considered to be material weaknesses?	____ Yes	X No	None Reported
Type of auditor's report issued on compliance for major programs:	Unmodified		
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133?	____ Yes	X No	

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.553/10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between type A and type B programs:	$300,000		
Auditee qualified as low-risk auditee?	X Yes	____ No	

B. Financial Statement Findings

NONE

C. Federal Award Findings and Questioned Costs

NONE

GRANBURY INDEPENDENT SCHOOL DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED AUGUST 31, 2015

Finding/Recommendation	Current Status	Management's Explanation If Not Implemented
There are no prior year audit findings.		

GRANBURY INDEPENDENT SCHOOL DISTRICT

CORRECTIVE ACTION PLAN
FOR THE YEAR ENDED AUGUST 31, 2015

A corrective action plan is not needed.

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2015

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF LABOR			
Passed Through Texas Engineering Experiment Station:			
*Power Set WIT **	17.207	C13-00131	$ 11,792
Total U. S. Department of Labor			11,792
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Direct Program:			
Medical Assistance Program *	93.778	Direct	22,274
Total U. S. Department of Health and Human Services			22,274
U. S. DEPARTMENT OF EDUCATION			
Passed Through State Department of Education:			
*ESEA Title I Part A - Improving Basic Programs **	84.010	15610101111901	1,028,348
*ESEA Title I Part A - Improving Basic Programs **	84.010	16610101111901	72,943
Total CFDA Number 84.010			1,101,291
*IDEA-B Formula **	84.027	156600011119016600	1,329,567
*IDEA-B Formula **	84.027	166600011119016600	79,150
Total CFDA Number 84.027			1,408,717
Career and Technical - Basic Grant	84.048	15420006111901	55,091
Career and Technical - Basic Grant	84.048	16420006111901	11,607
Total CFDA Number 84.048			66,698
*IDEA-B Preschool **	84.173	156610011119016610	18,678
*IDEA-B Preschool **	84.173	166610011119016610	1,134
Total CFDA Number 84.173			19,812
Title III Part A English Language Acquisition and Language Enhanceme	84.365	15671001111901	43,174
Title III Part A English Language Acquisition and Language Enhanceme	84.365	16671001111901	1,142
Total CFDA Number 84.365			44,316
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367	15694501111901	191,481
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367	16694501111901	1,059
Total CFDA Number 84.367			192,540
Summer School LEP	84.369	69551402	4,439
Total Passed Through State Department of Education			2,837,813
Total U. S. Department of Education			2,837,813

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF DEFENSE			
Direct Program:			
JROTC	12.357	Direct	65,050
Total U. S. Department of Defense			65,050
U. S. DEPARTMENT OF AGRICULTURE			
Passed Through State Department of Education:			
School Breakfast Program *	10.553	71401501	453,199
National School Lunch Program *	10.555	71301501	1,430,076
Total Passed Through State Department of Education			$ 1,883,275
Passed Through Texas Department of Agriculture:			
Commodity Supplemental Food Program (Non-cash) *	10.555	11001A	$ 177,571
Direct Certfication Grant Award	10.589	111-901	584
Total Passed Through Texas Department of Agriculture			178,155
Total U. S. Department of Agriculture			2,061,430
TOTAL EXPENDITURES OF FEDERAL AWARDS			4,998,359

* Indicates clustered program under OMB Circular A-133 Compliance Supplement

The accompanying notes are an integral part of this schedule.

GRANBURY INDEPENDENT SCHOOL DISTRICT

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2015

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Granbury Independent School District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations.* Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the general purpose financial statements.

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF REQUIRED RESPONSES TO SELECTED SCHOOL FIRST INDICATORS
AS OF AUGUST 31, 2015

Data Control Codes			Responses
SF2	Were there any disclosures in the Annual Financial Report and/or other sources of information concerning nonpayment of any terms of any debt agreement at fiscal year end?		No
SF4	Was there an unmodified opinion in the Annual Financial Report?		Yes
SF5	Did the Annual Financial Report disclose any instances of material weaknesses in internal controls over financial reporting and compliance for local, state or federal funds?		No
SF6	Was there any disclosure in the Annual Financial Report of material noncompliance for grants, contracts and laws related to local, state or federal funds?		No
SF7	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other governmental agencies?		Yes
SF8	Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?		Yes
SF10	What was the total accumulated accretion on capital appreciation bonds (CABs) included in government-wide financial statements at fiscal year-end?	$	7,963,133
SF11	Net Pension Assets (object 1920) at fiscal year-end.	$	--
SF12	Net Pension Liabilities (object 2540) at fiscal year-end.	$	6,740,404
SF13	Pension Expense (object 6147) at fiscal year-end.	$	1,462,981

December 4, 2015

Granbury Independent School District
600 West Pearl Street
Granbury, Texas 76048

In connection with our audit of the financial statements of Granbury Independent School District for the year ended August 31, 2015, we have made a review of the accounting procedures and internal controls. While the primary objective of such a review is to afford us a basis of determining the scope of our audit procedures, it nevertheless presents us with an opportunity to submit, for management's consideration, suggestions for changes in procedures, which, in our opinion, would strengthen internal control or contribute to the improvement of operating efficiency.

The comments in this letter are based upon observations made in the course of such a review. The review was not designed for the purpose of expressing an opinion on internal controls, and it would not necessarily disclose all weaknesses in the system. The matters discussed herein were considered during our audit of the above-mentioned financial statements, and they did not modify the opinion expressed in our report on those financial statements. However, we offer for your review the comments and recommendations as noted on the following pages.

We have discussed the following comments in detail with the appropriate staff of the District to ensure understanding of the comments and implementation of recommendations. If you have any questions regarding these or any other matters, please feel free to contact us.

This letter is intended solely for the information and use of the Board of Trustees, management, and others within the District and is not intended to be used and should not be used by anyone other than these specified parties.

Finally, we take this opportunity to thank you and your staff for your courtesy and cooperation during our audit. Thank you for your business.

Sincerely yours,

Snow Garrett Williams
Certified Public Accountants

Optimum Fund Balance

As noted in Exhibit C-2, the District increased the General Fund's fund balance in the amount of $2,,672,871 resulting in an ending fund balance of $17,938,813. As reflected on Exhibit J-2, the District's optimum fund balance should be approximately $18,676,337. The Board should continue to review construction, equipment expenditures, and other improvements and determine the amount of additional reserves, if any, that should be assigned or committed for future needs. The District currently has committed $1,800,000 for construction, capital expenditures for equipment, and other purposes.

Budget Variances

The District's total actual expenditures in the Debt Service Fund exceeded total budgeted expenditures due to the issuance of a refunding bond at the end of the fiscal year. The Board should monitor its budget, and amend its budget if necessary, to avoid future negative variances.

OBJECTIVE OF INTERNAL CONTROL

The objective of internal control is to provide reasonable, but not absolute, assurance that the District's assets will be safeguarded against loss from unauthorized use or disposition, and that the reliability of financial records for preparing financial statements and maintaining accountability for assets will be preserved. The concept of reasonable assurance recognizes that the cost of a system of internal control should not exceed the benefits derived and also recognizes that the evaluation of these factors necessarily requires estimates and judgments by management.

There are inherent limitations that should be recognized in considering the potential effectiveness of any system of internal control. In the performance of most control procedures, mistakes of judgment, carelessness, or other personal factors may occur. Control procedures whose effectiveness depends upon segregation of duties can be circumvented intentionally by management either with respect to the execution and recording of transactions or with respect to the estimates and judgments required in the preparation of financial statements. Further, projection of any evaluation of internal control to future periods is subject to the risk that the procedures may become inadequate because of changes in conditions, and that the degree of compliance with the procedures may deteriorate.

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 14, 2015**
Action:	**Approval**

To:	**Board of Trustees**	**From:**	**Dr. James M. Largent**
		Date:	**December 8, 2015**
		RE:	**Update 103**

SUMMARY: It is recommended that the Board approve Policy Update 103. If you have questions, feel free to call before the meeting or we can discuss at the meeting.

Respectfully submitted,



Dr. James M. Largent
Superintendent

Update 103 contains (LOCAL) policies that require board action before we can incorporate Update 103 into your district's Policy On Line manual.

Please notify Loretta Jeschke of your policy adoption by **faxing this form to 512-467-3618**, or by **e-mailing your notification to** pol-support@tasb.org, or by **completing the form electronically through Policy On Line Administrator Tools** (https://www.tasb.org/apps/PolicyAdmin) using your myTASB login and clicking the "Notify TASB of Policy Adoption" link.

111901 Granbury ISD

Your Name: Faith Barnes

Your E-mail: faith.barnes@granburyisd.org

We will send a confirmation e-mail when your update is placed online.

Previous Updates

☑ I confirm that all updates prior to Update 103 have been adopted. (Visit https://www.tasb.org/apps/policyUpdates/index.aspx to see updates pending adoption. Your Local Manual Updates will remain available through myTASB until your district notifies us of adoption.)

Update 103 Adoption Date: December 14, 2015

Status (please check one):

☑ Adopted as presented by TASB—place online immediately

☐ Adopted with further changes, described below*

* If you have changes to the listed policies that you have not already sent to your policy consultant, please attach the policies to this form or e-mail them to your consultant to ensure they are processed as a Local District Update. Your policy consultant, Amy Kadlecek, may contact you about these policies, if necessary.

If you have any questions, please contact Loretta Jeschke by phone at 800-580-7529.

Update 103

Policy On Line®

Adoption Notification Form

TASB Policy Service **Fax: 512-467-3618**

(LOCAL) Policy Comparison Packet

Each marked-up (LOCAL) policy in this collection reflects an automated comparison of the updated policy with its precursor, as found in the TASB Policy Service records.

The comparison is generated by an automated process that shows changes as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow.

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

Please Note:

At **Update 103** you may see some duplicated margin notes in the policy comparison documents. They look like a tracked change where no clear change has taken place, like so:

~~MARGIN NOTE~~

MARGIN NOTE

This is an unintended side effect of Policy Service's recent migration to Word 2013, which revealed formatting issues in some margin notes that had not been apparent in earlier versions of Word. Fixing those formatting issues during Update 103 editing has now caused Word to annotate some margin notes where the wording itself hasn't changed, resulting in the effect described above.

We apologize for any inconvenience. If you would like assistance cleaning up the tracked changes in your local policy comparison documents, please contact TASB Policy Service, and we'll be glad to help.

Policy.Service@tasb.org

800-580-7529

512-467-0222

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

ORGANIZATION

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.

TERMS

The terms "Trustee" and "Board member" are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for District name terminology.]

HARMONY WITH LAW

Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

SEVERABILITY

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

POLICY DEVELOPMENT

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board's consideration by the Superintendent.

OFFICIAL POLICY MANUAL

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the **central administration**~~Superintendent's~~ office, and the Superintendent or designee shall be responsible for its accuracy and integrity and shall maintain a historical record of the District's policy manual.

ADOPTION AND AMENDMENT

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

TASB LOCALIZED UPDATES

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual ~~distributed throughout the District~~, the version contained in the official policy manual shall be regarded as authoritative.

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

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

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

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FRAUD AND FINANCIAL IMPROPRIETY

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

DEFINITION

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

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

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.

4. Impropriety in the handling of money or reporting of District financial transactions.

5. Profiteering as a result of insider knowledge of District information or activities.

6. Unauthorized disclosure of confidential or proprietary information to outside parties.

7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.

8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See **CB,** DBD]

9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.

10. Failure to provide financial records required by **federal,** state**,** or local entities.

11. Failure to disclose conflicts of interest as required by law or District policy.

12. Any other dishonest act regarding the finances of the District.

13. **Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.**

FINANCIAL CONTROLS AND OVERSIGHT

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

FRAUD PREVENTION

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

REPORTS

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

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

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

PROTECTION FROM RETALIATION

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

FRAUD INVESTIGATIONS

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

RESPONSE

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

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

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

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

FEDERAL AWARDS DISCLOSURE

The District shall disclose, in a timely manner in writing to the federal awarding agency or pass-through entity, all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting a federal grant award. [See CBB]

ANALYSIS OF FRAUD

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

GRANTS AND AWARDS

The Superintendent shall be authorized to:

1. Apply, on behalf of the Board, for any and all special federal and state grants and awards as deemed appropriate for the District's operations;

2. Approve commitment of District funds for matching, cost sharing, cooperative, or jointly funded projects up to the amounts specifically allowed under the District budget approved by the Board; and

3. Approve grant and award amendments as necessary.

The District shall comply with all requirements for state and federal grants and awards imposed by law, the awarding agency, or an applicable pass-through entity. The Superintendent shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to provide reasonable assurance that the District is complying with requirements for state and federal grants and awards.

[See CAA, CBB]

FEDERAL AWARDS

CONFLICT OF INTEREST

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest as defined at Code of Federal Regulations, title 2, section 200.318, shall disclose to the District, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. [See CBB]

In addition, each employee, Board member, or agent of the District shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

For purposes of this policy, "immediate family member" shall have the same meaning as "family member" as described in Chapter 176 of the Government Code. [See BBFA]

For purposes of this policy, "partner" shall have the same meaning as defined in Business Organizations Code Chapter 1, Subchapter A.

An employee, Board member, or agent of the District who is required to disclose a conflict in accordance with the provisions above shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

GIFTS AND GRATUITIES

Employees, Board members, and agents of the District shall not solicit any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award and shall not accept:

1. Any single item with a value at or above $50; or
2. Items from a single contractor or subcontractor that have an aggregate monetary value exceeding $100 in a 12-month period.

[See BBFB, CBB, DBD. In the event of a violation of these requirements, see CAA and DH.]

~~SCHOOL RESOURCE OFFICERS~~**SCHOOL RESOURCE OFFICERS**

To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

TRAINING

All school resource officers **shall receive at least the minimum amount of education and training required by law.**

The Superintendent shall develop regulations regarding the use of a prepaid meal card or account to purchase meals served at school. The regulations shall address:

1. The length of the grace period during which a student may continue to purchase meals with a meal card or account that is exhausted or insufficient; and

2. Parent notification in the event of an exhausted card or account, including a schedule for repayment.

No fees or interest shall be charged in connection with meals purchased with an exhausted card or account.

Note: **For conflicts of interest and gifts and gratuities related to federal grants and awards, see CB and CBB.**

DISCLOSURE—GENERAL STANDARD

An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation or relationship that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

SPECIFIC DISCLOSURES

SUBSTANTIAL INTEREST

The Superintendent shall file an affidavit with the Board President disclosing a substantial interest, as defined by Local Government Code 171.002, in any business or real property that the Superintendent or any of his or her relatives in the first degree may have.

Any other employee who is in a position to affect a financial decision involving any business entity or real property in which the employee has a substantial interest, as defined by Local Government Code 171.002, shall file an affidavit with the Superintendent; however, the employee shall not be required to file an affidavit for the substantial interest of a relative.

INTEREST IN PROPERTY

The Superintendent shall be required to file an affidavit disclosing interest in property in accordance with Government Code 553.002.

~~CONFLICTS DISCLOSURE STATEMENT~~

~~No employee other than the Superintendent shall be required to file the conflicts disclosure statement, as promulgated by the Texas Ethics Commission and as specified by Local Government Code 176.003–.004.~~

ANNUAL FINANCIAL MANAGEMENT REPORT

The Superintendent, as the executive officer of the District, shall provide to the District in a timely manner information necessary for the District's annual financial management report.

[See BBFA]

GIFTS

An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities. [See CAA**, CB, and CBB**]

ENDORSEMENTS

An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during nonschool hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

SALES

An employee shall not use his or her position with the District to attempt to sell products or services.

NONSCHOOL EMPLOYMENT

~~NONSCHOOL EMPLOYMENT~~

An employee shall disclose in writing to his or her immediate supervisor any outside employment that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

PRIVATE TUTORING

~~PRIVATE TUTORING~~

An employee shall disclose in writing to his or her immediate supervisor any private tutoring of District students for pay.

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. [See DH(EXHIBIT)]

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

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

VIOLATIONS OF STANDARDS OF CONDUCT

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

WEAPONS PROHIBITED

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

~~ELECTRONIC MEDIA~~ EXCEPTIONS

No violation of this policy occurs when the use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

ELECTRONIC MEDIA

Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), **web**~~Web~~ logs (blogs), electronic forums (chat rooms), video-sharing **websites**~~Web sites~~, editorial comments posted on the Internet, and social network sites. Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and **web**~~Web~~-based applications.

USE WITH STUDENTS

~~USE WITH STUDENTS~~

In accordance with administrative regulations, a certified or licensed employee, or any other employee designated in writing by the Superintendent or a campus principal, may use electronic media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities. All other employees are prohibited from using electronic media to communicate directly with students who are currently enrolled in the District. The regulations shall address:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with students; and

3. Other matters deemed appropriate by the Superintendent or designee.

Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic media. [See CPC]

PERSONAL USE
~~PERSONAL USE~~

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

SAFETY REQUIREMENTS

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

HARASSMENT OR ABUSE

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]

2. Students. [See FFH; see FFG regarding child abuse and neglect.]~~]~~

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

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

RELATIONSHIPS WITH STUDENTS

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

TOBACCO **AND E-CIGARETTES** ~~USE~~

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

ALCOHOL AND DRUGS

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

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug,

hallucinogen, stimulant, depressant, amphetamine, or barbiturate.

2. Alcohol or any alcoholic beverage.

3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.

4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

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

EXCEPTIONS

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

MANUFACTURES~~EXCEPTIONS~~

~~An employee who manufactures~~, possesses, or dispenses a substance listed above as part of the employee's job responsibilities~~;~~ ~~or who uses a drug authorized by a licensed physician prescribed for the employee's personal use shall not be considered to have violated this policy.~~

1. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

2. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

NOTICE

Each employee shall be given a copy of the District's notice regarding drug-free schools. [See DI(EXHIBIT)]

A copy of this policy, a purpose of which is to eliminate drug abuse from the workplace, shall be provided to each employee at the beginning of each year or upon employment.

ARRESTS, **INDICTMENTS**~~INDICTMENTS~~, CONVICTIONS, **AND OTHER ADJUDICATIONS**~~AND OTHER ADJUDICATIONS~~

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

1. Crimes involving school property or funds;

2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;

3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or

4. Crimes involving moral turpitude, which include:

   - Dishonesty; fraud; deceit; theft; misrepresentation;
   - Deliberate violence;
   - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
   - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
   - Felony driving while intoxicated (DWI); or
   - Acts constituting abuse or neglect under the Texas Family Code.

DRESS AND GROOMING

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

Note: This policy addresses discrimination, harassment, and retaliation involving District employees. ~~In this policy, the term "employees" includes former employees and applicants for employment.~~ For discrimination, harassment, and retaliation involving students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

DEFINITIONS

Solely for purposes of this policy, the term "employees" includes former employees, applicants for employment, and unpaid interns.

STATEMENT OF NONDISCRIMINATION~~S TATEMENT OF NONDISCRIMINATION~~

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

DISCRIMINATION

~~DISCRIMINATION~~

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee's employment.

HARASSMENT

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee's race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee's work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee's performance, environment, or employment opportunities.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other stereotypes; or other types of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually

motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or

2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

EXAMPLES

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, communication, or contact.

RETALIATION

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding harassment or discrimination is subject to appropriate discipline.

EXAMPLES
~~EXAMPLES~~

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.

PROHIBITED CONDUCT~~PROHIBITED CONDUCT~~

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING PROCEDURES

An employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

DEFINITION OF~~DEFINITION OF~~ DISTRICT OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

TITLE IX COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the **designated Title IX coordinator. [See DIA(EXHIBIT)]**~~Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:~~

~~Name: Carol Howard~~

~~Position: Assistant Superintendent~~

~~Address: 600 West Pearl, Granbury, TX 76048~~

~~Telephone: (817) 408-4009~~

ADA / SECTION 504 COORDINATOR

Reports of discrimination based on disability may be directed to the **designated** ADA/Section 504 coordinator. **[See DIA(EXHIBIT)]**~~The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:~~

SUPERINTENDENT

~~Name: Carol Howard~~

~~Position: Assistant Superintendent~~

~~Address: 600 West Pearl, Granbury, TX 76048~~

~~Telephone: (817) 408-4009~~

~~SUPERINTENDENT~~

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE REPORTING PROCEDURES

~~ALTERNATIVE REPORTING PROCEDURES~~

An employee shall not be required to report prohibited conduct to the person alleged to have committed it. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE OF REPORT

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

INVESTIGATION OF THE REPORT

The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

APPEAL	A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level. The complainant may have a right to file a complaint with appropriate state or federal agencies.
RECORDS RETENTION	Copies of reports alleging prohibited conduct, investigation reports, and related records shall be maintained by the District for a period of at least three years. [See CPC]
ACCESS TO POLICY	This policy shall be distributed annually to District employees. Copies of the policy shall be readily available at each campus and the District administrative offices.

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

EXCUSED ABSENCES

In addition to excused absences required by law, the District shall excuse absences for the following purposes.

HIGHER EDUCATION VISITS

~~STUDENTS AGE 18 AND OVER HIGHER EDUCATION VISITS~~

~~A student who voluntarily attends school after the student's 18th birthday shall be required to attend school until the end of the school year.~~

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education. A student shall be required to submit verification of such visits in accordance with administrative regulations.

EARLY VOTING OR ELECTION CLERK

~~EARLY VOTING OR ELECTION CLERK~~

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk. A student shall be required to submit verification of service in accordance with administrative regulations.

[For extracurricular activity absences, see FM.]

WITHDRAWAL FOR NONATTENDANCE

The District may initiate withdrawal of a student under the age of **19**~~18~~ for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For **District-initiated** withdrawal of students **19**~~18~~ or older, see FEA(LEGAL)**.]**~~).~~

STUDENTS IN HOMESCHOOLS

When the District becomes aware that a student is being or will be homeschooled, the Superintendent or designee may request in writing a letter of notification from the parents of their intention to homeschool using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

If the parents refuse to submit a letter of notification or if the District has evidence that the school-age child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.

CONSIDERATION OF ALL ABSENCES

All absences shall be considered in determining whether a student has attended the required percentage of days under this policy.

ATTENDANCE COMMITTEES

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

The Superintendent or designee shall make the specific appointments in accordance with legal requirements.

PARENTAL NOTICE OF EXCESSIVE ABSENCES

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

METHODS FOR REGAINING CREDIT OR AWARDING A FINAL GRADE

~~METHODS FOR REGAINING CREDIT OR AWARDING A FINAL GRADE~~

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than **30 days after the last day of classes.**~~30 days after the last day of classes.~~

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The **attendance** committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

PERSONAL ILLNESS

If a student has established a questionable pattern of absences, the principal or attendance committee may require that a student present a physician's or clinic's statement of illness after a single

day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

GUIDELINES ON EXTENUATING CIRCUMSTANCES

The attendance committee shall adhere to the following guidelines to determine attendance for award of credit or a final grade:

DAYS OF ATTENDANCE

1. ~~All absences shall be considered in determining whether a student has attended the required percentage of days.~~ If makeup work is completed satisfactorily, excused absences that are allowed under compulsory attendance requirements shall be considered days of attendance for **award of credit or final grade.**~~this purpose.~~ [See FEA(LEGAL) at EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS.]~~]~~

TRANSFERS / MIGRANT STUDENTS

2. A transfer or migrant student incurs absences only after his or her enrollment in the District.

~~BEST INTEREST STANDARD~~

~~1. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.~~

DOCUMENTATION

~~4.~~**3.** The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.

CONSIDERATION OF CONTROL

~~5.~~**4.** The committee shall consider whether the absences were for reasons out of the student's or parent's control.

STUDENT'S ACADEMIC RECORD

~~6.~~**5.** The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

INFORMATION FROM STUDENT OR PARENT

~~7.~~**6.** The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

BEST INTEREST STANDARD

7. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.

IMPOSING CONDITIONS FOR AWARDING CREDIT OR A FINAL GRADE

The committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade:

1. Completing additional assignments, as specified by the committee or teacher.
2. Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs.
3. Maintaining the attendance standards for the rest of the semester.
4. Taking an examination to earn credit. [See EHDB]
5. Attending a flexible school day program.
6. Attending summer school.

In all cases, the student must also earn a passing grade in order to receive credit.

APPEAL PROCESS

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL**).**~~) beginning at Level Three.~~

Principals and other designated employees are authorized to:

1. Refuse entry onto school grounds to persons who do not have legitimate business at the school;
2. Request any unauthorized person or any person engaging in unacceptable conduct to leave the school grounds;
3. Request assistance of law enforcement officers in cases of emergency; and
4. Seek prosecution for violations of law as permitted by statute.

OFF-CAMPUS ACTIVITIES

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

PROHIBITIONS

TOBACCO AND E-CIGARETTES

~~PROHIBITIONS~~

~~ELECTRONIC CIGARETTES~~

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

~~WEAPONS~~

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

EXCEPTION

No violation of this policy occurs when the use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. **[See FOD]**

CHILD ABUSE INVESTIGATION

When a representative of the Department of Family and Protective Services or another lawful authority **requests**~~desires~~ to question or interview a student at school as part of a child abuse investigation, the principal shall cooperate fully with the official's requests regarding the conditions of the interview or questioning.

OTHER~~OTHER~~ QUESTIONING OF STUDENTS

When law enforcement officers or other lawful authorities **request**~~desire~~ to question or interview a student at school for any purpose other than a child abuse investigation, the following guidelines shall apply:

1. The principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school.
2. The principal ordinarily shall make reasonable efforts to notify the student's **parent**~~parents~~ or other person having lawful control of the student. If the interviewer raises what the principal considers to be a valid objection to the notification, **the parent**~~parents~~ shall not be notified.
3. The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without that person's presence.

STUDENTS TAKEN INTO CUSTODY

Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the principal shall verify the official's identity. To the best of his or her ability, the principal shall verify the official's authority to take custody of the student ~~[see GRA]~~ and then shall deliver over the student.

The principal shall immediately notify the Superintendent and ordinarily shall notify the **parent**~~parents~~ or other person having lawful control of the student. If the officer or other authorized person raises what the principal considers to be a valid objection to notifying the **parent**~~parents~~ at that time, the principal shall not notify the **parent.**

[See FO for notification requirements by the campus behavior coordinator under Education Code Chapter 37.]~~parents.~~

GRANBURY ISD
TECHNOLOGY DEPARTMENT

TO: Dr. James Largent, Superintendent	**FROM**: Amy Wood **DATE**: December 10, 2015 **RE**: Course Catalog

SUMMARY:

Technology planning plays an integral part in the successful infusion of technology into the curriculum and with the management of the budget. Without careful planning, technology investments might not bring the results intended.

The Texas Education Agency provides a planning system, Texas e-Plan, to collect and monitor technology plan implementation and effectiveness. District technology plans must be based on district goals and needs, and aligned with e-Rate requirements, NCLB Requirements, and the Texas Long-Range Plan for Technology Requirements. Technology plans are required in order to participate in the federal Schools and Libraries Universal Service Support Mechanism (also known as e-Rate). CIPA compliance is also certified in the plan.

The GISD Technology Plan for 2016-2017 is based on the GISD 2020 Strategic Plan and on data collected from the Bright Bytes technology survey of teachers and students from every campus in the district. Budget numbers are local dollars combined with bond money that will be utilized during this time frame.

Once approved by the GISD School Board of Trustees, the GISD Technology Plan will be submitted to TEA for approval.

RECOMMENDATION:

It is our recommendation to approve the Technology Plan as submitted.

Respectfully submitted,

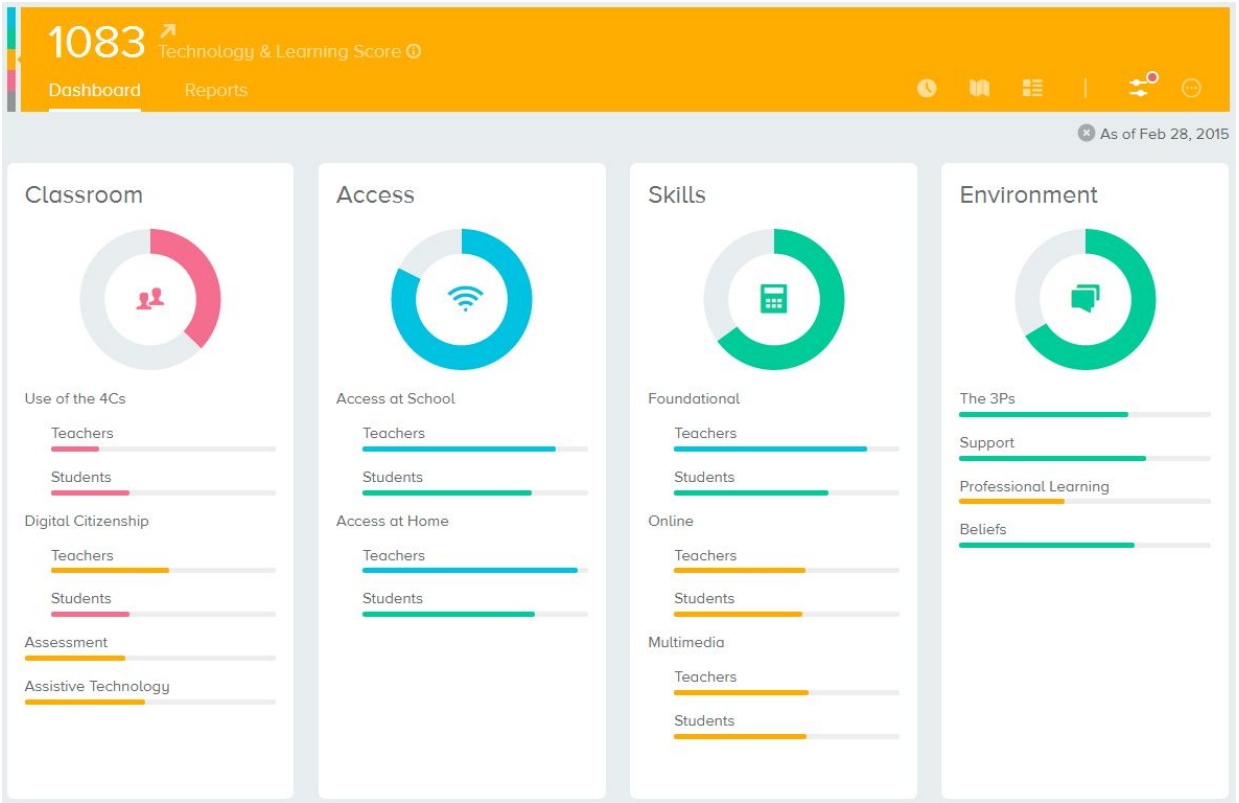


Amy Wood
Director of Technology

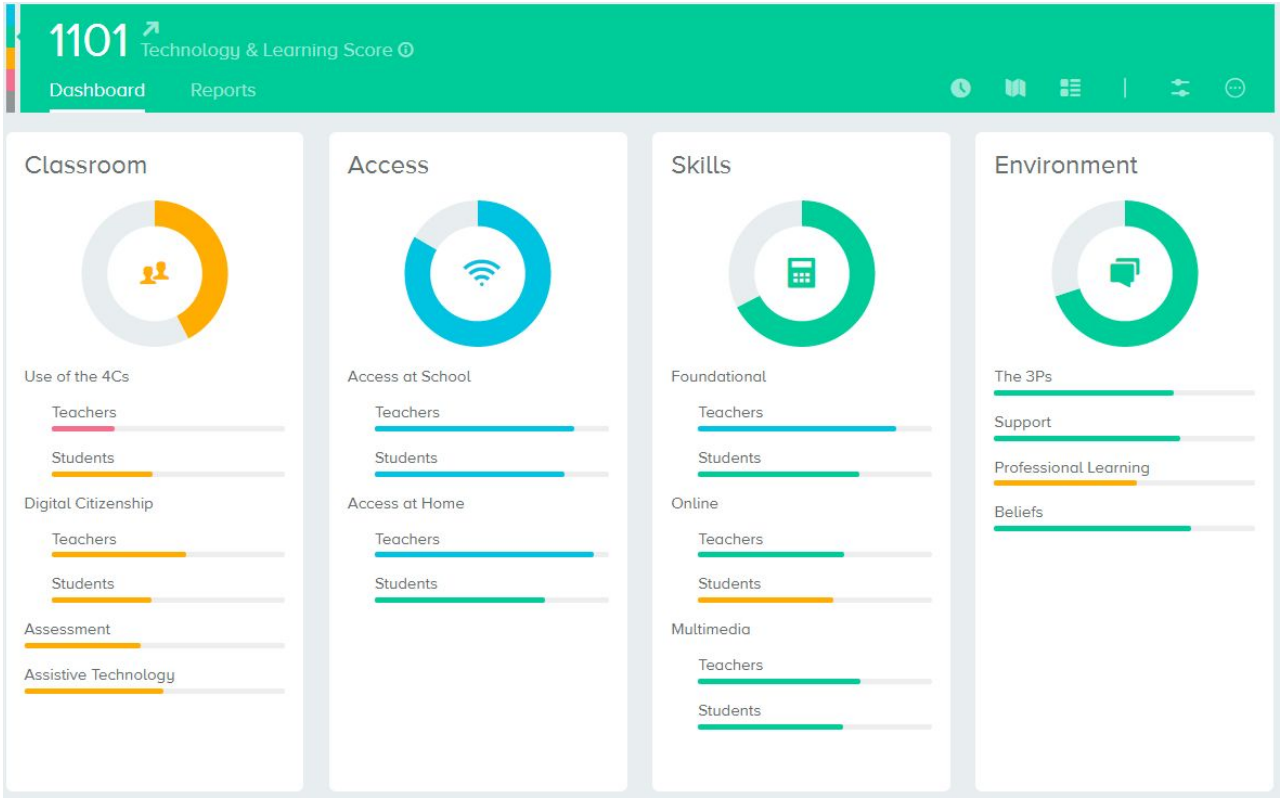
GISD Technology Update

December 2015

February 2015 Data



November 2015 Data



2015-16 Overview

5000 Devices Deployed in PK-8

Access Point in Every PK-8 Classroom

Upgraded WAN

BrightBytes Survey

Professional Development

Student Driven Learning

800+ Technology PD Slots Filled

Direction for 2016-2017



Complete Classrooms at GHS Including Deploy Devices in Grades 9-12

Upgrade Internet Bandwidth

Monitor Usage and Implementation of All Software and Hardware

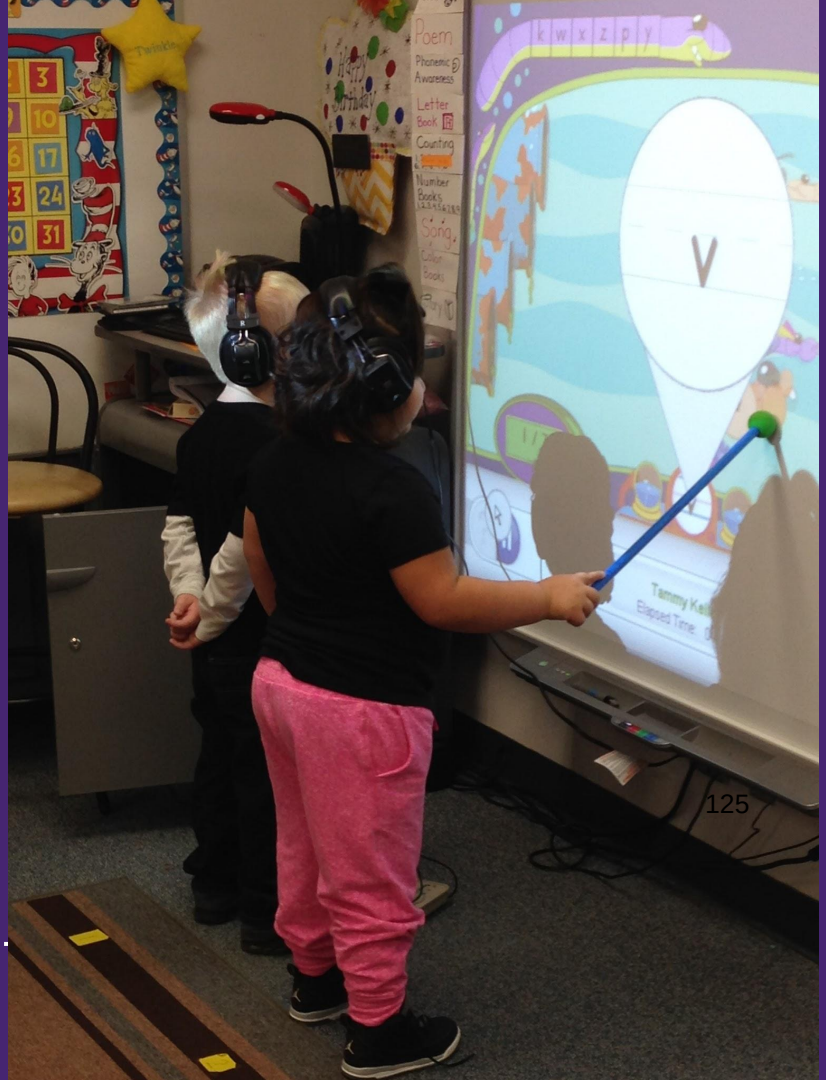
Maintain effective solutions for Student Information, Financial Reporting and other Departments

Continue Professional Development

Move Network Operations Center

Pre-K at Baccus Practicing Letters

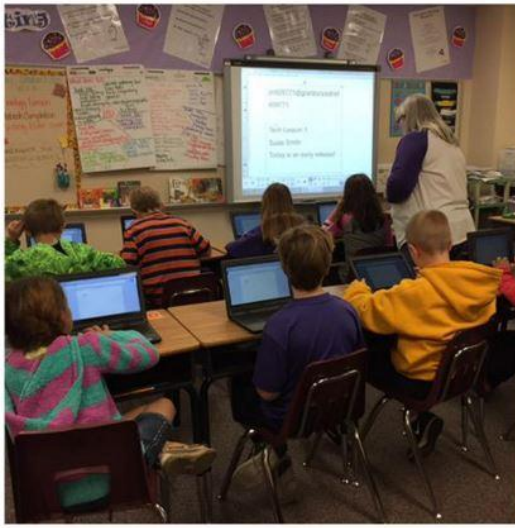
SmartBoard and Wireless Headphones in Action



Mambrino Tech Day

Chromebooks, Smartboards, and Laptops in Action



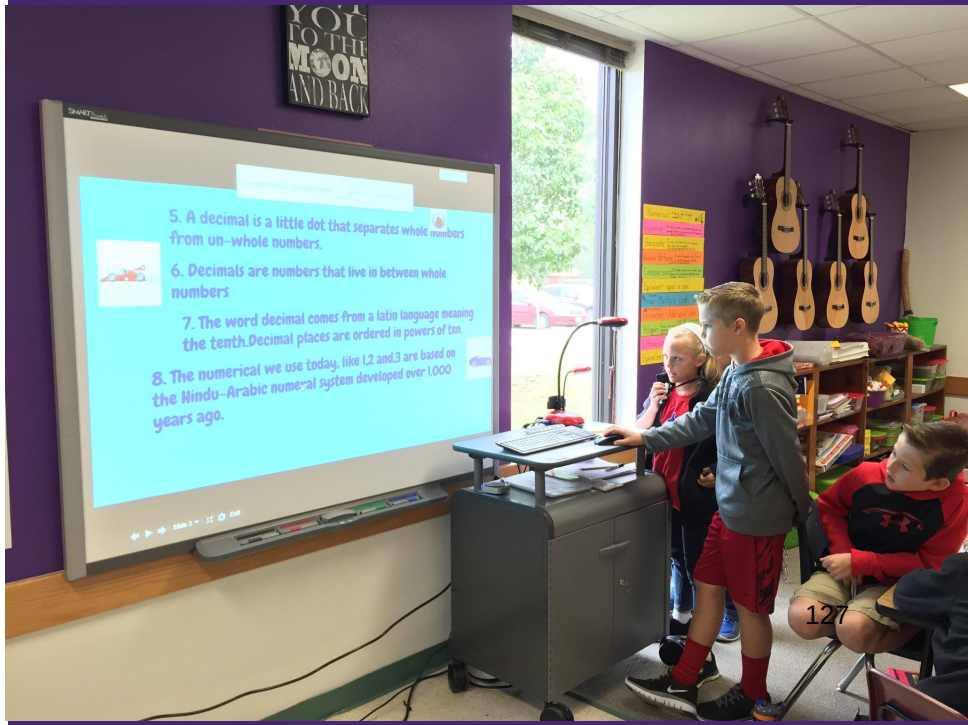






Acton Elementary 4th Grade Decimal Lesson

Presentation Stations in Action, Including Classroom Audio



3rd Grade Poetry at Oak Woods

Chromebooks and Google Apps for Education



AMS 6th Grade Math

Chromebooks and SmartBoards in Action



Music Centers at Brawner

SmartBoard, N-computing Stations, iPads in Action





The Power of Social Media

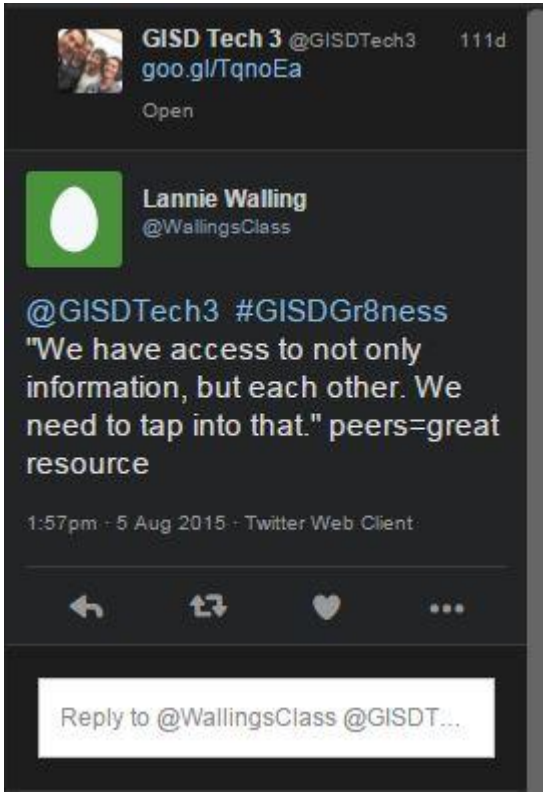


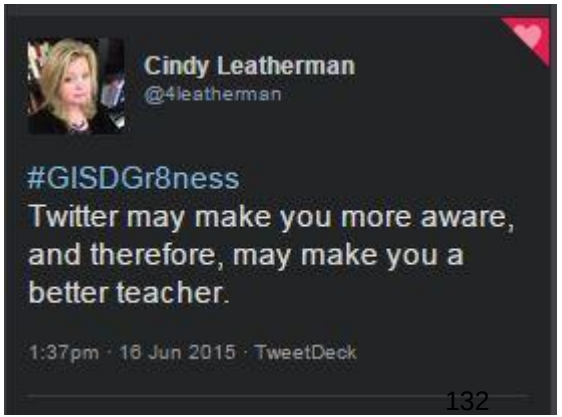




The Power of Social Media







GISD 2016-17 TECHNOLOGY PLAN: OVERVIEW

ABOUT GISD:

SUPERINTENDENT: DR. JAMES LARGENT

ESC REGION	11
CITY, STATE, ZIP	GRANBURY, TEXAS 76048
PHONE	(817) 408-4000
COUNTY DISTRICT NUMBER	111901
NUMBER OF CAMPUSES	10
TOTAL STUDENT ENROLLMENT	7006
PERCENT ECONOMICALLY DISADVANTAGED	49.61%
TECHNOLOGY EXPENDITURES	$ 6,094,250

SUMMARY:

Granbury Independent School District recognizes that the focus of technology in education is the innovative integration of technology which leads to increased student success. Therefore, GISD's Technology Plan ensures that the necessary and appropriate technology enables students to maximize their potential, foster creativity, promote global citizenship, and attain college readiness. Our goal is that all students and staff become technology literate and be responsible digital citizens; that is, responsibly use appropriate technology to communicate, collaborate, problem solve, improve learning in all subject areas, and access, manage, evaluate, and create information. In addition, staff will seamlessly integrate existing and emerging technologies to facilitate 21st Century Learning. The district will provide an optimal technology infrastructure to support the ongoing transformation of programs, services, and tools throughout every facet of the district. Necessary technologies will be provided to ensure the effective use of technology in instruction and operations. Ongoing professional development will be provided to support all content areas and departments seamlessly incorporating technology.

NEEDS ASSESSMENT:

ASSESSMENT PROCESS

A comprehensive needs assessment utilizing inventories, campus improvement plans, GISD Strategic Design Committee, usage reports, goals established by the District Advisory Council in the District Improvement Plan, district surveys, and BrightBytes Data are used to analyze the current status of technology in the district and determine future needs. The items analyzed are reflected in Classroom, Access, Skills, and Environment (CASE) report from data collected from parents, students, and teachers. To facilitate the development of the plan, and to ensure that all areas of Granbury ISD's Strategic Plan (G2020) are considered, the GISD professional development committee, the district advisory committee, and the campus committees are utilized to assist in the development of the needs assessments and campus goals/objectives/activities and evaluations. These various committees are comprised of business leaders, parents, community partners, students, teachers, administrators, and district staff. The core district technology committee compiles the results to ensure a common vision among all stakeholders. Special committees and task forces are created as specific needs arise in order to determine the best means for meeting specific needs.

ASSESSMENT FINDINGS

Granbury ISD is experiencing an increased use of technology by both teachers and students. This increase is fostered by expectations of parents, community members and administrators. According to CASE, daily use of technology by both teachers and students in grades PK-8 has increased since the implementation of the model classroom. Students report increased opportunities to integrate technology while practicing 21st Century Skills in their learning such as, communication, collaboration, creativity, and critical thinking. Increased access to and availability of technology fosters the need for heightened awareness of digital citizenship and focused professional learning for all stakeholders.

Granbury utilizes various software to meet both administrative and educational needs. Skyward is used as both our financial software and our student information systems. The district utilizes an IP telephony communications network. GISD maintains a bridge to ESC 11 for video conferencing with both the region and the state. Schoolwires Centricity, along with ESC 11, hosts the GISD website which offers quality, current information to staff, students, and the community. A responsible use policy (RUP) is in place for both staff and students to ensure adherence to the highest standards of technology use. Staff development is provided during summer months, during the school year, face-to-face and virtually.

Technology hardware is purchased via a centralized purchasing process to ensure standardization of all equipment. Hardware includes model classroom equipment, access points, switches, voice gateways, and student and teacher devices. GISD currently supports a 10GB wide-area-network to all campuses. A generator is in place to maximize uptime and a disaster recovery solution is in place. The current 500MB of internet bandwidth is not sufficient to support the educational needs and demands of our digital resources.

GISD will continue to ensure appropriate resources are in place to support and maintain networks and equipment. 24/7 access is critical. To maintain the ability to meet the needs of the students and staff, resources must be continuously evaluated. Changes in curriculum needs, such as online testing, online textbooks and other resources require addition and updates to the district's software, servers, network, and telephone equipment. The need continues for the district to provide timely access to information and to have the ability to easily share that information with students, parents, and the community. The need to increase internet bandwidth is a top priority. Continuing to expand the density of the wireless network to support multiple devices per student is also a top priority. GISD will continue to maintain existing support contracts and lease agreements, a valid replacement cycle of technology equipment, enhance communication within the district, and continuously investigate the latest advancements in technology to ensure GISD students are equipped to succeed.

VISION STATEMENT

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

MISSION STATEMENT

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

G2020 GOAL STATEMENT

We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

- **Objective 1**

  Ensure a robust infrastructure able to support the increasing demands of programs, services and the use of digital resources

  - Strategy 1: Maintain infrastructure that facilitates communication, instruction and other educational services
  - Strategy 2: Ensure appropriate resources are in place to support and maintain networks and equipment

- **Objective 2**

  Facilitate access to all GISD resources both at and away from school

  - Strategy 1: Provide cloud-based resources to facilitate instruction
  - Strategy 2: Provide wireless network for students, parents and community members to utilize non-district devices
  - Strategy 3: Investigate solutions to provide student access to resources at home
  - Strategy 4: Provide a mobile learning unit to provide resources away from school
  - Strategy 5: Increase awareness of digital citizenship & responsible use of technology

- **Objective 3**

  Support all content areas and departments seamlessly incorporating technology
  - Strategy 1: Provide PD targeting teacher use of the 4Cs and multimedia skills
  - Strategy 2: Sustain use of Google Apps for Education
  - Strategy 3: Provide PD to enhance classroom environment through technology centers
  - Strategy 4: Foster relationships and maximize communication among all GISD stakeholders
  - Strategy 5: Employ technology as a tool to facilitate data-driven decision making, access and maintain necessary records, and streamline reporting

GOAL:

We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

OBJECTIVE 1:

Ensure a robust infrastructure able to support the increasing demands of programs, services and the use of digital resources

Supporting CASE Data Variables	**CLASSROOM** • Student reported frequency of computer use in the classroom 71% (up from 36% last year)
	ACCESS • 68% of teachers report high quality internet speed
	SKILLS • 341 teachers had direct instruction in technology integration this summer
	ENVIRONMENT • 356 classrooms now have an access point • 3500 Chromebooks & 1500 iPads have been deployed

LRPT

- Teaching & Learning
- Education & Professional Development
- Leadership, Administration & Instructional Support

STRATEGY 1

Maintain infrastructure that facilitates communication, instruction and other educational services

Through G2020 and funding provided through the bond, a significant investment in infrastructure is in progress. A 10GB WAN is in place for all campuses. A minimum of 1Gbps filtered internet access is provided. An access point is installed in every classroom to accommodate at least one device per student. GISD maintains a VOIP solution for all campuses. All network equipment is maintained according to industry standard. A new network operations center (NOC) is an integral part of this process.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Infrastructure for Technology	• Director of Technology	July 2016-June 2017	$ 2,000,000 Funding sources include eRate funds, bond funds, and the technology budget • All necessary forms on file with USAC • Valid support contracts • Industry standard equipment • Internet filtering software in place according to rules and regulations • Valid ISDN Prime Interfaces with DID	• Uninterrupted availability of necessary access to resources • Valid fiber optic lease contract • Valid internet service contract • Technology inventory • Network statistics • Valid telephone service contract • New NOC in place

STRATEGY 2

Ensure appropriate resources are in place to support and maintain networks and equipment

With the increased reliance on technology, it is imperative that GISD experience minimal downtime. To ensure this, GISD maintains valid support contracts for mission critical software and hardware. Battery-powered backups are in place in all racks, as well as in the network operations center (NOC). GISD also stays current on domain name registration, district-owned IP blocks, licensing for all software for both servers and end-user equipment. A disaster recovery solution is also in place, including hardware and software.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Infrastructure for Technology	• Director of Technology	July 2016-June 2017	$164,250 Funding sources include the technology budget • SmartNet • Microsoft Licenses • ARIN registration Extreme Contracts • UPS in place • Generator for NOC • Disaster Recovery Documentation	• Valid license agreements • Valid support contracts • Full access to both IPv4 & IPv6 networks • Technology inventory • Network statistics • Content filtering software • Valid SSL Certificates

STRATEGY 3

Ensure students have access to appropriate technologies to meet their learning needs

GISD strives to provide all students with access to technology at all times. Through the bond, ten mobile devices are available in every classroom for student use, as well a mounted projector, document camera, classroom audio, and teacher station for instructional use. Mobile labs are available for department/grade level use. Assistive technology is available to meet the needs of students requiring additional technologies. GISD strives to maintain a 5-year replacement cycle for teacher, student, and staff equipment not funded with bond money. Our goal is to expose students to a variety of technologies and ensure that they are able to select the most effective tool to accomplish the task at hand.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Infrastructure for Technology	Director of Technology	July 2016-June 2017	$3,200,000 Funding sources include bond funds, and the technology budget. • Chromebooks • iPads • Teacher stations • Document Cameras • Projectors • Audio • Assistive Technology • Mobile Labs • Distance Learning	• Assistive technology inventory • Replacement cycle • Devices readily available in classrooms • Necessary access in all instructional areas • Distance Learning opportunities

OBJECTIVE 2:

Facilitate access to all GISD resources both at and away from school

Supporting CASE Data Variables	**CLASSROOM** • 51% of students are asked to collaborate online with teachers • 74% of students believe that using technology daily enhances their learning
	ACCESS • 77% of teachers report a typical student to computer ratio of at least 2:1 • 86% of students have access to internet at home • 82% of students have access to a device at home
	SKILLS • 58% of students reported ease of collaborating using online documents as easy (up from 26% last year)
	ENVIRONMENT • 73% of students are allowed to use personal devices in class for academic reasons
LRPT	
• Teaching & Learning • Education & Professional Development • Leadership, Administration & Instructional Support	

STRATEGY 1

Provide cloud-based resources to facilitate instruction

WIth increased reliance on technology, it is imperative that students and teachers have access to resources both at school and away from school. GISD has implemented Google Apps for Education (GAFE) to help facilitate this process. All curriculum documents are in Drive. Students and staff also have unlimited storage for files in Drive. GISD is also working to implement as many cloud/internet based programs as possible to help facility 24/7 access to all resources.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Teaching and Learning	• Director of Technology • Instructional Technology • Campus Admin • Classroom Teachers • Curriculum Dept.	July 2016-June 2017	$248,000 Funding sources: Technology Budget, IMA, Curriculum Budget, Campus Budgets, Special Education Budget • GAFE • Library Software • Databases • Online Textbooks • BrainPop • OdysseyWare • StudyIsland • Renaissance Learning • Microsoft Suite • Imagine Learning • Discovery Education • MathSeeds • AudioBooks • Other necessary instructional software	• Cloud-based curriculum documents • Cloud-based storage • Feedback from students & teachers • Usage statistics from all educational software

STRATEGY 2

Provide wireless network for students, parents and community members to utilize non-district devices

Through G2020 and funding provided through the bond, a significant investment in infrastructure is in progress. An access point is installed in every classroom to accommodate at least one device per student. Because of the feasibility of maintaining a 1:1 environment, GISD is investing in the infrastructure necessary to support any device, including student-owned devices.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Infrastructure for Technology	• Director of Technology	July 2016-June 2017	No specific budget required for this item. All covered in access for GISD owed equipment. GISD technology staff will ensure this filtered, monitored connection is available at all times.	• Visible SSID for non-district devices • Filtered internet • Available login for GISD students and staff

STRATEGY 3

Investigate solutions to provide student access to resources at home

With 24/7 access demands, GISD wants to ensure all students have access when they need it, even it if is away from school. The GISD technology staff will investigate options for filtered internet access options available for checkout from campus librarians.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Teaching & Learning	• Director of Technology	July 2016-June 2017	$ 20,000 No specific budget has been outlined at this time, however once a viable solution is determined, a small pilot will be run.	• Student checkout reports on campuses • Software statistics

STRATEGY 4

Provide a mobile learning unit to provide resources away from school

G2020 outlined a mobile learning unit to travel with staff and community volunteers throughout our school district to promote and provide resources not otherwise available. Filtered wireless internet access will be available on the mobile learning unit, as well as district owned devices. GISD is also investigating filtered internet access on the travel buses so that students can work while traveling out of district.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Leadership, Administration & Instructional Support	• Director of Technology • Director of Curriculum • Assistant Superintendent	July 2016 - June 2017	$ 15,000 Funding sources include the technology budget and the curriculum department budget. • Wireless contract • Available devices	• Mobile learning unit usage reports • Internet usage on buses

STRATEGY 5

Increase awareness of digital citizenship and appropriate use of technology

Due to society's dependence on technology, responsible use must be a focus of our schools. Students must have the opportunity to discuss current issues and participate in instruction that is both relevant and timely. GISD will ensure all students are educated responsible digital citizenship and understand the impact this has on their learning and their future. Grade-level appropriate lessons will be shared and implemented by the end of the first six weeks of school. All students and staff will sign a Responsible Use Policy and understand the consequences of violating this policy.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Teaching & Learning • Education & Professional Development	• Director of Technology • Instructional Technology	July 2016 - June 2017	$ 12,000 Funding sources include the technology budget • Lessons in Google Drive • Social Media Statistics • Appropriate usage modeling • Staff development on digital citizenship	• BrightBytes Data • Teacher Lesson Plans • Monitoring of Social Media

OBJECTIVE 3:

Support all content areas and departments seamlessly incorporating technology

Supporting CASE Data Variables	**CLASSROOM** • 60% of students are asked to collaborate online with classmates at least monthly • 48% of students are asked to solve authentic problems using technology at least monthly
	ACCESS • 89% of teachers can get devices for their students when needed more than half the time
	SKILLS • 68% of teachers have expressed interest in PD in multimedia skills • 57% of teachers feel confident in utilizing essential skills for contributing to and collaborating online
	ENVIRONMENT • 91% of teachers report they get support for instructional technology planning is within 1 week; 75% within 24 hours

LRPT

- Teaching & Learning
- Education & Professional Development
- Leadership, Administration & Instructional Support

STRATEGY 1

Provide PD targeting teacher use of the 4Cs and multimedia skills

Professional development is key in successful technology integration. Technology staff development is developed from data collected in the BrightBytes survey, from district initiatives, campus requests, and from observed student and teacher needs. BrightBytes data indicated a high demand for professional development targeting teacher use of the 4Cs and multimedia. Targeted professional development will be offered throughout the year. Classes will be offered face-to-face, online, and on-demand. GISD also offers a variety of courses through an online portal. All PD is designed to support successful implementation of project-based learning.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Education & Professional Development	• Director of Technology • Instructional Technology	July 2016- June 2017	$ 125,000 Funding sources include the technology budget and the curriculum department budget • Course Outlines • Online Courses • Instructional Technology Coordinator's Schedule	• BrightBytes Data • PD Participation • Eduphoria Statistics • Edivation

STRATEGY 2

Sustain use of Google Apps for Education

GISD has invested heavily in Google Apps for Education (GAFE). This investment is in time, not in money since GAFE is free for educational institutions. GISD utilizes GAFE for a variety of purposes including student email, document storage, calendars, and other apps provided in the suite. Curriculum documents are available via Google Drive. GAFE is the driving force behind successful technology implementation of the 4Cs. GAFE provides a secure way for students to communicate, collaborate, create, and think critically. Sustaining GAFE is imperative. All PD is designed to support successful implementation of project-based learning.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Teaching & Learning • Education & Professional Development	• Director of Technology • Instructional Technology	July 2016- June 2017	No specific budget is outlined for GAFE. • Active GAFE account • Integration with Active Directory • Google Academy	• Google Apps for Education Statistics • PD Participation • BrightBytes Data • Student Portfolios

STRATEGY 3

Provide PD to enhance classroom environment through technology centers

Seamlessly incorporating technology into the classroom is a task which requires a shift of mindset from teacher-directed activities to student-driven learning. Professional development is a necessary component to help teachers make this transition from the traditional classroom to a 21st Century environment. All PD is designed to support successful implementation of project-based learning.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Teaching & Learning • Education & Professional Development	• Director of Technology • Instructional Technology	July 2016- June 2017	No specific budget is outlined for this PD. • Instructional Technology Coordinator's Schedule	• PD Participation • BrightBytes Data • Student Engagement • Organized Centers in Classrooms • Classroom Visits

STRATEGY 4

Foster relationships and maximize communication among all GISD stakeholders

GISD works to enhance communication with parents, students, staff and the community. The GISD website is the face of the district and remains current at all times. It contains a wealth of information for all visitors. GISD social media accounts allows up to the minute information about the district, all campuses, and many classrooms. Skyward Family Access and Skyward Student Access allow both parents and students to monitor grades, attendance, health information and keep in touch with teachers and student progress. GISD utilizes a district-wide notification system for emergency broadcasts, parent outreach, and student attendance communications.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Leadership, Administration & Instructional Support • Teaching & Learning	• Director of Technology • Public Relations Officer • Instructional Technology • Campus Admin • Teachers	July 2016- June 2017	$ 60,000 Funding sources include the technology budget and the Public Information Officer's budget • Public Information Officer's schedule • Technology Training	• Social Media Presence • SchoolWires Statistics • SchoolMessenger Statistics • Skyward Communication Reports

STRATEGY 5

Employ technology as a tool to facilitate data-driven decision making, access and maintain necessary records, and streamline reporting

GISD utilizes technology as a tool to access and maintain student records for attendance, grades, discipline, transcripts, and PEIMS reporting. Student testing information, RtI, IEP, LPAC, and 504 information is also stored electronically for mandatory reporting processes. In addition to student reporting, department reporting including transportation, HR, Facilities, Maintenance, and the Business Office all utilize technology systems for scheduling, recruiting, substitute reporting, route management, work orders, and financial management.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
• Leadership, Administration & Instructional Support	• Director of Technology • Instructional Technology • Curriculum Department • Special Education Department • Assistant Superintendent • Campus Admin	July 2016- June 2017	$250,000 Funding sources include technology, special education, human resources, transportation, maintenance, food service, curriculum and business office budgets	• All student records readily available including special education, testing, grades, discipline, transcripts, and progress records from various software programs • Department reports from Athletics, Transportation, Maintenance, Facilities, Support Services, Technology and the Business Office • Accurate reporting for state and federal mandates

EVALUATION:

This technology plan is a living document and will be reviewed and updated semi-annually. The evaluation will ensure the goals and objectives remain in alignment with the strategic plan (G2020) and the bond implementation timeline.

To continue to improve, teachers, students, and parents will participate in the BrightBytes survey twice a year. This data will ensure growth and pinpoint areas in need of improvement. In addition, software utilization and effectiveness will be monitored to determine if the needs of all students are being addressed.

Successful integration of technology in the classroom will be visible through student performance, curricular projects, lesson plans, classroom visits, and dynamic project-based learning experiences.

Granbury ISD does not discriminate on the basis of sex, disability, race, color, age, or national origin in its educational programs, activities or employment as required by Title IX, Section 504 and Title VI.

GRANBURY ISD
Helping Students Reach New Heights

SCHOOL CALENDAR 2016-17

75,600 DRAFT 1

July 2016

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

August 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	NH	NH	SD/NH	SD/NH	13
14	C	SD	SD	W	W	20
21	22	23	24	25	26	27
28	29	30	31			

8

September 2016

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

21 6 weeks

October 2016

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

20

November 2016

S	M	T	W	T	F	S
		1	2	3	ER	5
6	SD	8	9	10	11	12
13	14	15	16	17	18	19
20	H	H	H	H	H	26
27	28	29	30			

16 5 weeks

December 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	ER	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

12 5 weeks

January 2017

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

19 6 weeks

February 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	ER	11
12	SD	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

19 7 weeks

March 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	H	H	H	H	H	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017

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

18

19 7 weeks

May 2017

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

June 2017

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

CALENDAR KEYS

NH	New Hire Orientation
FD	Flex Day/Teacher Work Day
C	Convocation
SD	Staff Development
W	Work Day/Student Holiday
ER	Early Release Days
	First & Last Day of School
H	Student/Teacher Holiday
	Beginning of six weeks
	End of six weeks
	Graduation

DATES AT A GLANCE

Aug 10-12 New Hire Orientation
Sept 7 Labor Day
Nov 21-25 Thanksgiving Break
Dec 19 - Jan 2 Christmas Break
Mar 13-17 Spring Break
May 29 Memorial Day
May 30-June 2 Flex Days
June 1 Last Day of School
June 2 Graduation
Aug 11,12 & Jan 3 Exchange Days for Teachers

Grading Periods

First Semester - 77 days
Grading Period - Aug 22 - Sept 30
Grading Period - Oct 3 - Nov 4
Grading Period - Nov 8 - Dec 16

Second Semester - 95 days
Grading Period - Jan 4 - Feb 10
Grading Period - Feb 14 - Apr 7
Grading Period - Apr 10- June1

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GRANBURY ISD
Helping Students Reach New Heights

SCHOOL CALENDAR 2016-17

75,600 DRAFT 2

July 2016						
S	M	T	W	T	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	NH	NH	SD/NH	SD/NH	13
14	C	SD	SD	W	W	20
21	22	23	24	25	26	27
28	29	30	31			

8

September 2016						
S	M	T	W	T	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	ER	

October 2016						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	SD	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 6 weeks

20

November 2016						
S	M	T	W	T	F	S
		1	2	3	ER	5
6	7	8	9	10	SD	12
13	14	15	16	17	18	19
20	H	H	H	H	H	26
27	28	29	30			

December 2016						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	ER	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

16 5 weeks

12 5 weeks

January 2017						
S	M	T	W	T	F	S
1	H	W	4	5	6	7
8	9	10	11	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	ER	11
12	13	14	15	16	17	18
19	SD	21	22	23	24	25
26	27	28				

19 6 weeks

19 7 weeks

March 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	H	H	H	H	H	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	ER	8
9	10	11	12	13	H	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

18

19 7 weeks

May 2017						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	H	FD	FD			

June 2017						
S	M	T	W	T	F	S
				ER		3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

CALENDAR KEYS

NH	New Hire Orientation
FD	Flex Day/Teacher Work Day
C	Convocation
SD	Staff Development
W	Work Day/Student Holiday
ER	Early Release Days
	First & Last Day of School
H	Student/Teacher Holiday
	Beginning of six weeks
	End of six weeks
	Graduation

DATES AT A GLANCE

Aug 10-12 New Hire Orientation
Sept 7 Labor Day
Nov 21-25 Thanksgiving Break

Dec 19 - Jan 2 Christmas Break
Mar 13-17 Spring Break
May 29 Memorial Day
May 30-June 2 Flex Days
June 1 Last Day of School
June 2 Graduation
Aug 11,12, & Jan 3 Exchange Days for Teachers

Grading Periods

First Semester - 77 days
Grading Period - Aug 22 - Sept 30
Grading Period - Oct 3 - Nov 4
Grading Period - Nov 8 - Dec 16

Second Semester - 95 days
Grading Period - Jan 4 - Feb 10
Grading Period - Feb 14 - Apr 7
Grading Period - Apr 10- June 1

www.granburyisd.org

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 14, 2015
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
Asst. Supt. for Finance and Operations
DATE: December 7, 2015
RE: Discuss Possible Revision to Board Policy CH (LOCAL)

SUMMARY:

This attached proposed revision to Board Policy CH (LOCAL) is being presented to the Board for consideration and approval. Currently, Board Policy CH (LOCAL), pertaining to Purchasing and Acquisition – Purchasing Authority, states that "*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*". While this is standard policy language provided by TASB to all districts as a "base" model, the requirement slows the purchasing process significantly at times when products and services are needed and the next Board meeting may be several weeks away. As such, many districts have modified or relaxed this language to allow for certain budgeted purchases to be made above the $50,000 threshold if they fall under a categorical exemption.

A proposed revision was brought to the board last month for discussion purposes only. After getting feedback from the Board, we are asking the Board to consider the attached proposed revision to CH (LOCAL). The revision will allow certain budgeted purchases of products and services in excess of $50,000 but no more than $100,000 to be allowed as long as those budgeted purchases fall into a categorical exemption. Also, to keep the Board apprised of such purchases, the proposed revision includes language that all purchases made in accordance with a categorical exemption shall be subsequently reported to the Board.

Amy Kadlecek with TASB Policy Review has reviewed the proposed changes and this is the language recommended by TASB for the proposed revision.

Recommendation:

We are recommending that the policy revisions be approved as submitted.

Respectfully submitted,



Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Debbie Johnson
Emmett Whitefield

Date Submitted: December 7, 2015

PROPOSED REVISIONS

PURCHASING AUTHORITY

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.

PURCHASING METHOD

The Board delegates to the Superintendent or designee the authority to determine the method of purchasing in accordance with CH(LEGAL).

COMPETITIVE BIDDING

If competitive bidding is chosen as the purchasing method, the Superintendent or designee shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids.

COMPETITIVE SEALED PROPOSALS

If competitive sealed proposals are chosen as the purchasing method, the Superintendent or designee shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend

the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals.

ELECTRONIC BIDS OR PROPOSALS

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

RESPONSIBILITY FOR DEBTS

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

PURCHASE COMMITMENTS

All purchase commitments shall be made by the Superintendent or designee in accordance with administrative procedures, including the District's purchasing procedures.

PERSONAL PURCHASES

District employees shall not be permitted to make purchases for personal use through the District's business office.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 14, 2015
For: Action

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 7, 2015
RE: National Intergovernmental Cooperative Purchasing Agreement

SUMMARY:

District Policy CH (LEGAL) and Texas Education Code 44.031 authorize the use of cooperative (interlocal) purchasing to increase efficiency in procurement. Texas Government Code and Local Government Code 271 grant the legal authority to form and participate in purchasing cooperatives and interlocal agreements.

The National Intergovernmental Cooperative Purchasing Alliance Company (National IPA) is a cooperative purchasing organization dedicated to serving cities/local government, county government, state government, public and private educational institutions and systems, special districts, government-education healthcare entities and nonprofits. The contract portfolio currently contains a broad range of contracts that would be available to Granbury ISD as a member. The contracts have been through a competitive solicitation and selection process. There are no membership fees or administrative fees for participation. Membership in the cooperative may be terminated with a 30-day written notice.

Participation in cooperative agreements is beneficial for many reasons to include, but not limited to, combined purchasing strength due to the volume of members and the time savings to the district in the use of existing contracts.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the interlocal agreement and adopt the resolution for participation and membership in the National Intergovernmental Cooperative Purchasing Alliance until the District membership is terminated with a 30-day written notice.

Respectfully submitted,

L. O. "Dobie" Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Debbie Johnson

Date Submitted: December 7, 2015

RESOLUTION
GRANBURY INDEPENDENT SCHOOL DISTRICT

A RESOLUTION OF THE BOARD OF TRUSTEES of the Granbury Independent School District, Granbury, Texas, approving membership and participation in a cooperative/interlocal agreement between National Intergovernmental Purchasing Alliance Company ("National IPA"), which provides for a cooperative purchasing program for goods and services, and the Granbury Independent School District. The Assistant Superintendent for Finance and Operations is hereby designated as the official representative of the Granbury Independent School District relating to the cooperative program.

WHEREAS, the Board of Trustees of the Granbury Independent School District has been presented a proposed interlocal/membership agreement by and between the National Intergovernmental Purchasing Alliance Company and the Granbury Independent School District and found to be acceptable and in the best interests of the Granbury Independent School District and its citizens, are hereby in all things approved.

WHEREAS, the Granbury Independent School District of Granbury, Texas, pursuant to the authority granted under Sections 791 of the Texas Government Code, and Chapter 44 of the Texas Education Code as last amended, desires to participate in the described purchasing cooperative program sponsored by National Intergovernmental Purchasing Alliance Company, and is of the opinion participation in this program will be highly beneficial to the taxpayers through the anticipated savings to be realized.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE Granbury Independent School District, Granbury, Texas:

Having been reviewed by the Board of Trustees of the Granbury Independent School District and found to be acceptable and in the best interests of the Granbury Independent School District and its citizens are hereby in all things approved.

The Assistant Superintendent for Finance and Operations (or his/her designee) of the Granbury Independent School District, under the direction of the Board of Trustees and Superintendent of the Granbury Independent School District, is hereby designated to act for the Granbury Independent School District in all matters relating to National Intergovernmental Purchasing Alliance Company, including the designation of specific contracts in which the Granbury Independent School District desires to participate.

This resolution shall become effective from and after its passage.

DULY PASSED AND APPROVED THIS _____ day of _____, 2015.

ATTEST: (Authorized Signature)

_____ _____

Board President Board Secretary

MASTER INTERGOVERNMENTAL COOPERATIVE PURCHASING AGREEMENT

This Master Intergovernmental Cooperative Purchasing Agreement (the "Agreement") is entered into by and between those certain government agencies that execute a Principal Procurement Agency Certificate with National Intergovernmental Purchasing Alliance Company ("National IPA") ("Principal Procurement Agencies") to be appended and made a part hereof and such other public agencies who register to participate in the National IPA program by either registering on the National IPA website, www.nationalipa.org, or executing a Master Intergovernmental Cooperative Purchasing Agreement with National IPA ("Participating Public Agencies") to be appended and made a part hereof.

RECITALS

WHEREAS, after a competitive solicitation and selection process by Principal Procurement Agencies, a number of suppliers (each a "Supplier") have entered into Master Supplier Agreements to provide a variety of goods, products and services (herein "Products") to the applicable Principal Procurement Agency and the Participating Public Agencies;

WHEREAS, Master Supplier Agreements are made available by Principal Procurement Agencies through National IPA and provide that Participating Public Agencies may purchase Products on the same terms, conditions and pricing as the Principal Procurement Agency, subject to any applicable federal and/or local purchasing ordinances and the laws of the State of purchase;

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, and of the mutual benefits to result, the parties agree as follows:

1. That each party will facilitate the cooperative procurement of Products.

2. That the procurement of Products by Participating Public Agencies subject to this Agreement shall be conducted in accordance with and subject to the relevant federal, state and local statutes, ordinances, rules and regulations that govern Participating Public Agency's procurement practices.

3. That the cooperative use of solicitations obtained by the parties to this Agreement shall be in accordance with the terms and conditions of the Master Supplier Agreement, except as modification of those terms and conditions is otherwise allowed or required by applicable federal, state or local law.

4. That the Principal Procurement Agencies will make available, upon reasonable request and subject to convenience, information which may assist in improving the procurement of Products by the Participating Public Agencies.

5. That the Participating Public Agencies that procure Products through any Master Supplier Agreement (each a, "Procuring Party") will make timely payments to the Supplier for Products received in accordance with the terms and conditions of the

Master Supplier Agreement. Payment for Products and inspections and acceptance of Products ordered by the Procuring Party shall be the exclusive obligation of such Procuring Party. Disputes between Procuring Party and any Supplier shall be resolved in accordance with the law and venue rules of the State of purchase.

6. The Procuring Party shall not use this agreement as a method for obtaining additional concessions or reduced prices for similar products or services.

7. The Procuring Party shall be responsible for the ordering of Products under this agreement. A non-procuring party shall not be liable in any fashion for any violation by a Procuring Party, and the Procuring Party shall hold non-procuring party harmless from any liability that may arise from action or inaction of the Procuring Party.

8. This agreement shall remain in effect until termination by a party giving 30 days written notice to the other party. The provisions of paragraphs 5, 6 and 7 hereof shall survive any such termination.

9. This agreement shall take effect after execution of the Principal Procurement Agency Certificate or Participating Public Agency Registration, as applicable.

Authorized Signature, Participating Public Agency	National Intergovernmental Purchasing Alliance Company
Signature	Signature
Name	Ward H. Brown Name
Title and Agency Name	Chief Operating Officer Title
Date	Date

GRANBURY ISD

Maintenance and Facilities Department Board Report

Randy Leach, Director of Maintenance and Facilities

Board of Directors

December 14, 2015

Maintenance Personnel

Name	Position	Years with District
Karen Johnson	Secretary	9
Scott Campbell	Supervisor	28
Rick Schulte	HVAC Supervisor	15
Steve Thompson	General Maintenance Supervisor	13
Kevin Cummings	Lead Grounds Supervisor	4
Donald Smith	Lead Athletic Fields Supervisor	25
John Minter	Electrician	-1
James Garlick	HVAC - Electrician	14
Russell Neely	HVAC - Technician	6
Martin Briones	Groundskeeper	15
Don Zimmerman	Carpenter	16
Todd Knapp	Carpenter	6
Daniel Bryant	Plumber	5

Name	Position	Years with District
Donald Burns	General Maintenance	15
James Starkes	General Maintenance	13
Mark Davis	General Maintenance	6
Harlan Albertson	General Maintenance	4
Lester Jones	General Maintenance	-1
Martin Briones	Groundskeeper	15
Jody Jones	Groundskeeper	15
James Marten	Groundskeeper	6
Fernando Castaneda	Groundskeeper	4
Antonio Mojica	Groundskeeper	3
Shannon McMasters	Groundskeeper	-1
	Groundskeeper	

Maintenance of Facilities and Grounds

Type	Quantity
Facilities – 12 Campuses & 7 Departments	1,450,000 Sq Ft
Grounds	538.094 Acres
Athletic Fields	15 Game / Practice Facilities

Work Orders

Eduphoria Work Order System

- Tracks Work Orders by Campus, Person, Area
- Tracks Inventory

Maintenance's Standard Budget Items

Budget Code	Budgeted Amt
Object 6200 (Contract Svc)	$ 195,880
Object 6300 (Supplies)	$ 273,000
Object 6400 (Travel)	$ 4,485
Object 6600 (Equipment)	$ 58,200
TOTAL	**$ 531,565**

Facilities Responsibilities

- Safety / Security
- Energy Conservation
- Facility Management
- Facility Scheduling
- Bond Construction

Energy Conservation

- **Automated HVAC Systems (Trane BAS-Tracer Summit)**
  - Granbury High School
  - Crossland Ninth Grade Center
  - Acton Middle School
  - Granbury Middle School
  - Mambrino
  - Acton Elementary
- **Utility Tracking –** UtilityDirect Software
- **Energy Audits –** Campus/Dept Walk Through

Energy Conservation Project (2013)

Note: HB 3693 Energy Consumption Data is posted on GISD website

- **HVAC Replacement**
  - HVAC Units - 207 (20 years old)
    - Acton Elementary - 8
    - Baccus - 40
    - Brawner - 49
    - Emma - 37
    - GHS - 25
    - Oak Woods - 48

Energy Conservation Project (cont.)

- **Efficient Lighting Replacement**
  - T-8 Fluorescent Light Retrofit (15,000 New Fixtures)
  - Typical Classroom Fixture:
    - Existing Fixture: 4' 3-Lamp (68.4 watts)
    - New Fixture: 4' 2-Lamp (45.26 watts)

      Total Annual Savings: $70 per classroom
  - Lighting Controls Project: Sensors - 468 (All Campuses)

Energy Conservation Project (cont.)

- **Water Conservation Replacements**
  - Toilets - 628
  - Urinals - 31
  - Lavatory Faucets - 366
  - Kitchen Faucets - 214
  - Showerheads - 46
  - Ice Machines - 17

Utility Budget 2015-16

- Electric $1,308,000
- Natural Gas $ 184,750
- Water $ 182,400

TOTAL $1,675,150

Safety Inspections

- Campus/Departments complete four safety inspections per year.
- The Facilities Department reviews and files the inspection documents.

Security

- **Emergency Operation Plans (EOP)**
  - All campuses are required to have an EOP.
  - The same terminology is used by Law Enforcement Agencies.
- **Campuses perform the following EOP Drills:**
  - Fire
  - Tornado
  - Lockdown
  - Evacuation

Cameras & DVR/NVR Count

Campus / Departments	DVRS on Campus	NVRS *	Analog Cameras	IP Cameras	Camera Totals
AES	1		11		11
AG Barn	1		16		16
AMS	4		54		54
CNG	2		31		31
EES				1	1
GHS	5	2	35	41	76
GHS Athletics				8	8
GMS	4		53		53
MAM			3		3
Technology	1			8	8
Transportation	1		11		11
TOTAL	**19**	**2**	**214**	**58**	**272**

* Located at Technology

Granbury High School's Upgrade – Phase 1 Complete

Facilities

- **Management of the following:**
  - District Buildings
  - Construction Projects
  - Security Equipment
  - Utilities

Facilities (cont.)

- **Scheduling**
  - FacilitiesDirect software program
  - District Events
  - Community Events
  - Automated HVAC per campus

Bond Project

Budget Management:

- Create PO's / DP's
- Process Pay Apps
- Create monthly Board Report

Construction Related:

- Analysis of GeoTechnical documents (concrete, steel, piers, etc.)
- Change Order Requests
- Meet regularly with architect and construction manager
- Work with teachers and administrators on resolving issues.

Bond Project (cont.)

Maintenance Dept:

- Move Personnel
- Move equipment, furniture, supplies, materials
- Assist Huckabee & BTC with punch list process
- Meet bi-monthly with construction manager

Miscellaneous:

- Locate staging and storage areas
- Locate and work with vendors outside of GMP / Architect Fees
- Work with city on permitting, utilities, etc.

Goals for 2015-16

1. IP Camera Project (K-8)
2. Roof Replacement
3. Security Upgrade - Card Readers
4. Propane Replacements
5. Maintenance / Facilities Personnel

2014-2015 ACCOUNTABILITY

TEXAS ACADEMIC PERFORMANCE REPORT

RON HOLMGREEN

ASSISTANT SUPERINTENDENT

DECEMBER 14, 2015

ACCOUNTABILITY DESIGN

- Year 3 of this accountability system
- Combines multiple systems (State and PBM)
- Public reporting is required
- TAPR report is available on our GISD website

2014-2015 FOCUS

- Changes to the EOC; ELA change with reading and writing combined
- Writing at elementary and middle school
- Reading focus at elementary and middle school
- RTI and % of student referrals focus
- Math rigor focus continues across the district
- Completion/graduation focus at high school level
- Safeguards, PBM, and Federal Program requirements continue monitoring

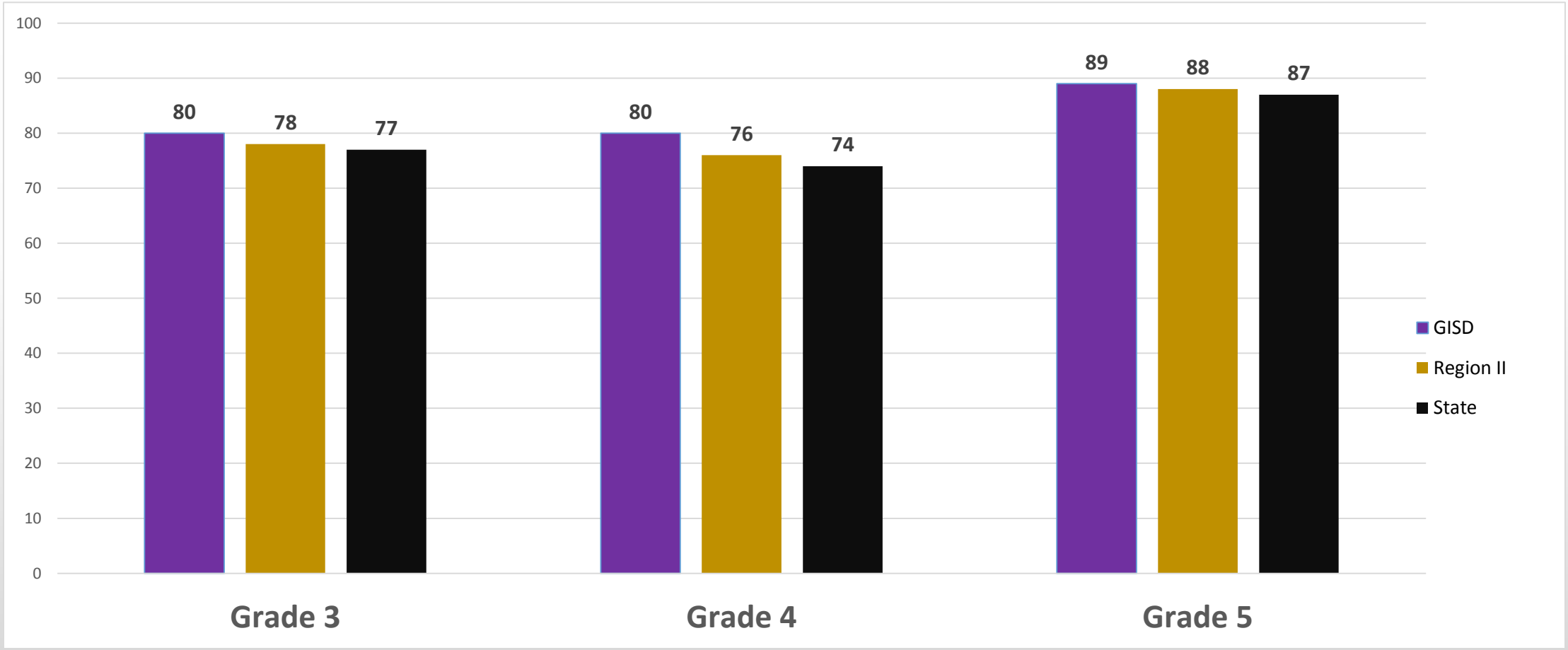
ACCOUNTABILITY RATINGS

- GISD – Met Standard
- SPED determination status – Needs Assistance
- All campuses – Met Standard
- Bilingual/ESL Education – Stage 1 (PBM)
- SPED – Stage 2 (PBM)
- 7 campuses earned distinctions
- 6 campuses addressing safeguards
- 3-8 Math was not calculated for state reports

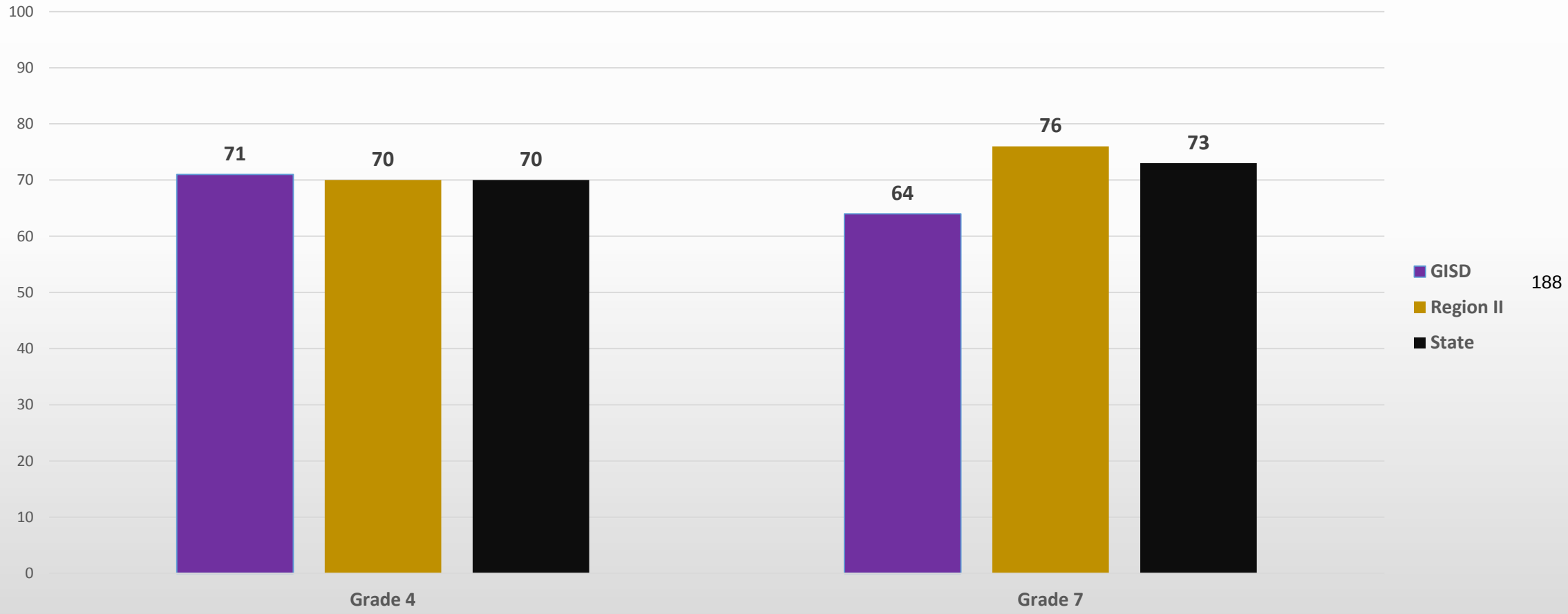
2014-2015 DEMOGRAPHICS

- Total Student Enrollment – 6,843
- African American – 0.7%
- Hispanic – 22.5%
- White – 73.7%
- American Indian – 0.7%
- Asian – 0.6%
- Two or More Races – 1.6%
- Economically Disadvantaged – 48.4%
- English Language Learners – 6.7%
- At-Risk – 38.9%

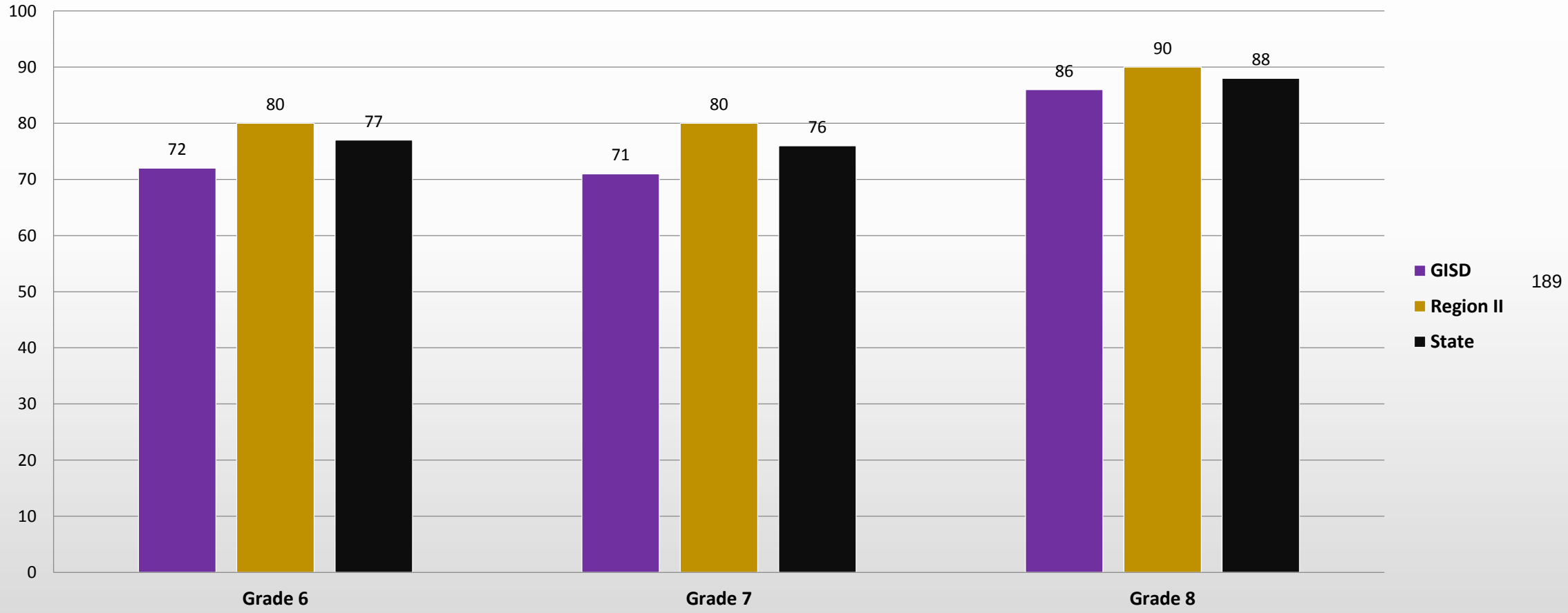
GRADE 3-5 STAAR READING



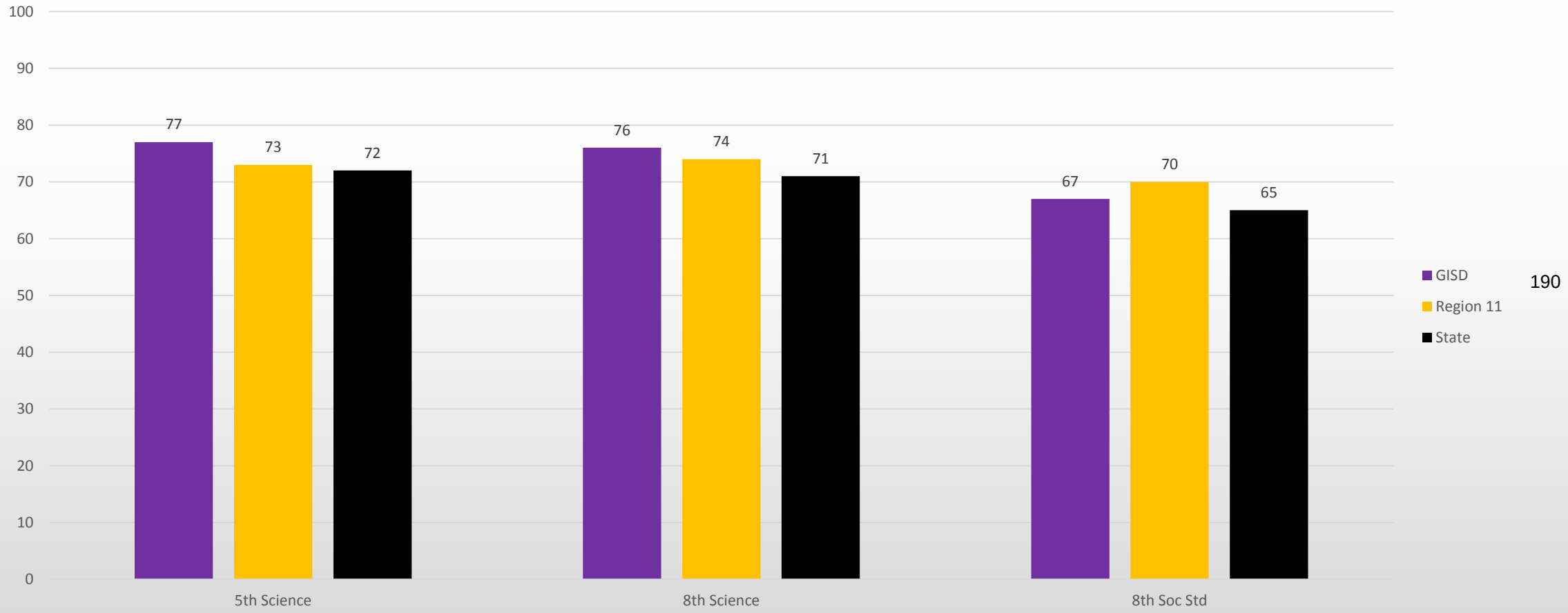
GRADE 4 and 7 STAAR WRITING



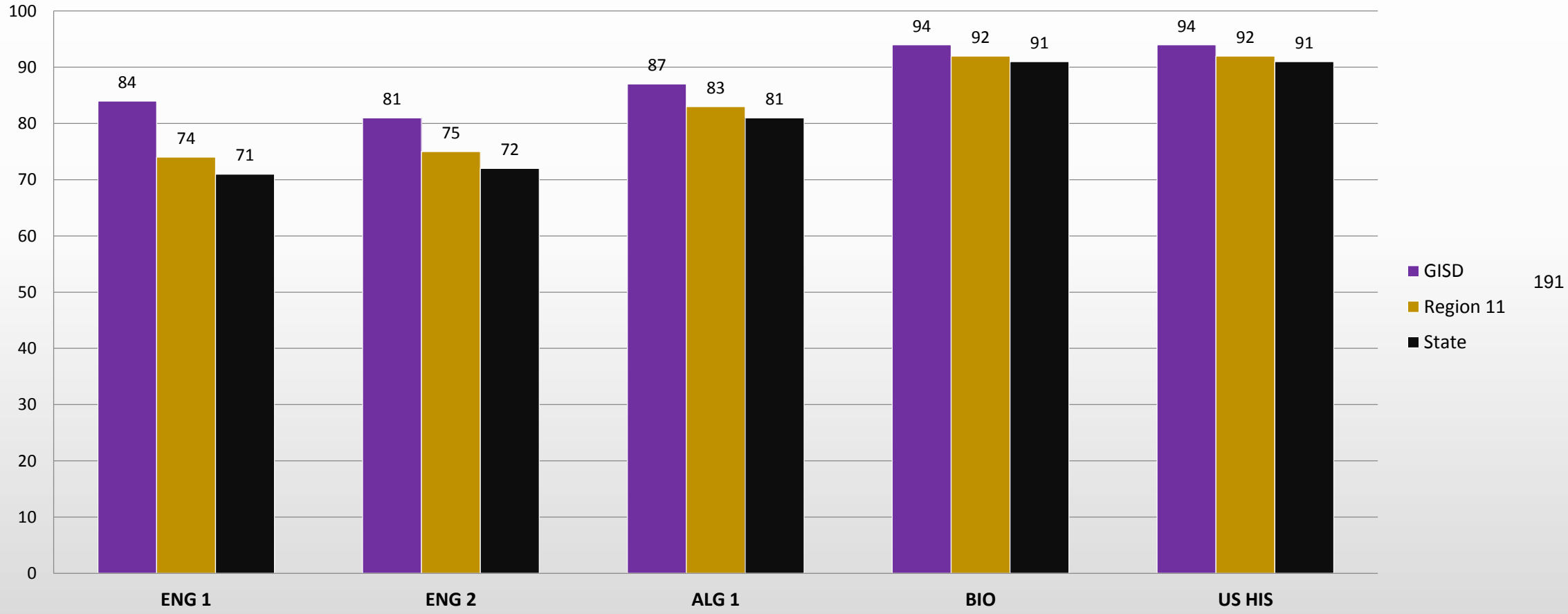
GRADE 6 – 8 STAAR READING



5th/8th SCIENCE and SOCIAL STUDIES

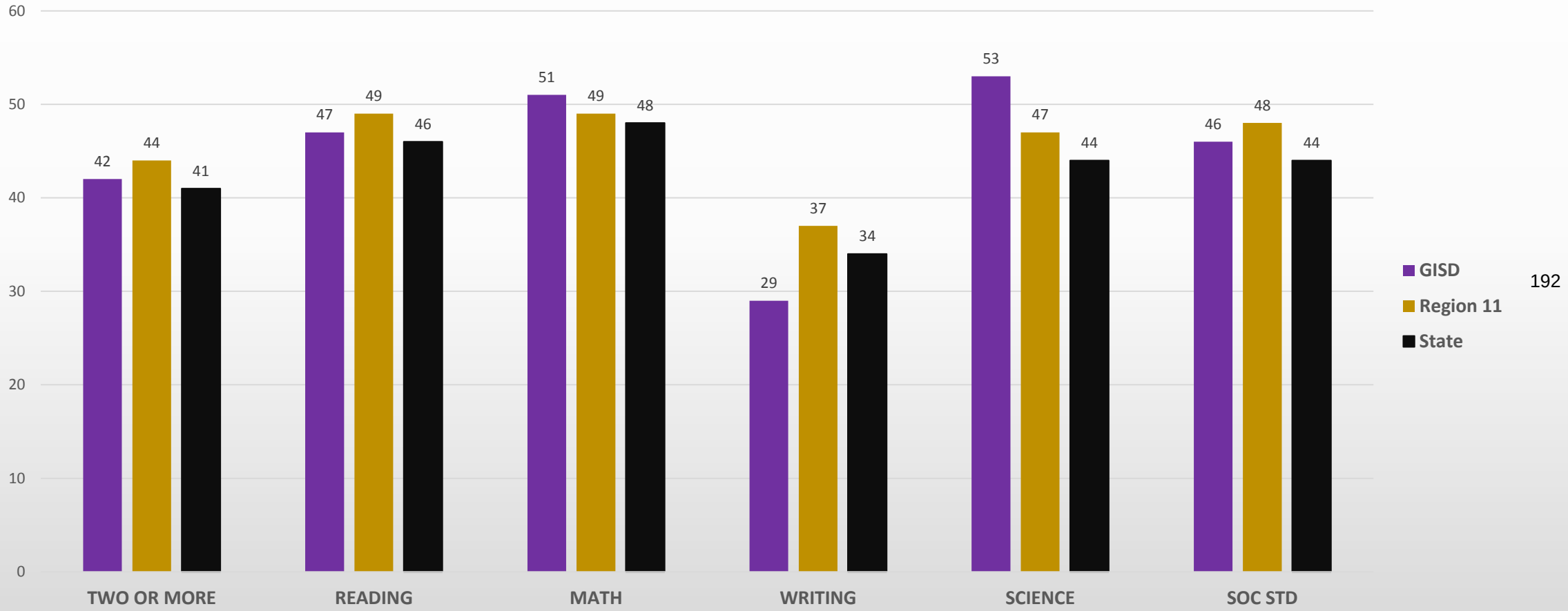


STAAR END OF COURSE

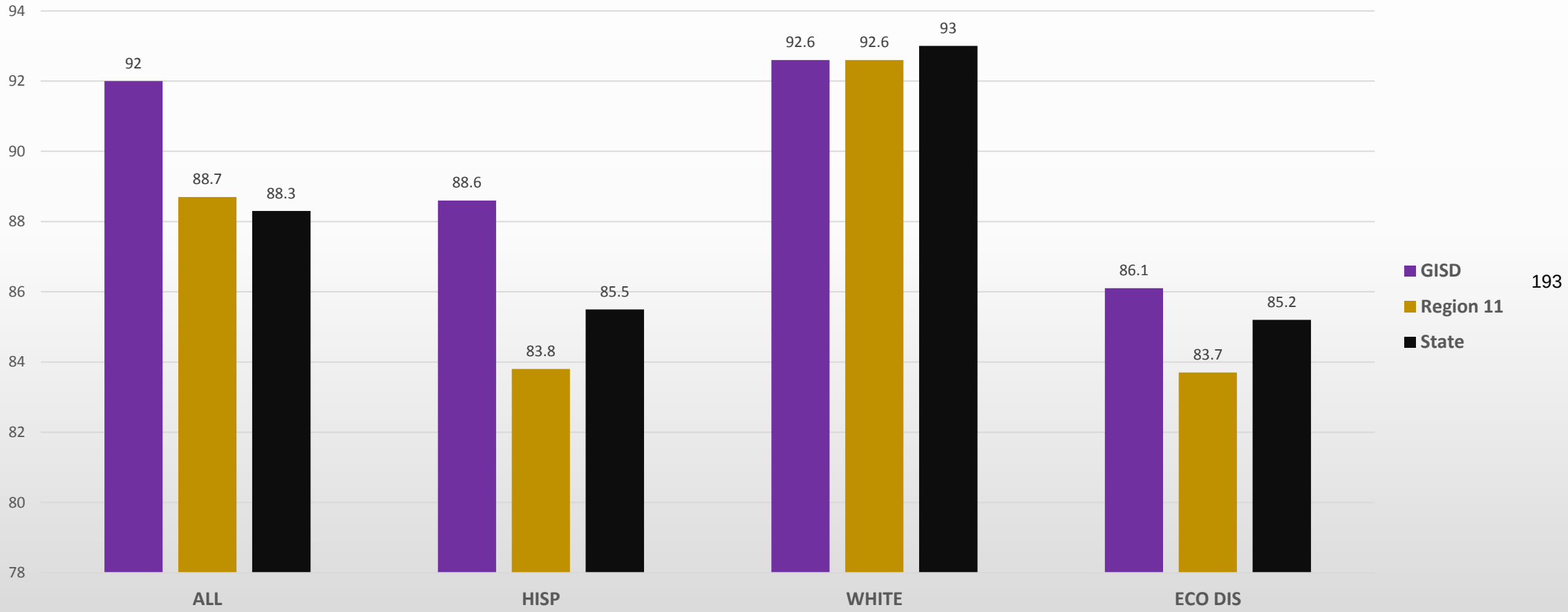


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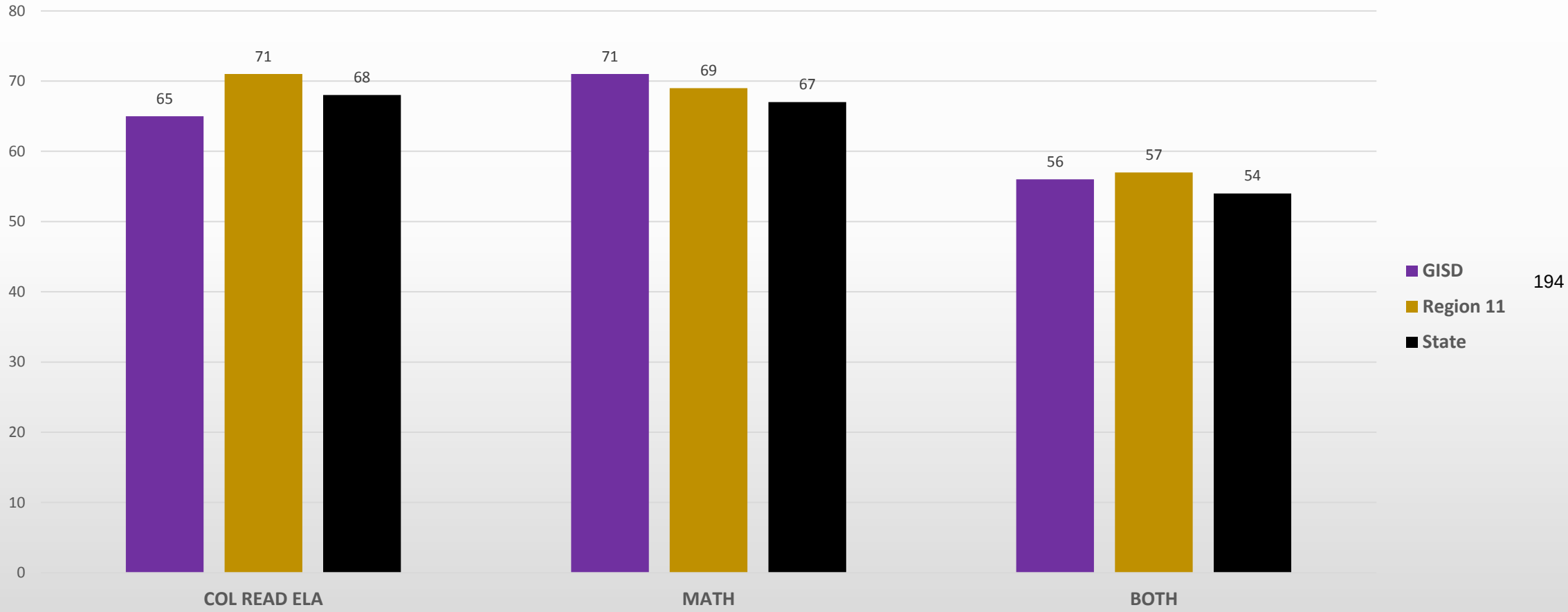
STAAR POSTSECONDARY READINESS ALL GRADES



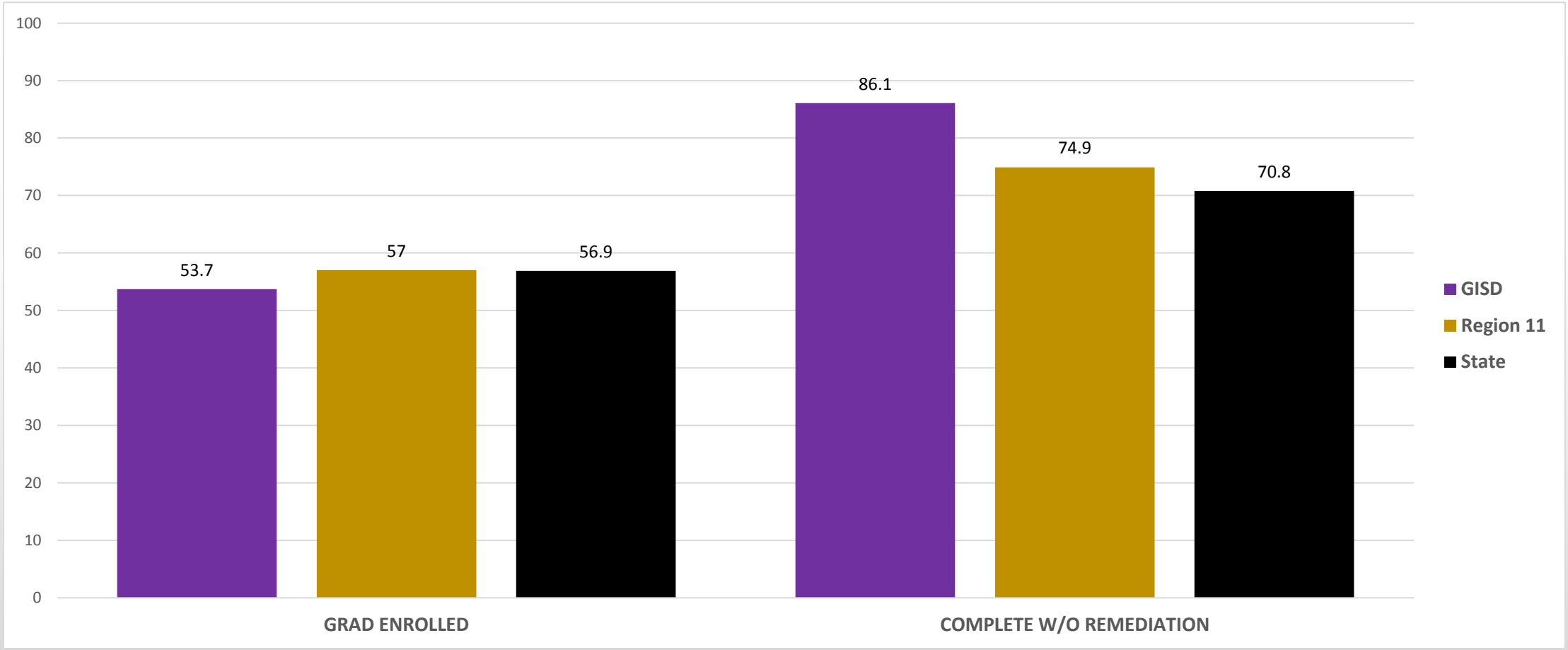
4 YEAR GRADUATION RATE
CLASS OF 2014



COLLEGE READINESS INDICATORS



INSTITUTES OF HIGHER EDUCATION INDICATORS 2013



2014-2015 FOCUS RESULTS

- Reading grades 3-5 above Region and State
- Reading and Writing focus at middle schools
- Math scores were not calculated this past year for 3-8
- Safeguards, PBM, and Federal Program requirements continue monitoring

GISD UNIQUE CIRCUMSTANCES

- GHS – Index 1 continues to be driven by US History and English 2 testers who did not take English 1 in Middle School (this will change next year)
- CNGC – Index 2 growth measures does not include students who took Algebra 1 in middle school
- AMS and GMS – Algebra 1 and English 1 students do not calculate for math/reading progress

2015-2016 FOCUS

- Continue focus in reading for grades 3-8
- Increase attention at middle schools for performance and rigor
- Increase rigor at the elementary level
- Increase writing performance at all levels
- Appropriately place and serve our special education students
- Monitor Safeguards and PBMAS requirements

2016 and BEYOND ISSUES

- New Commissioner of Education
- Accountability Reforms through HB 2804 (A-F grades)
- Change in Truancy Laws, now civil penalties
- New company constructing the STAAR tests, ETS
- Individual High School Graduation Committee (SB 149) ends after this school year
- Minutes of Instruction (HB 2610) calendar

STATE OF THE DISTRICT SUMMARY

- Middle School performance on Reading, Writing, and Social Studies was below Region 11 and the State
- Middle Schools looking to double block ELA to address these areas
- 3-5 STAAR Performance for all tests was above Region and State
- Enrollment increased by 218 students over last year
- Graduation rates surpassed the State and the Region
- Construction to be completed for the start of school

2014-2015 ACCOUNTABILITY

TEXAS ACADEMIC PERFORMANCE REPORT

RON HOLMGREEN

ASSISTANT SUPERINTENDENT

DECEMBER 14, 2015

GRANBURY HIGH SCHOOL
Course Catalog Grades 9-11
2016-2017



www.granburyisd.org
2000 W. Pearl Street
Granbury, Texas 76048
(817)-408-4600

EVERY STUDENT, EVERY DAY

Our Vision



GISD Mission

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Cover designed by Kallie Stotlar.

2016-2017

Freshmen, Sophomore, & Junior Course Catalog

Granbury High School Students,

We are very pleased to present this Pirate Course Catalog. Please use it as a guide for designing a successful academic path at Granbury High School. As you choose your classes, consider your future very purposefully. Do you plan to enter college, a technical school, serve in the armed forces, or move directly into a chosen career upon your graduation from GHS? You will need to be enrolled in the courses our state has mandated, and choose electives that will lead you to your future goals.

Granbury Independent School District is committed to guiding you in helping make your future goals a reality. The career clusters will assist you in selecting the courses and programs that will best serve your needs. You will be able to identify a career area of interest and develop an academic plan to support your choices. Activities and electives will be reflective of your chosen career area.

You are to select one of the Achieve Texas Career Clusters prior to your freshman year of school. A four-year plan will be established to support your choice and be evaluated annually. We will do our best to schedule you for the classes you have carefully chosen within the pathway. If a conflict is unavoidable, we will consider every option that is focused on your success.

We look forward to the coming school year and want it to be a positive building block in your future. We are joining with your parent/guardian to form a partnership promoting your educational success. We encourage you to become and remain an active member of our campus life. Consider joining one of our many clubs and organizations. We are committed to excellence and your academic success now and in the future!

Jeremy Ross
Principal
Granbury High School

Table of Contents

General Information 5

Graduation Requirements 7

Endorsement Options 8

Associate's Degree 10

Class Rank/GPA 11

Advanced Academic Credits 12

Course Description Legend 13

Course Descriptions

- ***English*** 14
- ***English Electives*** 16
- ***Mathematics*** 17
- ***Science*** 18
- ***Social Studies*** 21
- ***Foreign Language*** 23
- ***Fine Arts*** 25
- ***Athletics*** 29
- ***Fitness and Wellness (PE)*** 30
- ***MJROTC*** 32
- ***Career and Technical Education***
  - ***Science, Technology, Engineering, and Mathematics*** 33
  - ***Health Science*** 34
  - ***Education and Training*** 35
  - ***Law, Public Safety, Corrections and Security*** 36
  - ***Agriculture, Food and Natural Resources*** 37
  - ***Arts and AV*** 39
  - ***Finance*** 41
  - ***Marketing*** 42
  - ***Information Technology*** 43
  - ***Hospitality and Tourism*** 44
  - ***Transportation, Distribution and Logistics*** 45
- ***Other Electives*** 46

Parent Planning Tool 47

General Information

Grade Classification:
After the ninth grade, students are classified according to the number of credits earned toward graduation. Reclassifications are made at the beginning of each school year.

Credits Earned	Grade Classification
6	10th(Sophomore)
12	11th(Junior)
17	12th(Senior)

Class Load:
All students ***must*** take a full class load each semester.

Schedule Changes:
Course selections made during pre-registration are considered ***final***. Any request for a change in course after spring pre-registration must be made in writing. Students may not drop or add a course after ***five class days***. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.
When a student selects a course, he/she is expected to complete it.

NOTE: A course dropped after the change period may be recorded as an F.

Testing Requirements:
Students will be required to demonstrate success on the following End-of-Course exams to meet graduation requirements: Algebra 1, English 1, English 2, Biology, and United States History.

Scheduling:
Granbury High School operates on an 8-period schedule with a required QUEST course for each student. Each semester is divided into three six-week grading periods. Progress reports are provided every three weeks, with report cards distributed at the end of each six-week period.

Registration Information:
- Counselors will schedule academic conferences with students and parents to ensure proper academic placement. These conferences will begin in January and end by spring break.
- Teachers/staff are hired, and the master schedule is set, including class sizes, according to student selections. Staffing needs are dependent upon the integrity of this process.
- Courses listed in the catalog are subject to student selection patterns and staffing availability and though offered, may not actually become a part of the schedule.

Registration Instructions:
1. **Determine Graduation Plan** (Foundation, Recommended, or Distinguished). If **Foundation**, select **endorsement.**
2. **Update your four-year plan** using your selected graduation plan.
3. **Choose the courses** necessary to complete your schedule for next year. Be sure to **choose three alternative** elective courses.
4. Be sure to have your **parent/guardian sign** your course selection sheet.
5. High school students who are concurrently enrolled at **Weatherford College** need to see their guidance counselor for academic advising.

General Information

Dual Credit Courses:

Students who are exempt or have passed one of the tests under the Texas Success Initiative (TSI) may register for concurrent college and high school credit in selected courses offered by cooperating colleges. The student is responsible for paying tuition, books and any fees, which are required by the college for credit and negotiated with Weatherford College. Dual credit courses will be offered pending arrangements with colleges for onsite instructors. Students can only earn 29 hours of college credit at GHS campus due to Weatherford College SACS guidelines. If you pre-register for a dual credit class, register to take the TSI test. You must take the test before you enroll in college courses ***unless you are exempt*** by your SAT or ACT scores.

The exemption policy is posted in all English classes and in the Counseling Office. See your Counselor if you have questions.

You must provide proof of the scores or exemption by the GHS registration date in August or you will be removed from the dual credit classes.

**It is the student's responsibility to contact the college(s) to find out which dual credit courses will transfer or the AP test score required to earn college credit.

Making College Affordable

You may wonder how you are going to pay for college. The first step is to complete the Free Application for Federal Student Aid (FAFSA). Beginning January 1, 2017, seniors and their parents can access the online application at www.fafsa.ed.gov. Colleges use the information provided on the FAFSA to determine eligibility for grants and loans. In addition to completing the FAFSA, students should contact the Office of Financial Aid at schools where they are applying to ask if any additional information is required. Be sure to inquire about financial aid deadlines. Granbury Independent School District offers several opportunities for students and their parents to learn about the FAFSA and financial aid process.

Top 10% Rule:

To be eligible for automatic admission to a Texas public college or university, a student must:

- Graduate in the top 10 percent of his or her class (7% for UT at Austin)
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline
- Students are required to provide SAT or ACT scores.
- Students must also complete the TSI test requirement, unless they can show proof of exemption.
- Admission to a university does not guarantee acceptance into a particular college of study or department, however.

Texas Virtual School Network (TxVSN):

Students have the option of taking online courses through the Texas Virtual School Network (TxVSN). For more information, please check with your child's counselor.

Graduation Requirements

The Foundation High School Program + Endorsement

The following requirements apply to students first entering the 9th grade in the fall of 2014 and thereafter.

FOUNDATION HIGH SCHOOL PROGRAM (FHSP)

The 22-Credit Foundation is Required for All Endorsements

ENGLISH……..……4
Must consist of English I, 2, 3 (ESOL 1 and 2 may be substituted appropriately), and an additional/advanced English course.

MATHEMATICS……..……..3
Must include Algebra 1, Geometry, and an additional/advanced math course beyond Algebra 1

SCIENCE……..……..3
Must include one Biology credit, one credit selected from IPC, Chemistry, or Physics; and one additional/advanced science course

SOCIAL STUDIES……..……..3
Must include US History, one-half credit Government, one-half credit Economics, and World History **or** World Geography

OTHER LANGUAGES……..……...2
Must consist of 2 levels in the same language

FINE ARTS……..…1
Choir, Band, Dance, Art, Theatre Arts, Principles & Elements of Floral Design

PHYSICAL EDUCATION……..1
May include Athletics or PE (up to 4 credits), Drill Team 1, JROTC 1, Cheerleading, the fall semesters of Marching Band

ELECTIVES……..5

FHSP SUBTOTAL CREDITS……..….22

ADDITIONAL REQUIREMENTS FOR ENDORSEMENTS

MATHEMATICS……1

SCIENCE……...1

ENDORSEMENT-SPECIFIC ELECTIVES……...…2
Electives must be chosen from one of the endorsement areas of STEM, Business and Industry, Arts and Humanities, Public Services, or Multidisciplinary Studies

TOTAL CREDITS: FHSP + ENDORSEMENT……...26
College Board Advanced Placement and Dual Credit courses may be substituted in appropriate areas for both Foundation and Endorsement credits.

STATE ASSESSMENT PERFORMANCE
In addition to the credit requirements as listed above, students must meet passing standards on the following End-of-Course Exams:

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

ENDORSEMENTS

All students are required to declare an endorsement in writing. Students will be permitted to change their endorsement with written notification.

There are five endorsement options, which allow students flexibility based on individual interests and career goals. Each endorsement category is designed to prepare students to successfully enter postsecondary education or the workforce upon graduation from high school.

The endorsement and the career areas to which they correspond are as listed below:

- **STEM** – Science, including Computer Science; Technology; Engineering and Mathematics;
- **PUBLIC SERVICES** – Education and Training; Government and Public Administration; Health Science; Human Services; and Law, Public Safety, Corrections and Security;
- **BUSINESS AND INDUSTRY** – Agriculture, Food, and Natural Resources; Architecture and Construction; Business Management and Administration; Finance; Hospitality and Tourism; Information Technology; Manufacturing; Marketing; Transportation; and Journalism, including broadcast journalism, newspaper, and public speaking;
- **ARTS AND HUMANITIES** – Fine Arts; Economics with Emphasis on Free Enterprise; English Language Arts; and Languages Other than English;
- **MULTIDISCIPLINARY STUDIES** – Allows students to take courses in several endorsement areas as listed.

RECOGNITIONS

Students have the opportunity to earn additional recognitions in the following areas.

DISTINGUISHED LEVEL OF ACHIEVEMENT

A student may earn a distinguished level of achievement by successfully completing all curriculum requirements for the Foundation High School Program, plus

- A fourth credit in mathematics, which must include Algebra II;
- A fourth credit in science;
- The requirements of at least one endorsement
- A student must graduate with a Distinguished Level of Achievement to be eligible for automatic admission to a Texas public college or university.

PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgement in one or more of the following categories:

- AP test score of 3 or higher ***or*** Outstanding performance on the PSAT(Commended or higher) ***or*** ASPIRE (college ready on at least 2 of 4 subject tests) ***or*** the SAT (1250) **or** the ACT (28);
- 12 hours of college credit College Grade of 3.0 or above) ***or*** Associate's Degree
- Bilingualism and biliteracy; and
- Earning a nationally or internationally recognized business or industry certification or license

Endorsement Options

STEM

STEM (Science Technology Engineering Math) requires the completion of Algebra 2, Chemistry, and Physics

Mathematics: (Choose 2)
Pre-Calculus, AP Statistics, Engineering Mathematics, AP Calculus, DC Math (2 courses), Advanced Quantitative Reasoning

Science: (Choose 3)
AP Physics 1, AP Physics 2, AP Biology, DC Science (2 courses), Anatomy and Physiology, Forensics, Aviation, AP Chemistry, AP Environmental, Aquatics, Environmental, Advanced Animal Science, Principles of Engineering

Engineering:
Choose 2:
Intro to Engineering Design
Principles of Engineering
Choose 1:
Civil Engineering and Architecture
Engineering Design and Development
Plus one additional CTE Credit

ARTS AND HUMANITIES

Arts and Humanities requires the completion of one additional mathematics course and one additional science course

Social Studies: *Choose 5* credits (3 are part of FHSP)
World Geography, World History (includes AP), US History (includes AP and DC), US Government (includes AP and DC), Economics (includes AP), AP European History, Psychology, Sociology

English: *Choose 4* credits
English IV (includes AP and DC), Creative Writing, Humanities, Communication Applications (1/2 credit), AP English Literature and Composition, Literary Genres

Languages Other than English:
Choose 4 levels of the same language or 2 levels from 2 different languages:
- Spanish
- French
- ASL

Dance: Four levels of Dance

Music: Four levels of Music, Band, or Choir

Theatre Arts: Four levels of Theatre Arts, Technical Theatre, or Theatre Production

Art:
Art 1 *and*
Choose 1:
- Art 2 Drawing
- Art 2 Painting
- Art 2 Print Design
- Art 2 Ceramics
- Art 2 Sculpture

Choose 1:
- Art 3 Advanced Print Design
- Pre-AP Art 3 Portfolio
- AP Art 3 Drawing
- Art 3 Photography

Choose 1:
- Art 4 Advanced Photography
- AP Art 4 Two-Dimensional Design

PUBLIC SERVICES

Public Services requires the completion of one additional mathematics course and one additional science course

Health Science:
Choose 2 credits:
- Principles of Health Science
- Medical Terminology
- Health Science 1

Choose 1 advanced credit:
- Practicum in Health Science (EMT or Pharm Tech)
- Anatomy and Physiology

Plus one additional CTE Credit

Education and Training
Choose 2 credits:
- Child Development
- Interpersonal Studies
- Instructional Practices in Education and Training

Choose 1 advanced credit:
- Human Growth and Development
- Practicum in Education and Training

Plus one additional CTE Credit

Law Public Safety, Corrections, and Securities::
Choose 2 credits:
- Principles of Law, Public Safety, Corrections, and Securities
- Law Enforcement I

Choose 1 advanced credit:
- Law Enforcement II
- Forensic Science
- Forensic Psychology

Plus one additional CTE Credit

JROTC
Four courses in JROTC

MULTIDISCIPLINARY STUDIES

Multidisciplinary Studies requires the of completion one additional mathematics course and one additional science course

4 Advanced Courses:
Choose 4 Advanced Courses from
- AP Courses
- DC Courses
- Other Advanced Courses not in a coherent sequence

4 Advanced Placement or Dual Credit Courses:
Choose 4 AP/DC Courses from:
- One AP/DC English Course
- One AP/DC Math Course
- One AP/DC Social Studies Course
- One AP/DC Science Course
- One AP/DC Languages other than English
- One AP/DC Fine Arts

4 Credits in Foundation Areas:
Choose 4 Advanced Courses from
- English 4
- Chemistry
- Physics
- Additional Math
- Additional Social Studies

Endorsement Options

BUSINESS AND INDUSTRY

Business and Industry requires the completion of one additional mathematics course and one additional science course

Agriculture, Food and Natural Resources:

Choose 2 credits from:
- Principles of Ag, Food, and Natural Resources
- Livestock Production
- Horticulture Science
- Ag Mechanics and Metal Tech
- Equine Science
- Wildlife, Fisheries, and Ecology Management
- Principles and Elements of Floral Design

Choose 1 credit from:
- Veterinary Medical Applications
- Advanced Animal Science
- Advanced Horticulture Science
- Practicum in Horticulture
- Agricultural Facilities Design and Fabrication
- Practicum in Ag, Food, and Natural Resources

Plus one additional CTE credit

Arts A/V Technology:

Choose 2 credits from:
- Principles of Arts and A/V
- Animation+
- Audio Video Production
- Graphic Design and Illustration
- Commercial Photography
- Professional Communications

Choose 2 credits from:
- Advanced Graphic Design and Illustration
- Advanced Animation
- Advanced A/V Production
- Practicum in A/V Production
- Practicum in Graphic Design and Illustration

Finance:

Choose 2 credits from:
- Principles of Business, Marketing, and Finance
- Banking and Financial Services

Choose 1 advanced credit from:
- Accounting 1
- Accounting II

Plus one additional CTE credit

Marketing:

Choose 2 credits from:
- Advertising and Sales
- Banking and Financial Services
- Sports and Entertainment Marketing

Choose 1 advanced credit from:
- Entrepreneurship
- Marketing Dynamics

Plus one additional CTE credit

BUSINESS AND INDUSTRY *cont.*

Business and Industry requires the completion of one additional mathematics course and one additional science course

Information Technology:

Choose 1 credit from:
- Principles of Information Technology

Choose 2 advanced credits from:
- Computer Science and Software Engineering (CSE)
- Computer Science Applications (CSA)
- Research in Information Technology

Plus 1 additional CTE credit

Hospitality and Tourism:

Choose 1 credits from:
- Principles of Hospitality and Tourism
- Lifetime Nutrition and Wellness

Choose 2 credits from:
- Restaurant Management (Intro to Culinary Arts)
- Culinary Arts

Plus one additional CTE credit

Transportation, Distribution, and Logistics:

Choose 2 credits from:
- Principles of Trans, Distribution, and Logistics
- Automotive Technology

Choose 1 advanced credit from:
- Advanced Automotive Technology
- Practicum in Automotive Technology

Plus one additional CTE credit

Advanced Journalism/Yearbook:

Choose 3 courses from:
- Journalism/Yearbook 1
- Journalism/Yearbook 2
- Journalism/Yearbook 3

Choose 1 additional English Course

Public Speaking:

Choose 3 courses from:
- Debate 1
- Debate 2
- Debate 3

Choose 1 additional English Course



Associate's Degree Concurrent with High School Diploma

Requirements for Completing Concurrent Associate's Degree with High School Diploma:

- WC offers GISD students AA, AS, and an AAS Degrees*
- Must complete the Core requirements
- Must have college sixty hours, only 29 college hours can be completed at GHS campus due to Weatherford College SACS guidelines.
- Must complete High School Graduation Requirements
- Must be advised by GISD counselor AND a Weatherford College Advisor
- Should have a degree plan from a Weatherford College Advisor

Additional Information for Success

- Must collaborate explicitly with GHS counselor and Weatherford College academic advisor
- Would need to take English 1 and Algebra 1 in Grade 8
- Must meet "Exceptional Student" requirement to start college work in Grade 10
- Limited to 29 Dual Credit Hours at GHS by SACS rule
- After 29 Credit hours at GHS, must complete other hours at Weatherford College
- Some Weatherford College Courses can be used as Dual Credit.
- Weatherford College classes can be taken at Granbury Education Center or Weatherford College in Weatherford
- Weatherford College classes can be taken during regular semesters, Summer I and/or Summer II

Associate's Degree/Education
Concurrent with HS Diploma
(Sample Plan)

Grade 10
- DC Eng 1301/1302
- TECA 1354/1303
- WC Speech1315
- WC Kine 1238

Grade 11
- DC Eng 2311/2331
- DC US Hist 1301/1302
- DC Math 1314
- WC Drama 1310
- WC Educ 1301/2301
- WC Biol 1406

Grade 12
- DC Govt 2305/2306
- WC Math 1350/1351
- WC Phys 1415/1417
- WC Econ 2301
- WC Geog 1301

This is an example of an Associate's Degree through Weatherford College/GHS partnership. This fully transfers to Tarleton toward a degree in education and a teaching certification.

Associate's Degree/Engineering
Concurrent with HS Diploma
(Sample Plan)

Grade 10
- DC Eng 1301/1302
- WC Speech1315
- WC Psyc 2314

Grade 11
- DC Eng 2311/2322
- DC US Hist 1301/1302
- WC Drama 1310
- WC Psyc 2301
- WC Math 2412/2413
- WC Chem 1411/1412

Grade 12
- WC Math 2414/2415
- DC Govt 2305/2306
- WC Phys 2425/2426
- WC Kine 1230/1164

This is an example of an Associate's Degree through Weatherford College/GHS partnership. College credit for Introduction to Engineering Design and Principles of Engineering is awarded by the University of North Texas.

Class Rank and GPA

The Granbury ISD Board of Trustees adopted local policies affecting student grade point averages and class rank during a special board meeting on August 11, 2014.

These changes were developed in consultation with teachers, parents, and students with the following objectives:

- Incentivize the collection of endorsements rather than the collection of GPA points
- Incentivize "fidelity to a program," which, in the eyes of post-secondary recruiters, is one of the highest indicators of collegiate success
- Create a level baseline for which all students may have an equal opportunity to gain highest academic honors
- Appropriately reward students who continue to pursue the highest rigor academic core courses
- Provide students with a GPA that is more reasonably aligned with the state and with what colleges and universities expect

The full policy EIC (LOCAL) is available on the district website at www.granburyisd.org/policy.

Students Graduating Beginning in 2018

Eligible AP, Pre-AP, dual credit, and practicum/internship level CTE courses designated in the student handbook shall be categorized as Advanced Academic Courses, which shall receive advanced credit based on the number of academic credits.

The District shall determine an unweighted GPA for each student using grades from eligible courses. Upon completion of eight advanced credits, the student shall have a 1.1 multiplier applied to his or her cumulative GPA.

Upon the completion of grade 12, a student who has earned 16 advanced credits shall have a 1.1 multiplier applied to his or her cumulative GPA. A student who had not completed 16 advanced credits shall have his or her GPA reverted back to unweighted status.

Each student who participates in and completes four years of an eligible course and related extracurricular activity, as applicable, during high school shall be awarded a fidelity point. A student may substitute a fidelity point for up to two advanced courses. The list of eligible courses shall be designated in administrative regulations.

A full list of Advanced Academic Courses is available on the next page.

Advanced Academic Credit Course Information

ADVANCED ACADEMIC CREDITS AVAILABLE TO GRADE 9

Pre -AP English 2
Pre-AP Geometry
Pre-AP World Geography
Pre-AP Biology
Introduction to Engineering Design (IED)

ADVANCED ACADEMIC CREDITS AVAILABLE TO GRADE 11

AP English 3
AP English 4
DC English 3
DC English 4
Pre- AP Algebra 2
Pre-AP Pre-Calculus
AP US History
AP European History
DC US History
AP Physics 1
AP Chemistry
AP Biology
DC Zoo/Botany
Forensics
Pre-AP Spanish 3
Pre-AP French 3
AP Spanish 4
American Sign Language 3
Pre-AP Art 3 Draw

EXAMPLES OF CTE ADVANCED ACADEMIC CREDITS

AG:
- Practicum in Ag (2 AAC)
- Practicum in Welding (2 AAC)

Arts/AV:
- Practicum in AV (2 AAC)

Education:
- Practicum in Education (2 AAC)

Health Science:
- Health Science 1 (2 AAC)
- Anatomy and Physiology
- Practicum (EMT or Pharmacy Tech) (2 AAC)

Information Technology:

Law:
- Forensics
- Law Enforcement 2

STEM:
- Intro to Engineering Design
- Principles of Engineering
- Civil Engineering
- Engineering Design/Development

ADVANCED ACADEMIC CREDITS AVAILABLE TO GRADE 10

Pre-AP English 2
AP English 3
DC English 3
Pre-AP Geometry
Pre-AP Algebra 2
AP World History
Pre-AP Chemistry
Pre-AP Spanish 3
Pre-AP Art 3 Draw

ADVANCED ACADEMIC CREDITS AVAILABLE TO GRADE 12

AP English 4
DC English 4
Pre-AP Pre-Calculus
AP Calculus
AP Statistics
DC Math/College Algebra
AP Government/AP Economics
DC Government /AP Economics
DC Government /DC Government
AP European History
AP Physics 1
AP Physics 2
AP Chemistry
AP Biology
DC Zoo/Botany
Forensics
AP Environmental Science
AP Spanish 4
AP Spanish 5
AP French 4
AP Art
AP Music Theory

FIDELITY POINTS

Up to 2 Additional Advanced Credits/Fidelity Points allowed for a comprehensive, competitive extracurricular activity tied to a class (Athletics, Band, Dance, Cheer, Choir, etc.). Fidelity points can also be earned for comprehensive enrollment in Debate, Yearbook, ROTC, Student Council, Theatre, Choir, etc.)

Course Description Legend

Course Description Information:

Course Name (Course Number) Credits Earned – Intended Grade Level(s) *Prerequisites:* Course required prior to enrollment (Course Indicators) Full course description.	**English 1** (0110) 1 credit - Grade 9 *Prerequisites:* None Provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills.

Course Indicators:

The following legend for Course Indicators will be used throughout the course catalog.

	• **Foundation Course Requirement**
	• **STEM Endorsement**
	• **Business & Industry Endorsement**
	• **Public Services Endorsement**
	• **Arts & Humanities Endorsement**
	• **Multidisciplinary Studies Endorsement**
	• **Advanced Academic Credit Opportunity** • **For students entering the 9th grade beginning in 2014-15** • **Course can count as one of your 16 Advanced Academic Credits (AAC)**
	• **Distinguished Achievement**
	• **End of Course Test Required**
	• **Advanced Placement Course** • **AP Exam at End of Course for College Credit**
	• **Dual Credit Course** • **College Entrance Requirements Must Be Met**
	• **Teacher Approval Required**
	• **Outside of Class Commitment**
	• **Certification Available**
	• **2 Periods During the School Day**
	• **Physical Required to Enroll** • **Must be received BEFORE the first day of practice**

Description of Courses

English

English 1 (0110)
1 credit - Grade 9
Prerequisites: None



Provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills.

English for Speakers of Other Languages (ESOL 1, 2) *(0100, 0105)*
½ -1 credit – Grades 10-12
Prerequisite: Committee decision after language survey testing



The four language skills (listening, speaking, reading, and writing) are offered in a developmental sequence. The course is designed to consider cultural backgrounds of the students and to incorporate those with instruction. Only two credits may count as English graduation requirements.

English 2 (0120)
1 credit - Grade 09-10
Prerequisite: English 1



Develops writing skills through a study of grammar, usage, mechanics, and vocabulary. The course provides a survey of world literature and integrates writing with the study of literature.

Pre-Advanced Placement English 2 *(0125)*
1 credit - Grade 9-10
Prerequisites: English 1 and suggested reading list



Designed for students with a high degree of skill in reading, writing, and interpretation of literature. One of the major objectives of this course is to prepare students for the Advanced Placement English Language and Composition Examination and Advanced Placement English Literature and Composition Examination given by the College Board their junior and senior years.

English 3 (0130)
1 credit – Grades 10-11
Prerequisites: English 1 and English 2



Provides a survey of American literature, including representative writers and their contributions to the literary heritage of the U.S. Also, inte*grates writing skills with the study of literature and the research process.*

Advanced Placement English 3 *(0135)*
1 credit - Grades 10-11
Prerequisites: English 2 or Pre-AP English 2 and Suggested Reading List



An Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions add to effectiveness in writing. After completing this course students may take the Advanced Placement English Language and Composition Examination given by College Board for possible college credit.

Dual Credit English 3 (ENGL 1301/ ENGL 1302) *(0137)*
1 credit – Grades 10-11
Prerequisites: TSI Assessment and registration with Weatherford College



This course offers students the opportunity to earn simultaneous credit in both high school junior English and freshman college English (1301 &1302) through Weatherford College.

English 4 (0140)
1 credit – Grades 11-12
Prerequisites: English 1, English 2, and English 3



Provides a survey of English literature, which traces the development of literary forms and movements through the reading of representative selections from significant British writers. The course also includes an intense study of composition and research skills.

Description of Courses

English

Advanced Placement English 4 (0145)
1 credit - Grades 11-12
Prerequisites: AP English 3 and suggested reading list



An Advanced Placement English course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. After completing this course students may take the Advanced Placement English Literature and Composition Examination given by the College Board for possible college credit.

ual Credit English 4 (ENGL 1301/ENGL 1302) (0147)
1 credit - Grades 11-12
Prerequisites: TSI Assessment and registration with Weatherford College



This course offers students the opportunity to earn simultaneous credit in both high school senior English and freshman college English (1301&1302) through Weatherford College.

Dual Credit Research and Technical Writing (ENGL 2311) (0150)
½ credit- Grades 11-12
Prerequisites: College English 1301 & 1302
***May count for English 4 credit**



Students will practice in workplace writing skills. Of special benefit to students planning to enter technical fields, the course involves students in writing technical reports, business correspondence, and other forms of technical writing. Students will receive 3 hours of college credit.

Dual Credit Literary Genres (ENGL 2322) (0155)
½ credit- Grades 11-12
Prerequisites: College English 1301 &1302
***May count for English 4 credit**



This single semester course includes selected significant works of British literature, including the study of movements, schools, or periods. The course may include literature of England from Anglo-Saxon times to the twentieth century. Students are provided opportunities to analyze and evaluate the progression of ideas and emphasize religious, political, and socioeconomic commentaries. Students are also encouraged students to practice critical thinking and critical analysis by reading literature and writing about literature. Students will receive three hours of college credit.

College Prep ELA (0143)
1 credit – Grade 12

Prerequisites: Counselor Placement
This ELA course will have a focus on skills that are intended to prepare students for college level credit-bearing courses without the need for remedial courses. Successful completion of this course will waive the TSI requirement for ***Weatherford College only***.

Creative and Imaginative Writing (0193)
1 credit – Grades 11-12
Prerequisites: None



Students are expected to apply the skills taught in class to their own writing in such forms as essays, short stories, poetry, and drama. Students will demonstrate an understanding of the recursive nature of the writing process, improving each draft based on the feedback from previous drafts. They will analyze and discuss published pieces of writing and the writing of peers, as well as set their own goals as writers.

Humanities (0157)
1 credit – Grades 11-12
Prerequisites: None



This course includes the study of major historical and cultural movements and their relationship to cultural artifacts of our society, literature, film, television, etc. Students will examine both the time and society the films represent by investigating the cultural and historical context of the American Cinema from the period of its inception (1885) to the present. Daily attendance, participation in classroom discussions and presentations are a necessity.

Speech:

Professional Communication (9850)
½ credit – Grades 9-12
Prerequisites: None



Professional Communications offers students a required speech credit while blending written, oral, and graphic communication. Students will be provided a strong academic foundation in professional oral and written communication while integrating computer and technology applications. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Professional Communications within careers and the workplace will be included in this curriculum.

English Electives

Journalism Yearbook Production 1 (0165)
1 credit – Grades 9-12
Prerequisites: Teacher Approval

Students will work together as a staff to record the yearly history of Granbury High School. Students will learn basic layout and design elements, theme development, photography, and copy writing skills that go into producing a yearbook. Students must successfully complete an interview with the advisor in order to be considered for the yearbook staff.

Journalism Yearbook Production 2 & 3 (0166, 0167)
1 credit - Grades 10-12
Prerequisites: Teacher Approval

Students will work together as a staff to record the yearly history of Granbury High School. Students will learn basic layout and design elements, theme development, photography, and copy writing skills that go into producing a yearbook. Students must successfully complete an interview with the advisor in order to be considered for the yearbook staff.

Competitive Debate 1 (0175)
1 credit – Grades 9-12
Prerequisite: Teacher recommendation, Audition for Placement

This course is for students interested in higher education or careers in law, business, public relations, politics, or performance. Students will learn the history and origins of debate, debate ethics, research and filing strategies, argumentation, and styles of delivery. Students will also learn the basic structure and format of debate types such as Lincoln Douglas, Cross Examination, Public Forum and Student Congress. Students train to compete in tournaments in the events of Cross Examination, Lincoln-Douglas Debate, Public Forum Debate (a type of team debate), Extemporaneous Speaking (impromptu speeches analyzing current events), and Congressional Debate. Most of the course focuses on the in-class debating of major political and ethical issues. Students are taught case-writing, rebuttals, cross-examination skills, analytical thinking, and political and moral philosophy. Students are required to participate in at least one tournament each grading period.

Competitive Debate 2, 3, 4 (0176, 0177, 0178)
1 credit - Grades 10-12
Prerequisite: Instructor approval

Provides students with advanced instruction in debate and competition. Students must complete additional requirements to achieve credit including peer coaching and competition in a minimum of three tournaments per semester (one per grading period), critical evaluation of debate rounds, writing and sharing evidence briefs for the team, attendance of regular practice sessions after school, and participation in any local invitational meets or activities sponsored by the GHS Speech & Debate Team.

Oral Interpretation I (0190)
1 credit – Grades 10-12
Prerequisites: None

Students will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

ORAL INTERPRETATION 2, 3, 4
½-1 credit – Grades 10-12
Prerequisite: Intro to Oral Interp, teacher approval

These courses are designed for students with a background in acting/theater who wish to compete in speech tournaments in interpretive events. Students will select, research, analyze, adapt, interpret, and perform literary texts. Students are expected to focus on intellectual, emotional, sensory, and aesthetic levels of texts and attempt to capture the entirety of the author's work in a performance capacity. Individual or group performances will be presented and evaluated. Participation in competitive speech events is a requirement for this course. (UIL Prose & Poetry candidates must enroll in an OI class.)

Mathematics

Algebra 1 (0210)
1 credit - Grades 9
Prerequisites: None



This course builds on previous experience in mathematics. It includes properties and operations of real numbers, the solving of linear equations and inequalities, and properties of fractions and algebraic fractions. The course also teaches the coordinate plane and linear equations and inequalities with two variables and radicals.

Geometry (0220)
1 credit – Grades 9-12
Prerequisite: Algebra 1



Concepts of space geometry are integrated with plane geometry. Algebraic skills are reviewed and strengthened through applications in problem solving. This course includes theory and application, formal and informal proofs, trigonometry, constructions and logic, coordinate geometry, and transformations.

Pre-Advanced Placement Geometry (0225)
1 credit – Grades 9-10
Prerequisite: Algebra 1



This course is designed for the advanced, academically bright math. Some additional material will be covered in this course that is not covered in regular geometry. Emphasis will be placed on independent study and research, and higher level thinking skills.

Algebra 2 (0230)
1 credit – Grades 10-12
Prerequisite: Algebra 1



Extends and continues Algebra 1. Some new topics will be covered such as complex numbers, conic sections, higher order equations, exponential and logarithmic functions, matrices, and probability and statistics. Emphasis is placed on problem solving skills.

Pre-Advanced Placement Algebra 2 (0235)
1 credit - Grades 10-11
Prerequisites: Algebra 1



This course is designed for students who have displayed a high degree of understanding in previous Algebra and Geometry classes. All the topics included in regular Algebra 2, as well as more difficult problems and more independent research, will be added to the course. Emphasis is placed on skills to begin preparing students for the Advanced Placement Calculus curriculum.

Mathematics Modeling with Applications (0260)
1 credit – Grades 10-11
Prerequisite: Algebra 1

Students use algebraic, graphical, geometrical, and statistical reasoning to recognize patterns and structures, to model information, and to solve problems from various disciplines. Students use math methods to model and solve real-life problems involving money, data, chance, patterns, music, design and science.

Precalculus (0245)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2



This course is designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are: functions and their graphs, trigonometric functions, applications of trigonometry, trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series, and introduction to limits.

Pre-Advanced Placement Precalculus (0240)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2



This course is designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are: functions and their graphs, trigonometric functions, applications of trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series, and introduction to limits. Emphasis is placed on advanced skills in math as preparation for the Advanced Placement Calculus Course.

Advanced Placement Calculus AB (0255)
1 credit - Grade 12
Prerequisites: Precalculus



The course covers the material in the first semester of Calculus at a college or university. Topics included are analytical geometry, limits, differentiation of algebraic functions, application of differentiation, the definite integral, calculus of trigonometric and exponential functions, and techniques of integration.

Description of Courses

Mathematics

Advanced Quantitative Reasoning (AQR) (0280)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2

Advanced Quantitative Reasoning (AQR) is a mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

Engineering Mathematics (9780)
1 credit – Grades 11-12
Prerequisite: For PLTW Students Only

Engineering Math is a course designed to complement the PLTW course of study. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

Statistics
1 credit – Grades 11-12
Prerequisite: Algebra 1 and Geometry

This course acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be immersed in real world applications and data.

Algebraic Reasoning
1 credit – Grades 11-12
Prerequisite: Algebra 1 and Geometry

Student will further develop their ability to represent and draw inferences about algebraic relations and functions using the basic algebraic properties of commutativity, associativity, identity, inverse, and disributivity. They will develop a more formal understanding of functions.

College Prep Math
1 credit – Grades 12
Prerequisite: Counselor Placement

This math course will have a focus on skills that are intended to prepare students for college level credit-bearing courses without the need for remedial courses. Successful completion of this course will waive the TSI requirement for ***Weatherford College only.***

AP Statistics (0270)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. This course is equivalent to an introductory, non-calculus based, college course in statistics.

Dual Credit Math: College Algebra (MATH 1314) (0236)
½ credit – Grades 11-12
Prerequisites: Geometry, Algebra 2, TSI assessment and registration with Weatherford College

This course is designed for the non-mathematics major and is part of the common core. It includes sets and set operations, linear equations, non-linear equations, quadratic equations, inequalities, functions and graphs, systems of equations, algebraic operations with rational and irrational numbers, complex numbers and logarithms.

Dual Credit Math: Contemporary Mathematics (MATH 1332) (0237)
½ credit – Grades 11-12
Prerequisites: Geometry, Algebra 2, TSI assessment and registration with Weatherford College

This course is part of the common core at Weatherford College. It will provide knowledge of the nature of mathematics as well as training in mathematical thinking and problem solving. All topics are motivated by real world applications and may include logic, problem solving, financial management, probability, statistics, modeling, and the mathematics of politics.

Science

Biology (0310)
1 credit - Grade 9
Prerequisites: None



Students conduct laboratory experiments in a variety of topics that include: structures and functions of cells and viruses, growth and development of organisms, cells, tissues and organs, nucleic acids and genetics, metabolism and energy transfers in living organisms, ecosystems, and plants and the environment.

Pre-Advanced Placement Biology (0315)
1 credit - *CNG Grade 9 only*
Prerequisites: None



Students conduct laboratory experiments in a variety of topics that include: structures and functions of cells and viruses, growth and development of organisms, cells, tissues and organs, nucleic acids and genetics, metabolism and energy transfers in living organisms, ecosystems, and plants and the environment. Students will utilize skills in self-directed learning, creative, logical, and critical thinking, research, and communication by producing innovative performances and products that reflect creativity and individuality in an advanced program. Independent reading and a project are required.

Advanced Placement Biology (0325)
1 credit - Grades 9-12
Prerequisites: Biology, Algebra 1



This course is designed to provide students adequate knowledge and laboratory skills to test out of freshman level college biology. Biochemistry, genetics and advanced plant and animal biology are examples of studies.

Dual Credit Zoology/Botany (SR &D 3) (0328)
1 credit (4 College Credits per semester) - Grades 11-12
Prerequisites: Biology & Chemistry, TSI assessment and registration with Weatherford College



Zoology – Semester A **(BIOL 1413)**
An introduction to the physical and chemical organization of living organisms, cell structure, function, and metabolism. Students learn to understand and interpret terms and discover principles covering all aspects of living organisms. Course can count as 4th year science. Students will receive 4 hours of college credit.
Botany – Semester B (BIOL 1411)
An introduction to plant and animal growth, plant and animal tissues and systems, ecology, evolution and behavior. Course can count as 4th year science. Students will receive 4 hours of college credit.

Integrated Physics and Chemistry (0305)
1 credit - Grade 10-12
Prerequisites: None

Laboratory-oriented class that integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy, transformations, properties of matter, changes in matter, and solution chemistry.

Chemistry (0330)
1 credit - Grades 10-12
Prerequisites: One unit of high school science, Algebra 1



Covers general exploratory experiences and activities in the concepts of matter, atomic structure, chemical equations, properties of solutions, acids and bases, and nuclear chemistry.

Pre-Advanced Placement Chemistry (0335)
1 credit - Grades 10-11
Prerequisites: One unit of high school science and strong foundation in Algebra I



This course follows the course description of Chemistry with a focus on advanced laboratory skills and critical thinking skills to prepare students for Advanced Placement chemistry. *Performance-based projects are required.*

Advanced Placement Chemistry (0345)
1 credit - Grades 11-12
Prerequisites: Chemistry, Algebra 2



This is a laboratory-oriented course which reinforces basic concepts of Pre-Advanced Placement Chemistry with emphasis on more independent study and the improvement of laboratory techniques. Advanced topics include thermodynamics, equilibrium, kinetics, electrochemistry, and descriptive chemistry. This course is designed for students desiring to place out of freshman college chemistry by taking the Advanced Placement examination at the end of the course.

Anatomy & Physiology (9470)
1 credit – Grades 11-12
Prerequisites: Biology I and Chemistry I or Physics



Extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis. Principles of physiology will be applied to human health and well-being.

Science cont.

Physics (0360)
1 credit - Grades 10-12
Prerequisites: None



Students conduct laboratory investigations involving such topics as laws of motion, force, conservation of energy, and momentum; electricity; thermodynamics; wave motion; and quantum physics.

Advanced Placement Physics 1
(0366)
1 credit – Grades 10-12
Prerequisites: Geometry and concurrent enrollment in Algebra 2 or equivalent course



Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

Advanced Placement Physics 2 (0367)
1 credit – Grades 11-12
Prerequisites: AP Physics 1 and concurrent enrollment in Precalculus or equivalent course



Students explore principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

Aquatic Science (0380)
1 credit – Grades 11-12
Prerequisites: None

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

Environmental Science (0385)
1 credit – Grades 11-12
Prerequisites: None



This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems.

AP Environmental Science (0395)
1 credit – Grades 10-12
Prerequisites: Biology and Chemistry



This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems. This is an in-depth and rigorous course that covers topics requiring a high level of cognitive learning skills. It is designed to prepare students to take the AP exam. Students are expected to take the AP exam.

Science cont.

Forensics (9660)
1 credit – Grades 11-12
Prerequisite: 2 years of high school science
AAC

Have you ever watched CSI and asked “Do they really do that stuff” or think “I want to do that”? In Forensic Science you will learn that there is more to CSI than little flashlights and sunglasses. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Through case studies and simulated crime scenes, students will use scientific methods to collect and analyze evid9012ence, such as fingerprint analysis, ballistics, blood spatter, bones, autopsies, and DNA. Students will learn the history, legal aspects, and career options for forensic science. Do you have what it takes to be a true Crime Scene Investigator?

Aviation (SR&D 2) (9820)
1 credit Grades 11-12
Prerequisite: 1 year of high school science

Students will become familiar with the process that leads to a private pilot’s license. They will visit the Granbury Regional Airport, study the active structures that make an airplane function and sit in the ‘pilot in command’ seat pointing out the function of all instruments on the control panel. Meteorology, navigation, mechanics of aircraft, control surfaces affecting flight, and careers in aviation are among the topics studied. This course will be taught by a certified pilot. Other field trips to nearby airports may be an important part of the curriculum.

Social Studies

World Geography Studies (0400)
1 credit - Grade 9
Prerequisites: None



Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography.

Pre-Advanced Placement World Geography Studies (0405)
1 credit – *CNGC Grade 9 only*
Prerequisites: None



Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students must utilize self-directed learning; creative, logical, and critical thinking; research and communication by producing innovative performances and products that reflect creativity and individuality in an advanced program. Independent reading required.

World History Studies (0410)
1 credit - Grades 10
Prerequisites: None



World History Studies is a course that offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present

AP World History (0417)
1 credit – Grades 10-12
Prerequisites: Pre-AP World Geography



This course presents a comprehensive history of the world, allowing students to view history in a global and integrated way. It will afford students the opportunity to gain a Distinguished Achievement measure as well as college credit by successful completion of the associated AP exam in May. Major facets of the course include the impact of interaction among major societies, relationship of change and continuity, impact of technology and demography on people and the environment, systems of social structure and gender structure, cultural and intellectual developments and interactions, and changes in functions and structures of states and in attitudes toward states and political identities, including the rise of the nation-state. This course meets the one-year world history social studies graduation requirement.

United States History Studies Since Reconstruction (0420)
1 credit – Grade 10-12
Prerequisites: None



This course covers the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights.

Advanced Placement United States History (0425)
1 credit - Grade 10-12
Prerequisites: World History, World Geography, completion of suggested reading



This program is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and topics in U. S. History. Students will develop the skills necessary to arrive at conclusions based on informal judgment and to present reasons and evidence clearly and persuasively in essay format. Upon completion of this course, students are expected to take the U.S. History Advanced Placement exam.

Dual Credit United States History to 1877 (HIST 1301) (0426)
½ credit – Grades 10-12
Prerequisites: TSI assessment and registration with the Weatherford College



This survey course develops the ability to organize, interpret, and evaluate several sources of information about the political, economic, and cultural history of the United States from its roots to the close of Reconstruction.

Dual Credit United States History from 1877 (HIST 1302) (0427)
½ credit – Grades 10-12
Prerequisites: TSI assessment and registration with Weatherford College, DC US History 1301



This survey course develops the ability to organize, interpret, and evaluate several sources of information about the political, economic, and cultural history of the United States from the end of Reconstruction to the 1990s.

Social Studies cont.

Advanced Placement European History (0430)
1 credit – Grades 11-12
Prerequisites: World History or World Geography

This Advanced Placement social studies elective consists of the study of European history since 1450. It introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world of today. Students will develop the skills necessary to arrive at conclusions based on informal judgment and to present evidence clearly and persuasively in essay format.

US Government (0440)
½ credit - Grade 11-12
Prerequisites: None

In US Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels.

Advanced Placement American Government & Politics (0445)
½ credit-Grade 11-12
Prerequisites: None

This program gives students a critical perspective on government and politics in the United States. The course requires familiarity with the various institutions, groups, beliefs and ideas that make up the American political reality. Upon completion of this course, students are expected to take the Advanced Placement exam.

Dual Credit Government 1 (GOVT 2305) – Federal Government - Federal Constitution & Topics (0443)
½ credit – Grade 11-12
Prerequisites – TSI assessment and registration with Weatherford College

Students will study the origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

Dual Credit Government 2 (GOVT 2306) – Texas Government - Texas Constitution & Topics) (0444)
½ credit – Grade 11-12
Prerequisites – TSI assessment and registration with Weatherford College, DC Government 2605

Students will study the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

Economics and the Free Enterprise System (0450)
½ credit - Grade 11-12
Prerequisites: None

This course teaches the need to make choices in a world of limited resources and unlimited wants. It will introduce the microeconomic concepts of supply and demand, and business production, as well as the macroeconomic concepts behind fiscal and monetary policy. There is also a focus on personal financial literacy using materials approved by the State Board of Education.

Advanced Placement Macroeconomics (0455)
½ credit - Grade 11-12
Prerequisites: None

This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The focus is on fiscal and monetary policy, purpose, implementation and outcome. Students are expected to take the Advanced Placement exam.

Psychology (0470)
½ credit - Grades 11-12
Prerequisites: None

This survey course introduces the students to the field of psychology. It is designed to give students a basic history of psychology, theories of learning, self-awareness, the process of thinking, personality, heredity and mental health as well as a study of human growth and development.

Sociology (0475)
½ credit - Grades 11 -12
Prerequisites: None

This course deals with the study of people and their interaction with one another. It involves learning about institutions found in all societies such as the family, community organizations, and political and social activities. Broad areas of content include mobility of people, human relationships, and factors in society that influence human personality.

Personal Financial Literacy
½ credit - Grades 09-12
Prerequisites: None

Personal Financial Literacy is a one semester course which helps students understanding the rights and financial responsibilities in managing money. In addition, students will learn ways of paying for college/post-secondary education and how to apply for federal student financial aide.

Foreign Language

Spanish 1 (0600)
1 credit - Grades 9-11
Prerequisites: None



This course teaches phonics, basic speech patterns, and sentence structure. Emphasis is on vocabulary acquisition, with exercises in reading, writing, listening, and speaking. Culture is introduced.

Spanish 2 (0605)
1 credit - Grades 9-12
Prerequisite: Spanish 1



This course teaches skills in using Spanish for everyday life situations. Emphasis is on grammar, with several past tense, present tense, and command verb forms. Subjunctive forms are introduced. Cultural studies are included.

Spanish Language for Native Speakers 2 (0606)
1 credit – Grades 10-12
Prerequisite: Spanish for Spanish Speakers



This course continues to build on a student's oral skills in Spanish to increase and expand reading and writing abilities. It develops critical thinking skills in Spanish that will be transferable to English. Students successfully completing this one credit course will be prepared for Pre-AP for Spanish Speakers 3. Students must be recommended by their teacher or counselor to participate in this course.

Pre-Advanced Placement Spanish 3 (0610)
1 credit - Grades 10-12
Prerequisites: Spanish 1, Spanish 2



This course offers advanced conversational and writing skills and literature.

Pre-Advanced Placement Spanish 3 for Native Speakers (0611)
1 credit - Grades 10-12
Prerequisites: Spanish for Spanish Speakers



This course builds on a student's oral skills in Spanish. It increases and expands a student's skills in oral, written and interpretive modes.

Advanced Placement Spanish 4 (0616)
1 credit – Grades 11-12
Prerequisite: Spanish 3



This course is an intensive study of the Spanish language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

Advanced Placement Spanish 4 for Native Speakers (0618)
1 credit – Grades 11-12
Prerequisites: Pre-Advanced Placement Spanish 3



This course is an intensive study of the Spanish language for native speakers using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

Advanced Placement Spanish 5 (0617)
1 credit – Grades 12
Prerequisite: Advanced Placement Spanish 4



The curriculum requires a close reading of literary texts in all genres in Spanish, covers critical analysis of the forms and content of literary works in Spanish, and provides for active participation in Spanish on literary topics. The course is aimed at preparation for the Advanced Placement Spanish Literature examination.

Advanced Placement Spanish 5 Literature for Native Speakers (0619)
1 credit – Grades 9-12
Prerequisite: AP Spanish 4



This course requires close reading of literary texts in all genres of Spanish. It covers critical analysis of the forms and content of literary works in Spanish and provides for active participation in Spanish on literary topics. Students receive one credit for the course with the possibility of a second credit upon successful completion of an end-of-course exam. This course prepares students for the Advanced Placement exams in Spanish Language and Spanish Literature.

French 1 (0640)
1 credit - Grades 9-11
Prerequisites: None



French 1 introduces the vocabulary, grammar and language skills necessary for a basic study of French.

Foreign Language cont.

French 2 (0645)
1 credit - Grades 10-12
Prerequisite: French 1



French 2 continues the development of skills necessary for the more complex strategies of the French language.

Pre-Advanced Placement French 3 (0650)
1 credit - Grades 11-12
Prerequisites: French 1 and French 2



French 3 focuses on advanced conversational and writing skills.

Advanced Placement French 4 (0660)
1 credit – Grades 12
Prerequisites: French 3



French 4 is the intensive study of French language using a differentiated curriculum aimed at preparation for the Advanced Placement exam.

American Sign Language (ASL) I (0670)
1 credit – Grades 9-12
Prerequisites: None



Students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should: understand short-signed phrases when attending and respond expressively with learned material; produce learned signs, phrases, and sentences; detect main ideas in familiar material that is signed; be able to transcribe American Sign Language (ASL) into English gloss; recognize the importance of communication and how it relates to the American deaf culture; and recognize the importance of acquiring accuracy of expression by knowing the components of ASL, including grammar.

American Sign Language (ASL) II (0675)
1 credit – Grades 10-12
Prerequisite: ASL I



Students further their knowledge and practice in the areas of communication, culture, connections, comparisons, and communities during this second year of ASL as listed in ASL I.

American Sign Language (ASL) III (0680)
1 credit – Grades 11-12
Prerequisites: ASL I and II



Students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should: participate in simple face-to-face communication; create statements and questions to communicate independently when signing; understand main ideas and some details of signed material on familiar topics; understand simple signed statements and questions and transcribe these into written English; meet limited practical and social communication needs; use knowledge of the culture in the development of communication skills; use knowledge of the components of American Sign Language (ASL), including grammar, to increase accuracy of expression; and cope successfully in straightforward social and survival situations.

Fine Arts

Theatre Arts

Theatre Arts 1 (0750)
1 credit - Grades 9-12
Prerequisites: None



This overview course introduces students to the basic concepts of theatre and creative expression including pantomime, improvisation, voice and diction, analysis of script and characters, theatre safety, interdependence of technical theatre, acting, theatre appreciation, and audience etiquette. Emphasis is on basic acting skills.

Theatre Arts 2 (0751)
1 credit - Grades 9-12
Prerequisite: Theatre Arts 1



This course analyzes the multiple components and skills that comprise a theatrical production, and provides for continued development of acting and production skills. It concentrates on the process and methods of theatre production. Students will audition, rehearse, and perform in public.

Theatre Arts 3 (0752)
1 credit – Grades 10-12
Prerequisites: Theatre Arts 2, teacher approval



This course includes detailed study of theatrical styles, script and character analysis, playwriting, directing, and emphasizes career opportunities available in Theatre arts. Evaluations of production styles and techniques will be made. Focus is on performance. Students will be required to audition, rehearse, and perform in a major production. Rehearsals are held during class time and after school.

Theatre Arts 4 (0753)
1 credit – Grade 12
Prerequisites: Theatre Arts 3, teacher approval



The course provides an in-depth look at all aspects of theatrical production, with an emphasis on directing, script and character analysis, and theatrical evaluation. Focus is on the production of classical and contemporary material. Students will be required to audition, rehearse, and perform in a major production. Rehearsals are held during class time and after school.

Theatre Production 1, 2, 3, and 4 (0760, 0761, 0762, 0763)
1 credit – Grades 09-12
Prerequisites: Director's approval and audition for placement



Students will produce a major production for public performance and competition. Rehearsals are held during class time and after school. Students must audition and must participate in the UIL One-Act Play competition.

Technical Theatre 1 (0770)
1 credit – Grades 10-12
Prerequisites: None



Students will gain hands-on experience in technical theatre including: building scenery and props, costumes, makeup, lighting, rigging, and theatre safety. Students will build sets for major productions during class.

Technical Theatre 2, 3 (0771) (0772)
1 credit – Grades 10-12
Prerequisite: Technical Theatre 1, teacher approval



Students will gain hands-on experience in technical theatre including: building scenery and props, costumes, makeup, lighting, rigging, and theatre safety. Students will build sets for major productions.

Choir

Choir 1 (0720)
1 credit – Grades 9-12
Prerequisite: Auditioned by instructor



Choir 1 provides music instruction in the care and development of the voice and the production and control of tone. Students are prepared for advancement into concert, a cappella, or chamber chorus. Attendance at all performances is required.

Choir 2, 3, 4, and 5 (Concert) (0721, 0722, 0723, 0717)
1 credit - Grades 9-12
Prerequisites: Auditioned by instructor
Choir 2, 3, and 4 are taken in sequence

Choir courses offer instruction for those students who wish to improve their vocal skills and techniques for participation in a cappella and chamber chorus. This course will enrich the student's aesthetic experience by deepening music knowledge base.

Fine Arts cont.

Choir 2, 3, 4, and 5 (Chamber Choir) (0726, 0727. 0728, 0718)
1 credit – Grades 10-12
Prerequisites: Choir 1 or commensurate skills, teacher recommendation based on audition, sight reading skills test, concurrent membership in the most advanced choir in the school . Choir 3 and 4 are taken in sequence.



These courses provided students with advanced vocal training and performance. The students are required to have a juried recital, participate in TMEA, and UIL, attend all concerts and write critiques, write papers on assigned composers, and perform in all choral concerts.

Art

Art 1 (0730)
1 credit - Grades 9-12
Prerequisites: None



Art 1 provides basic art instruction to emphasize the fundamentals of art and to develop skills in art. It offers opportunities to illustrate ideas for artwork from direct observation, experiences and imagination using art element and principles. It includes effective use of art media and tools in design, drawing, printmaking, printing, and sculpture. It also includes culture heritage and opportunities to use critical evaluation through art. Students will explore art careers and vocational opportunities in art.

Art 2 General
1 credit - Grades 9-12
Prerequisites: Art 1



Art 2 provides more advanced art instruction to emphasize the fundamentals of art to further develop skills in art. It offers opportunities to illustrate ideas for artwork from direct observation, experiences and imagination using art elements and principles. It includes effective use of art media and tools in design, drawing, painting, ceramics, printmaking and sculpture. It also includes culture heritage and opportunities to use critical evaluation through art.

Art 2 Drawing (0731)
1 credit - Grades 9-12
Prerequisites: Art 1



This course provides advanced art instruction in 2-dimensional art developing skills in drawing techniques that may apply to art elements and principles of design. The course provides for a variety of art media and tools. Emphasis will be put upon creating a portfolio which demonstrates skills developed in the drawing field.

Art 2 Painting (0736)
1 credit – Grades 10-12



Prerequisite: Art 1

This course provides advanced art instruction in 2-dimensional art developing skills in painting techniques that may apply to art elements and principles of design. The course provides for a variety of art media and tools. Emphasis will be put upon creating a portfolio which demonstrates skills developed in the painting field of study.

Art 2 Print Design (0732)
1 credit – Grades 10-12
Prerequisite: Art 1



This course provides basic art instruction to emphasize the fundamentals of design and to develop skills in various media and techniques that apply to the principles of design. Emphasis will be upon creating a portfolio focused on design schemes. Careers in fashion, advertising, interior, and exterior design will be explored.

Art 2 Ceramics (0734)
1 credit - Grades 10-12
Prerequisite: Art 1



Ceramics introduces students to basic materials and processes in ceramic construction. Students are introduced to hand-built and thrown ceramic techniques. Students create original designs by incorporating the elements and principles of art into their personal ceramic projects. History and careers will be explored.

Art 2 Sculpture (0735)
1 credit – Grades 10-12
Prerequisites: Art 1

Art 2 Sculpture introduces students to basic materials and processes in the three-dimensional art form of sculpture. Students create original designs by incorporating the elements and principles of art into their personal three-dimensional sculptures. History and careers will be explored.

Art 3 Advanced Print Design (0733)
1 credit - Grades 11-12
Prerequisites: Art 1 and Art 2 Design; Instructor approval



This course provides advanced instruction in the principles of design and development of media and techniques used in commercial art. Emphasis will be upon creating a portfolio focused on design schemes. Careers in illustration, advertising, interior, and exterior design will be explored.

Fine Arts cont.

Pre-Advanced Placement Art 3 Portfolio (0737)
1 credit – Grades 10-12
Prerequisites: Art 1 & 2; Instructor approval



Art 3 Portfolio provides students an opportunity to start preparing a portfolio while working in and out of the classroom. Students will prepare the breadth portion of the AP portfolio. This work will be the first part of the AP portfolio to be evaluated by the College Board. The remainder of the work will be completed during the AP Drawing course. This is also an upper level course available to students who want to stay involved in art without progressing to the AP level.

Advanced Placement Art 3 Drawing (0739)
1 credit - Grades 10-12
Prerequisites: Art 1 and Art 2; Instructor recommendation



AP Art 3 Drawing provides an opportunity for students to prepare a drawing portfolio while working both in and out of the classroom. Students experiment with a variety of media and their works are judged on the quality, concentration and breadth of presentation. This course is equivalent to freshman college-level courses in General Art, and students take the Advanced Placement examination.

Art 3 Photography (0738)
1 credit - Grades 10-12
Prerequisite: Art 1



This course has a focus on art in black and white photography. It includes basic skills and techniques associated with the operation of the camera and development of prints in the darkroom. Composition plays a very important role, hence the recommendation of drawing or design as a *Prerequisite.* (Personal digital camera recommended.)

Art 4 Advanced Photography (0748)
1 credit – Grades 11-12
Prerequisites: Art 3 Photo



Advanced Photography is for those who are wanting to further their skills in fine art photography composition and expand their knowledge of camera functions. Traditional black and white darkroom and digital photography will be used interchangeably. Students will be able to choose and focus on photographic themes throughout the year, as well as work on their portfolios.

Advanced Placement Art 4 Two-Dimensional Design Portfolio (0741)
1 credit – Grades 11-12
Prerequisites: Art 1, Art 2, portfolio exam, Instructor recommendation



This course provides students an opportunity to prepare a portfolio while working in and out of classroom. Students work on the quality, concentration, and breadth of presentation. This course is equivalent to freshman college level courses in general art and fundamental design. Students are encouraged to submit their advanced placement portfolio to the College Board for evaluation.

Dance

Dance 1 (Drill Team-Stowaways) (0780)
1 credit - Grades 9-12
Prerequisites: Audition for placement; courses are taken in sequence.



The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

Dance 2 (Drill Team-Stowaways Years 2-5) (0785)
1 credit - Grades 9-12
Prerequisites: Audition for placement; courses are taken in sequence.



The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

Fine Arts cont.

Dance I (0782)
1 credit – Grades 9-12
Prerequisites: None



This class is designed to teach students the basic technique and skills in Hip Hop, Lyrical, Jazz, Modern and Choreography. In each dance form studied, students will learn dance routines and create various dance choreography in group assignments. Students are introduced to basic dance vocabulary, technique and history of the various dance forms taught in this class. This is not a performance class but a performance opportunity may be available in the Spring Semester. Students are required to purchase a dance t shirt for $15.

Dance II (0787)
1 credit – Grades 9-12
Prerequisites: Dance I



This class is designed to teach students the basic technique and skills in Hip Hop, Lyrical, Jazz, Modern and Choreography. In each dance form studied, students will learn dance routines and create various dance choreography in group assignments. Students are introduced to basic dance vocabulary, technique and history of the various dance forms taught in this class.

Dance III and IV (0792 and 0797)
1 credit – Grades 9-12
Prerequisites: Dance II or Dance III



Intermediate and Advanced dancers are welcome to take Dance III or IV for more advanced technique. This is not a performance class but a performance opportunity may be available in the Spring Semester. Students are required to purchase a dance t shirt for $15.

Band

Marching Band/Instrumental Ensemble 1, 2, 3, 4 and 5
(0700, 0701, 0702, 0703, 0715)
1 credit (Fine Arts or PE) - Grades 9-12
Prerequisites: Audition for placement



Encourages music education and appreciation through participation in the Marching Band, Wind Ensemble, Symphonic Band, solos, ensembles, and All Region Band. Qualities of social, mental and moral discipline are necessary for a successful band program. Assignment to Marching Band, Wind Ensemble, Symphonic Band, and Percussion (0706) is based on performance.

Band 2, 3, 4, and 5 (0707, 0704, 0705, 0716)
1 credit – Grades 10-12
Prerequisites: Audition and instructor approval; Band 1



Provides students with advanced instruction in musical training and performance.

Jazz Band (0710)
1 credit – Grades 10-12
Prerequisites: Currently participating in the marching band and one performing ensemble; instructor approval



Jazz band is a course designed to explore concepts in music developed through the performance of differing jazz styles including big band, swing, modern fusion and rock. Jazz band is a performance ensemble that will participate in concerts, festivals and competitions throughout the spring semester. This course will include rehearsals and performances outside of the regularly scheduled class period that will count toward the overall class grade and will be required of all students enrolled.

Description of Courses

- All student ***must*** have a current physical ***before*** the first day of ***practice.*** Student will be unenrolled if not on file before the first day of school.
- Students enrolling on a UIL Athletic Team are expected to enroll for one year unless they are a senior who will not participate in the 2nd semester.
- Students may be allowed to substitute one of the following physical activities for the required credits: marching band during the fall semester, drill team, cheerleading, athletics, or JROTC.
- UIL rules prohibit students from being enrolled in more than 1 period of athletics

Athletics

ATHLETIC TRAINER

YEAR 1	8850
YEAR 2	8865
YEAR 3	8875
YEAR 4	8885
YEAR 5	8890

BASEBALL

YEAR 1	8350
YEAR 2	8365
YEAR 3	8375
YEAR 4	8385
YEAR 5	8390

BASKETBALL

	BOYS	***GIRLS***
YEAR 1	8050	8100
YEAR 2	8065	8115
YEAR 3	8075	8125
YEAR 4	8085	8135
YEAR 5	8090	8140

GOLF

	BOYS	GIRLS
YEAR 1	8450	8500
YEAR 2	8465	8515
YEAR 3	8475	8525
YEAR 4	8485	8535
YEAR 5	8490	8540

CHEER

YEAR 1	8750
YEAR 2	8765
YEAR 3	8775
YEAR 4	8785
YEAR 5	8790

CROSS COUNTRY

	BOYS	***GIRLS***
YEAR 1	8250	8300
YEAR 2	8265	8315
YEAR 3	8275	8325
YEAR 4	8285	8335
YEAR 5	8290	8340

FOOTBALL

YEAR 1	8000
YEAR 2	8015
YEAR 3	8025
YEAR 4	8035
YEAR 5	8040

SOCCER

	BOYS	***GIRLS***
YEAR 1	8650	8700
YEAR 2	8665	8715
YEAR 3	8675	8725
YEAR 4	8685	8735
YEAR 5	8690	8740

SOFTBALL

YEAR 1	8400
YEAR 2	8415
YEAR 3	8425
YEAR 4	8435
YEAR 5	8440

SWIM

YEAR 1	8550
YEAR 2	8565
YEAR 3	8575
YEAR 4	8585
YEAR 5	8590

TENNIS

YEAR 1	8600
YEAR 2	8615
YEAR 3	8625
YEAR 4	8635
YEAR 5	8640

TRACK

	BOYS	***GIRLS***
YEAR 1	8150	8200
YEAR 2	8165	8215
YEAR 3	8175	8225
YEAR 4	8185	8235
YEAR 5	8190	8240

VOLLEYBALL

YEAR 1	8825
YEAR 2	8833
YEAR 3	8837
YEAR 4	8843
YEAR 5	8845

Fitness and Wellness

Foundations of Personal Fitness (0835)
1 credit – 9
Prerequisites: None



This course represents a new approach in physical education and the concept of personal fitness. The purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class.

PE Individual/Team Sports (8910)
1 credit – Grades 10-12
Prerequisites: None



Students are expected to participate in a wide range of individual sports that can be pursued for a lifetime. Students continue to develop health-related fitness initiated in the Foundations of Personal Fitness course, through the selection of individual sport and lifetime activities. Enjoyment is a major objective of this course.

Aerobic Activities (8930)
1 credit – Grades 10-12
Prerequisites: None



Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. A major expectation of this course is for the student to design a personal fitness program using aerobic activities as a foundation.

P.E. – Yoga (8940)
1 credit – Grades 10-12
Prerequisites: None



This course provides students with instruction in the basics of Yoga. While meeting all of the P.E. TEKS, students learn current practices in this motivating area of fitness and exercise.

Adventure/Outdoor Education (8945)
1 credit – Grades 10-12
Prerequisites: None



Students enrolled in adventure outdoor education develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Students will develop competency in two or more outdoor education activities. Activities may include backpacking, camping, hiking, and water sports/safety.

Drill Team (Stowaways Year 1) (8795)
1 credit - Grades 9-12
Prerequisite: Audition for placement



The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

Cheer (8750, 8760, 8775, 8785, 8790)
1 credit – Grades 9-12
Prerequisite: Tryouts required



Description of Courses

MJROTC

Leadership Education is based upon the tenants of Marine Corps leadership: to teach and develop a sense of citizenship, responsibility, discipline and character. Throughout the program, the Leadership Education curriculum is presented by way of five different categories of instruction: (1) Leadership (2) Citizenship (3) Personal Growth and Responsibility (4) Public Service and Career Exploration, and (5) General Military Subjects. The curriculum reflects two fundamental aspects. Leadership studies teach Leadership and Citizenship whereas the Leadership Labs allow student to apply that knowledge.

If a student successfully completes all four JROTC courses, a Public Services Endorsement can be earned.

MCJROTC I (0501)
1 elective or 1 P.E. credit - Grades 9-12
Prerequisites: None



This first unit of the Leadership Education provides an introduction to both leadership and citizenship. It also exposes new cadets to personal growth and responsibility and establishes a foundation in military structure and tradition. Additionally, cadets participate in a healthy physical education program and are first exposed to the teamwork required in organized drill.

MCJROTC II (0502)
1 elective or 1 PE credit – Grades 10-12
Prerequisite: LE-1

This course continues the leadership and citizenship classes of LE-1. Students receive instruction in general military subjects with more structure and tradition than in LE-1. Cadets also receive an introduction to the exciting sport of marksmanship. LE-2 begins a cadet's orienteering training with map and compass.

MCJROTC III (0503)
1 elective or 1 PE credit – Grades 11-12
Prerequisite: MCJROTC 2

In this course, cadets resume building upon the subjects studied in LE-1 and LE-2, including various career options by beginning to learn more about public service and other possible careers for life after high school. Cadets also learn about job seeking and the interview process as well as receiving instruction in personal finances.

MCJROTC IV (0504)
1 elective or 1 PE credit – Grade 12
Prerequisite: MCJROTC 3

This course is the culmination of a cadet's Leadership Education studies. Cadets are expected to keep up with and be able to discuss current events. Social and cultural topics such as equal opportunity and sexual harassment are studied, and a research paper is required on a subject approved by the instructor. Cadets create a personal resume for future use after high school.

Career and Technical Education

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

Project Lead the Way (PLTW) is an Engineering program that promises to build our science, technology and math programs in GISD. PLTW is about learning real skills, solving real problems, and making real discoveries about the world. By working with your classmates, teachers, and parents, you can help create a learning experience unlike any other.
In PLTW classes, you work hands-on with technology that other students only read about. Instead of listening to a lecture about scientific principles and theories, you get to put them to the test in fun, exciting ways. You will build contraptions, learn about drafting and graphic design on the computer, use real lab equipment, and have fun while you are doing it. A PLTW class is the first step on your life's journey of imagination, innovation, and discovery.

Introduction to Engineering Design (IED) (9750)
1 credit – Grades 09-12
Prerequisites: None

Introduction to Engineering Design™ is the first of 5 Pre-Engineering courses that will give students a hands-on problem solving approach to the math and science concepts encountered in the Engineering fields. Students will use design development processes while enriching problem solving skills; students create and analyze models using specialized computer software. The Computer Aided Design component of the course will be taught primarily using Autodesk Inventor.

Principles of Engineering (POE) (9755)
1 credit – Grades 10-12
Prerequisite: Intro to Engineering Design (IED)

Principles of Engineering (POE) exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study as well as other high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity, project, and problem based learning. Used in combination with a teaming approach, POE challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Problems and Solutions in F1 in Schools (9790)
1 credit – Grades 10-12
Prerequisites: IED and concurrent enrollment in POE

This class is reserved for students interested in competing and supporting the F1 in Schools team.

Civil Engineering and Architecture (CEA) (9785)
1 credit – Grades 11-12
Prerequisite: POE

Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is designed for 11th or 12th grade students.

Engineering Design and Development (EDD) (9775)
1 credit – Grades 11-12
*Prerequisite:*CEA

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. During this course some students may even apply for patents. It is a research intensive course, and students actually build and test prototypes. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.

Engineering Mathematics (9780)
1 credit – Grades 11-12
Prerequisites: For PLTW Students Only

Engineering Math is a course designed to complement the PLTW course of study. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

Description of Courses

Career and Technical Education

PUBLIC SERVICES – HEALTH SCIENCE

Medical Terminology (9455)
½ credit – Grades 10-12 (1 credit – Grade 9 only)
Prerequisites: None

This course is designed to introduce students to the structure of medical terms, including prefixes, suffices, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. This course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. The student is expected to demonstrate communication skills using the terminology applicable to the health science industry.

Principles of Health Science (9450)
½ credit – Grades 10-12 (1 credit – Grade 9 only)
Prerequisite: Medical Terminology

Medical Terminology (Fall) and Principles of Health Science (Spring) are the first year in a series of three years of health science courses. These courses provide a foundation in health science careers. Principles of Health Science includes an overview of anatomy and physiology, diseases, disorders, health and wellness, diagnostics and biotechnology systems of the health care industry.

Health Science Clinical Rotations (9460)
2 credits – Grades 10-12
Prerequisite: Principles of Health Science and Medical Terminology

This course is designed to provide for the development of advanced knowledge and health care skills related to a wide variety of health careers. This course includes learning patient care skills such as first aid, vital signs, CPR/AED, range of motion, and activities of daily living, as well as the subjects of safety, team building, problem-solving, and ethical and legal responsibilities. Students will have hands-on experience in clinical settings, including various patient care departments within the hospital and other health care facilities. This course has additional requirements including:

- Background Check
- Drug Check
- TB/Flu Shot
- Strict Dress Code
- Limited Enrollment due to available community resources
- Application required

Practicum in Health Science (Pharmacy Tech Certification) (9465)
2 credits – Grade12
Prerequisites: Medical Terminology; Principles of Health Science; Health Science Clinical Rotations

The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Practicum experiences also include completion of a Pharmacy Technician course, preparing the student for the Pharmacy Technician certification exam. 50% certification fee required. If certification is passed, GISD will reimburse student. IV Certification fee $250; Pharm Tech certification fee $129

Practicum in Health Science (EMT Certification) (9466)
2 Credits – Grade 12
Prerequisites: Medical Terminology; Principles of Health Science; Health Science Clinical Rotations

The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Students interested in pursuing an EMT certification will have the opportunity to complete a portion of the foundational coursework from the Weatherford College EMT program and be prepared for rotations with an EMS Department. Students must apply to the Weatherford College program upon graduation and be accepted in order to complete the EMT program. 50% certification fee required. If certification is passed, GISD will reimburse student.

Anatomy & Physiology*(9470)
1 credit – Grades 11-12
Prerequisites: Biology I and Chemistry I
4TH SCIENCE OPTION

This course extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis. Principles of physiology will be applied to human health and well-being.

Career and Technical Education

PUBLIC SERVICES – EDUCATION AND TRAINING

Child Development (9560)
½ credit – Grades 9-12
Prerequisites: None

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students will become equipped with child development knowledge that can be used to promote the well-being and healthy development of children and to investigate careers related to the care and education of children.

Interpersonal Studies (9565)
½ credit – Grades 9-12
Prerequisites: None

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

Principles of Education and Training (9565)
½ credit – Grades 9-12
Prerequisites: None
Partners with Child Development

This course is intended for students interested in education and/or becoming a teacher.

Instructional Practices in Education and Training (Ready, Set, Teach) (9325)
2 credits – Grades 11-12
Prerequisite: Child Development and Interpersonal Studies

This is a combination classroom and field-based internship in an elementary school. This class prepares students with background knowledge of child and adolescent development as well as the principles of effective teaching and training practices. Students will work under the joint direction and supervision of the classroom teacher as well as the partnering elementary teacher. Students will learn lesson plan development, instructional strategies and other responsibilities related to education.

Human Growth and Development (9330)
1 credit – Grades 10-12
Prerequisite: Child Development and Interpersonal Studies

This class is intended to be taken concurrently with Instructional Practices in Education and Training. (Can be taken senior year with appropriate academic advising.) The course covers introductory development psychology and human development. The course studies human development across the lifespan including cognitive, physical, emotional and social development milestones.

Practicum in Education and Training (9335)
2 Credits – Grade 12
Prerequisite: Instructional Practices in Education/Training

Education students have the opportunity to shadow an elementary teacher in a pre-student teaching role. This is the capstone course for Educating and Training and places a high school student in an elementary classroom to learn all aspects of teaching from a veteran teacher. Students are required to volunteer in an elementary classroom 10 hours per week.

Career and Technical Education

PUBLIC SERVICES – LAW, PUBIC SAFETY, CORRECTIONS AND SECURITIES

Principles of Law, Public Safety, Corrections, and Security (9645)
1 credit – Grades 9-12
Prerequisites: None

Do you like to watch Cops, The First 24, or CSI television series? If you are interested in learning more about law, enforcement, firefighting, and other public service careers; then this course in Law/Public safety is for you. This class introduces students to professions in law enforcement, security, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, firefighting, and emergency services. This course provides students with an overview of the skills necessary for careers in the public service field.

Law Enforcement I (9650)
1 credit – Grade 10-12
Prerequisite: Principles of Law, Public Safety, Corrections, and Security

Law Enforcement 1 is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. Students participate in mock trials, traffic stops, arrest procedures, and have the opportunity to visit local court systems and the law enforcement center..

Law Enforcement II (9655)
1 credit – Grade 11-12
Prerequisite: Law Enforcement I

AAC

Law Enforcement II includes knowledge of and preparation for postsecondary education and training or employment in the law enforcement field in the areas of forensic science, communications, law enforcement and investigations. The rules, regulations, laws and techniques that assist the law enforcement professional are applied through a variety of case studies and research analysis. Students participate in accident investigations, use of force, dispatching procedures, and interview and interrogation techniques. This course will offer the opportunity for 12th grade students to become certified in telecommunications and/or as a jailor.

Forensics (9660)
1 credit – Grades 11-12
Prerequisite: 2 years of high school science
***4TH SCIENCE OPTION**

AAC

Have you ever watched CSI and asked “Do they really do that stuff” or think “I want to do that”? In Forensic Science you will learn that there is more to CSI than little flashlights and sunglasses. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Through case studies and simulated crime scenes, students will use scientific methods to collect and analyze evidence, such as fingerprint analysis, ballistics, blood spatter, bones, autopsies, and DNA. Students will learn the history, legal aspects, and career options for forensic science. Do you have what it takes to be a true Crime Scene Investigator?

Forensic Psychology (9665)
1 credit – Grades 11-12
Prerequisites: None

Forensic psychology addresses the application of psychology to legal issues. Students will provide a foundational understanding of psychology and how is intersects with the law. Students will be introduced to related topics such as the roles and responsibilities of forensic psychologists, forensic psychological assessments, lie detection, and the insanity defense, criminal profiling, eyewitness and expert testimony, offender treatment, and case studies on the serial killers and other psychopaths. Due to the subject matter, this course is intended for those whose career goals include Forensic Psychology.

Practicum in Law, Public Safety, Corrections and Security (Criminal Justice Internship)
2 credits – Grade 12
Prerequisite: Law Enforcement I
Special permission required. Enrollment subject to principal and instructor approval

Practicum in LPSCS places students into the field of criminal justice (police, probation, courts, and jails) and allows them to observe and experience real situations where the basic principles, theories, and techniques taught in the classroom are applied. Through partnerships with local criminal justice agencies, each student will complete a series of rotations that focus on the practical aspects of law enforcement, corrections and the court system. Practicum experiences can occur in a variety of locations. This course will offer the opportunity for students to become certified in telecommunications and/or as a jailer. ***Students must complete course request paperwork and pass a background check to be in this program.***

Career and Technical Education

BUSINESS AND INDUSTRY – AGRICULTURE, FOOD, AND NATURAL RESOURCES

Principles of Agriculture, Food & Natural Res. (9000)
1 credit – Grades 09-12
Prerequisites: None

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

Livestock Production (9005)
1 credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food & Natural Resources

Got stock show? This course teaches basic animal care including immunizations, feeding schedules and animal showmanship. This one year course builds the foundation for Veterinary Medicine and strengthens large animal care skills. Large animal anatomy and physiology, genetics, reproduction and livestock disease are a part of the curriculum.

Veterinary Medical Applications (9015)
1 credit – Grades 11-12
Prerequisites: Livestock Production or Small Animal Management

Do you love pets? Get prepared to work in a veterinary clinic and gain skills to be a veterinary assistant. This is a laboratory-oriented course that provides hands-on experience with large and small animal care, customer service, and employability skills.

Advanced Animal Science (9010)
1 credit – Grades 11-12
Prerequisites: Small Animal Management or Livestock Production

This course builds and expands upon Livestock Production and offers further study in large animal care and is intended for students interested in large animal veterinary care. Classes often meet in the ag barn and assist students with immunizations and nutrition/feed schedules for barn animals. Recommended for students working toward a Veterinary Assistant Certificate.

Practicum in Agriculture, Food, and Natural Resources (9025)
3 credits – Grades 12
Prerequisite: Vet Med App
AAC
This is your opportunity to have an internship at a veterinary clinic and get high school credit. Students work side-by-side with veterinary professionals and will gain direct insight into veterinary medicine. Students must intern at a clinic an average of 10 hours per week. Some clinics offer paid internships. The Veterinary Technician Certification exam preparation is the focus of this course**. Veterinary Medical Assistant Certification may be offered.**

Horticulture Science
1 credit – Grades 10-12
Prerequisites: Principles of AFN

This course is designed to develop and understanding of common horticultural management practices as they relate to food and ornamental plant production. Greenhouse production, plant growth and physiological processes, pest control, horticulture marketing and management, and careers associated with horticulture science will be studies.

Mathematics in AFN
1 credit – Grades 10-12
Prerequisites: Principles of AFN and Algebra 1

Students will apply mathematics including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. Students will reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of agriculture contexts.

Career and Technical Education

BUSINESS AND INDUSTRY – AGRICULTURE, FOOD, AND NATURAL RESOURCES *CONT.*

Equine Science (9350)
½ credit – Grades 10-12
Prerequisite: Principles of Agriculture, Food and Natural Resources

Interested in raising horses or competing in rodeos? This course focuses on selection, anatomy, nutrition, and health management of horses. This course is recommended for students interested in Horse Judging Competition. Competition skills/knowledge will be practiced.

Wildlife, Fisheries & Ecology Management (9360)
½ Credit – Grades 10-12
Prerequisite: Principles of Agriculture, Food and Natural Resources

Are you an outdoor enthusiast? If you enjoy hunting, fishing, and other outdoor activities, this class will interest you. Wildlife, natural resources, fish, aqua crops, and ecology will be studied. Hunter Safety exam preparation and certification is a part of the curriculum. The Texas exam must be passed to earn the certification. **Texas Hunter Education may be offered.**

Principles & Elements of Floral Design (9365)
1 credit – Grades 10-12
Prerequisites: None

Bloom where you are planted! Start your semester with homecoming mum designs and learn how to make a profit with your talents. Discover art within natural elements and use your talent to create beautiful floral arrangements. This class teaches a variety of floral skills and horticulture development while applying artistic design. Students will have the opportunity to earn a floral certification. ***Fee required.***

AG MECHANICS / WELDING

Agricultural Mechanics & Metal Tech. (9050)
1 credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food and Natural Resources

Have you ever wanted to build a pipe fence, a trailer, deer blind or smoker? This is the first year in a series of three welding courses that will help you gain the skills to build and weld these things. This course develops an understanding of safety, tool operation, and metal working techniques. Students will be expected to use the cutting torch and MIG welders.

Agricultural Facilities Design & Fabrication (9055)
1 credit – Grades 11-12
Prerequisite: Ag Mechanics

Build a trailer, smoker or special interest project and enter your design in the Hood County Stock Show. This is the second course in a series of three welding classes. Your skills will be developed and strengthened as you fabricate a product. Students will gain academic and technical knowledge related to agricultural power systems and industry expectations.

Practicum in Agriculture and Ag Mechanics (9060)
2-3 credits – Grades 12
Prerequisites: Ag Facilities Design

This is your opportunity to have an internship as a welder and get high school credit. Students work side-by-side with welding professionals and will gain experience in welding and fabrication. Students must intern at a welding-related business an average of 10 hours per week. Some businesses offer paid internships. A major construction project for exhibition and/or competition is required.

Professional Standards in Agribusiness (9070)
1 credit – Grades 10-12
Prerequisites: Officer Election and Instructor Approval

This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. This class is intended for FFA officers and will be used to complete FFA duties and tasks associated with the agricultural program

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Description of Courses

Career and Technical Education

BUSINESS AND INDUSTRY – ARTS AND AV

GRAPHICS TRACK

Graphic Design (9150)
1 credit – Grades 10-12
Prerequisites: None

Are you interested in a future in graphic design? Do you ever look at magazines and wonder how they make photographs look so amazing. If so graphic design may be for you. In this fast paced class, students will analyze current and emerging technologies, while designing and creating graphic projects that address customer needs and industry standards. Students will learn how to create graphics while learning color theory, art principles, and layout and design concepts. Students will work with Adobe software programs Photoshop and Illustrator. **Adobe Certification may be offered.**

Advanced Graphic Design and Illustration (9155)
2 credits – Grades 11-12
Prerequisites: Graphic Arts or Commercial Photography

Students will learn advanced skills in Adobe Photoshop and Illustrator while demonstrating an understanding of the graphic design standards that are used in the industry. Students will focus on advanced elements and principles of visual art and design. Students will use their own digital photography to create numerous graphics projects and will be introduced to basic animation skills using Adobe Flash. Students will create a digital portfolio that can be used for opportunities in employment or post-secondary education. Students will participate in various community projects designing professional publications and graphics. Professional certification may be obtained during the course. **Adobe Certification may be offered.**

Animation (9170)
1 credit – Grades 11-12
Prerequisites: none

Students and will integrate multiple graphic and animation programs to create individualized projects that meet industry standards. This class will prepare students for real-world opportunities in graphic design/animation. Students will be expected to explore different techniques in creating graphics. Students will develop an understanding of the history and techniques of the animation industry and will be expected to participate in community-based problems projects. Higher-level programs may also be explored.

Arts/AV Practicum Graphics (9195)
1 Credit – Grades 11-12
Prerequisite: Graphic Arts

This is an independent study course available to students to work in a self-paced independent production course focused on productions related to GISD as well as the Granbury Community. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships.
Extra hours outside of the normal class time may be required to complete projects and/or cover district activities and events at various GISD campuses.

Career and Technical Education

BUSINESS AND INDUSTRY – ARTS AND AV

VIDEO TRACK

Principles of Arts and AV (9200)
½ credit – Grade 9
Prerequisites: None



This is a lab-oriented course that introduces students to the fundamentals of the Video and Graphics industries. Students use video camcorders and editing software as they learn to write, produce and edit a video production. Graphics for video and multimedia production will also be emphasized.

Audio Video Production (9205)
1 credit – Grade 10-12
Prerequisites: None



This is a hands-on class where students learn the basics of audio and video production. Students will learn camera operation, editing, directing, reporting, producing, writing and newsgathering while creating a variety of video projects that will air on GHS news. The class utilizes various video cameras, microphones, mixers and lighting equipment, along with Adobe's Premiere Pro Creative Suite editing software. Students in this class will be responsible for GHS video announcements.

Advanced Audio Video Production (9210)
2 credits – Grades 11-12
Prerequisite: Audio Video Production



This course refines the audio/video production skills to prepare the student for post-secondary education or entry-level employment in the media industry. Students will be responsible for the production of several district programs covering many activities and events at all campuses. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships. The class utilizes a variety of video cameras, microphones, mixers, and lights, along with Adobe's Premiere Pro editing suite. *Extra hours outside of the normal class time may be required to complete projects and/or cover district activities and events at various GISD campuses.** **Adobe Premier Pro Certification may be offered.**

Practicum in AV Video (9215)
2-3 credits – Grade 12
Prerequisite: Advanced AV Production



This is an independent study course available to students who have completed Advanced Audio/Video Production. The class is a self-paced independent production course focused on productions related to the GISD as well as the Granbury Community. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships.
**Extra hours outside of the normal class time will be required to complete projects and/or cover district activities and events at various GISD campuses.*

Career and Technical Education

BUSINESS AND INDUSTRY – FINANCE

Principles of Business, Marketing, and Finance (9505)
½ credit – Grades 09-12
Prerequisites: None

Have you ever thought about owning your own business? This class examines the foundations of small business management including product sales, advertising, and financial management. Learn about the small business world through projects, guest speakers, and relevant activities.

Accounting I (9405)
1 credit – Grades 10-12
Prerequisites: None

The FBI wants **you**.....all Accounting majors. One of the leading government agencies has an "ALL-CALL" out for accounting majors to fill their positions involving "white-collar" crime. If this interests you, then YOU need to register for Accounting 1 next year. This course also affords you the opportunity to try out for the three-time **UIL State Winning Accounting Team** at Granbury High School. Our Accounting Team is held in very high esteem throughout the state. Accounting is known as the "language of business"....learn how financial records are a part of everyone's life and everything in the business world revolves around ACCOUNTING. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information.

Accounting II (9410
1 credit – Grades 10-12
Prerequisites: Accounting 1

Banking and Financial Services (9400)
½ credit – Grades 11-12
Prerequisites: Principles of Business, Marketing, and Finance

Money, money, money – MONEY! Do you want to earn more money, save more money, and invest more money? Earn, Save, and Invest are the cornerstones of this class. Banking functions and financial literacy will be learned. Local bankers teach students banking strategies and how to be a successful banker, beginning with teller skills and services.

CAREER DEVLOPMENT
(These courses can count as the elective CTE credit in endorsements with that option.)

Career Prep I (9420)
3 credits – Grades 11-12
Prerequisites: None

Are you concerned about losing your job because of the economic down-turn? Career Preparation can help! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include business ethics and etiquette, methods of working with difficult people, personal finances and income tax filing. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week. ***Zero period section available.***

Career Prep II (9425)
3 credits – Grade 12
Prerequisite: Career Prep I

Do you know how to turn your job into a career? Career Preparation II will show you how to become a valuable asset to any business! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include workplace safety, legal responsibilities, and academic and technical skills for future education and employment. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week. ***Zero period section available.***

Career and Technical Education

BUSINESS AND INDUSTRY – MARKETING

Principles of Business, Marketing, and Finance (9505)
½ credit – Grades 09-12
Prerequisites: None

Have you ever thought about owning your own business? This class examines the foundations of small business management including product sales, advertising, and financial management. Learn about the small business world through projects, guest speakers, and relevant activities.

Banking and Financial Services (9400)
½ credit – Grades 11-12
Prerequisites: Principles of Business, Marketing, and Finance

Money, money, money – MONEY! Do you want to earn more money, save more money, and invest more money? Earn, Save, and Invest are the cornerstones of this class. Banking functions and financial literacy will be learned. Local bankers teach students banking strategies and how to be a successful banker, beginning with teller skills and services.

Advertising and Sales Promo (9705)
½ credit – Grades 10-12
Prerequisites: None

Advertising and Sales will teach you the essentials of marketing a product and making a profit. Creative sales strategies and advertising models will help businesses maximize their success. This is a great course to learn to grow a small business and offers an outgoing the opportunity to learn how to market products and services.

Sports and Entertainment Marketing (9710)
½ Credit – Grades 10-12
Prerequisites: Advertising and Sales

Have you ever dreamed of working with athletes and celebrities? This growing market of professional management will teach you the steps in working in the fast-paced business. This is a great class for sports enthusiasts and those interested in following the entertainment industry. If you are interested in being an agent, an event planner, or want to learn more about this industry, come learn the various stages of sports and entertainment marketing.

Entrepreneurship (9265)1 credit – Grades 11-12
Prerequisites: Sales & Sports and Entertainment Marketing

Have you ever dreamed of owning your business? Research studies project that over 80% of students will own some type of small business in their life time. Entrepreneurship will guide students in the steps necessary to begin and operate a small business. The primary focus of the course is to help students understand the principles of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. The bottom line is profit – come learn how to own your own business!

Marketing Dynamics
2 Credits/2 Periods – Grades 12
Prerequisites: None

This course will focus on the customer and the ability to generate a profitable exchange. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions regarding distribution, advertising, promotion, risk management, pricing and selling skills. This course may include paid or unpaid career preparation experience, including the management of the GHS School Store.

Career and Technical Education

BUSINESS AND INDUSTRY – INFORMATION TECHNOLOGY

Principles of Information Technology (9630)
½ credit – Grade 09-11
Prerequisites: None

Technology Careers are one of the fast growing job opportunities today. Students will learn about computer hardware and software, basic computer programming, app design, game design and graphics. This is a required prerequisite into the Computer Programming Pathway leading to AP Computer Science, Cyber Security and Artificial Intelligence.

Computer Science and Software Engineering (CSE)
1 credit – Grades 10-12
Prerequisites: Principles of Information Technology*

This Project Lead the Way computer science course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSE helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Computer Science Applications (CSA)
1 credit – Grades 11-12
Prerequisites: CSE

This Project Lead the Way Computer Science Course CSA focuses on integrating technologies across multiple platforms and networks, including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in Java™ and other industry-standard tools. This course prepares students for the AP Computer Science A course

Research in IT
2 credits – Grade 12
Prerequisites: CSE or Computer Maintenance

Students will apply analytical skills and information technology concepts to discover and create project based learning experiences. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation.

Career and Technical Education

BUSINESS AND INDUSTRY – HOSPITALITY AND TOURISM

Principles of Hospitality and Tourism (9500)
½ credit – Grades 9-12
Prerequisites: None

This is a classroom based course. Principles of hospitality and tourism focuses on the hospitality and tourism industry as a whole. This industry encompasses lodging; travel and tourism; recreation, amusements, attractions; and food/beverage operations. The hospital and tourism industry maintains the largest national employment base in the private sector.

Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Additionally, students may compete on the local, district, state, and national levels through membership in FCCLA (Family Career and Community Leaders of America).

Lifetime Nutrition and Wellness (9508)
½ credit – Grades 11-12
Prerequisites: None

Lifetime Nutrition and Wellness is offered as a classroom and laboratory-based course. This course concentrates on nutrition, food choices, and food management skills for individuals and families. During the course, students will learn basic cooking skills, reading a recipe, along with making informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Additionally, students may compete on the local, district, state, and national levels through membership in FCCLA (Family Career and Community Leaders of America).

Restaurant Management (Intro to Culinary Arts) (9510)
1 credit – Grades 10-12
Prerequisites: None

Restaurant Management is offered as a classroom and laboratory-based course. The course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant.

Restaurant Management will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. Students can pursue a Texas Food Handlers license during this course. Additionally, students may compete on the local, district, state, and national levels through membership in FCCLA (Family Career and Community Leaders of America).

Culinary Arts I (9515)
2 credits – Grades 11-12
Prerequisites: Restaurant Management

Culinary Arts is offered as a laboratory-based course. Students will begin with the fundamentals and principles of the art of cooking, move on to the science of baking and analyze management and production skills and techniques within the food service industry.

Students will be working in a commercial kitchen setting. They will focus on food service, preparation, safety and sanitation, customer service, and other employability skills throughout the course. Students will demonstrate their knowledge through opportunities to cater various school-related events and work in the bistro. During the course, students will complete a professional career portfolio to include resumes, documentation of competencies, licensures or certifications, recognitions, awards and scholarships, community service hours, and participation in student and professional organizations.

Students can pursue a national sanitation certification or any other appropriate industry certifications through this course. Additionally, students may compete on the local, district, state, and national levels through membership in FCCLA (Family Career and Community Leaders of America). ***Fee required.***

Dollars and Sense
½ Credit – Grades: 9-12
Prerequisite: None

Dollars and Sense is a classroom based course. This course will emphasize consumer practices and responsibilities, the money management process, decision making skills, the impact of technology, and preparation for human services careers.

Students will learn about consumer credit, avoiding and overcoming credit problems, lifetime financial planning, savings plans, evaluating financial institutions, investment principles and options, insurance, and evaluating legal documents. Students are encouraged to participate in career and technical student organizations and other leadership organizations.

Career and Technical Education

BUSINESS AND INDUSTRY – TRANSPORTATION, DISBRIBUTION AND LOGISTICS

Principles of Transportation, Distribution, and Logistics (9800)
1 credit – Grades 9-12
Prerequisites: None

Do you like to work with your hands and figure out how things work? The Auto Tech series of courses allows students to troubleshoot and learn how mechanical systems work together. This first year course introduces students to the business and industry of transportation careers. Students will learn to understand the interaction between various vehicle systems and will practice safe shop practices. Foundational logistics and distribution services will be studied as students study a global plan of moving goods and services.

Automotive Technology (9805)
1 credit – Grades 10-12
Prerequisites: Principles of TDL

Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems including oil changes, tire rotation, tire repair and brake systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

Advanced Automotive Technology (9815)
2 credits – Grades 11-12
Prerequisites: Automotive Technology

Automotive services include advanced knowledge of the function of the major automotive systems and principles of diagnosing and servicing these systems. Students will have the opportunity to learn how to diagnose auto systems and learn basic air conditioning system functions. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices in a pre-employment laboratory.

Aviation (SR&D 2) (9820)
1 credit Grades 11-12
Prerequisite: 1 year of high school science
***4TH SCIENCE OPTION**

Students will become familiar with the process that leads to a private pilot's license. They will visit the Granbury Regional Airport, study the active structures that make an airplane function and sit in the 'pilot in command' seat pointing out the function of all instruments on the control panel. Meteorology, navigation, mechanics of aircraft, control surfaces affecting flight, and careers in aviation are among the topics studied. This course will be taught by a certified pilot. Other field trips to nearby airports may be an important part of the curriculum.

Other Electives

VOCATIONAL ADJUSTMENT CURRICULUM

Students receiving ARD Committee approval and who are at least 16 years of age will be provided the opportunity to participate in a cooperative work study program.

EOC PREPARATION

Students needing additional help preparing for EOC exams will be provided opportunities to meet individual testing needs.

TECHNOLOGY APPLICATIONS

Fundamentals of Computer Science
Grades 9-12
Prerequisites: Technology Applications

This course is for students just beginning the study of computer science. Students will learn about the computing tools that are used every day. This course will foster student's creativity and innovation through opportunities to design, implement and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Computer Science 1
Grades 9-12
Prerequisites: Algebra 1

This course will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individual and groups in solving problems, students will select the technology appropriate to the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn and practice digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Digital Forensics
Grades 9-12
Prerequisites: Technology Applications

This course will foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will solve problems as they study the application of science to the law. Students will learn and practice digital citizenship.

Game Programming and Design
Grades 9-12
Prerequisites: Algebra 1

This course will foster students' creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming knowledge and skills that support the work of individual and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Mobile Application Development
Grades 9-12
Prerequisites: Algebra 1 and Technology Applications

This course will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. By using software design knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate to the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Planning Tool – RECOMMENDED PROGRAM

Granbury Independent School District Graduation Plan

Student Name:_____

Grad Yr. _____ REC ____ DAP____ FOUNDATION____ [____]

SUBJECT AREA	GRADE 8	S 1	S 2	GRADE 9	S 1	S 2	GRADE 10	S 1	S 2	GRADE 11	S 1	S 2	GRADE 12	S 1	S 2
ENGLISH—4 cr	___ English 1			___ English 1 ___ Eng 2/PreAP			___ English 2/PreAP ___ English 3/AP/DC ___ English 4/AP/DC ___Other			___ English 3/AP/DC ___ English 4/AP/DC ___ DC Brit Lit/Tech Writing ___Other			___ English 4 AP/DC ___ DC Brit Lit/Tech Writing ___Other		
MATH—4 cr ***Math Models must be taken prior to Algebra 2**	___ Algebra 1			___ Algebra 1 ___ Geom/PreAP			___ Geom/PreAP ___ Algebra 2/PreAP ___ Other:			___ Geometry ___ Math Models ___ Algebra 2/PreAP ___ Pre Cal/PreAP ___ DC Alg/DC Cont Math ___ Other:			___ Geometry ___ Algebra 2 ___ AQR ___ Pre Cal/PreAP ___ AP Cal ___ AP Stats ___ DC Alg/DC Cont Math ___ Other:		
SCIENCE—4 cr ***IPC must be taken prior to Chemistry and Physics for a Recommended Diploma. IPC not allowed for DAP diploma.**				___ Biology/PreAP ___ IPC			___ IPC ___ Biology/AP ___ Conceptual Physics ___ AP Physics 1 ___ Chemistry/PreAP			___ Conceptual Physics ___ AP Physics 1 or 2 ___ Chemistry/PreAP ___ AP Chem ___ Other:			___ Chemistry ___ Conceptual Physics ___ Anat & Phys ___ AP/DC Bio ___ AP Chemistry ___ AP Physics 1 or 2 ___ Other:		
SOCIAL STUDIES **3½ cr + ½ cr for Economics**				___ World Geo/PreAP			___ World Geo ___ World History/AP ___ US History/AP/DC			___ US History/AP/DC ___ Other:			___ US Gov/AP/DC ___ Economics/AP ___ Other:		
FOREIGN LANG **2 cr Rec/Found** **3 cr DAP** ***Must be 2 or 3 years of the same language**	___ Spanish 1 ___ AP Spanish 4			___ Spanish 1 or 2 ___ AP Spanish 5 ___ French 1 ___ ASL 1			___ Span 1, 2, or Pre AP3 ___ AP Span 5 ___ ASL 1 or 2 ___ French 1 or 2 ___ Other:			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1, 2, or 3 ___ French 1, 2, or PreAP3 ___ Other:			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1,2, or 3 ___ French 1, 2, or PreAP 3 ___ AP French 4		
PE EQUIV 1 cr	___Ath ___ PE ___JV Drill			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv		
SPEECH—1/2 cr				___Comm App/Prof Comm			___Comm App/ Prof Comm			___Comm App/Prof Comm			___Comm App___ Prof Comm		
FINE ARTS—1 cr	___ Band Choir ___ Art ___ Theatre Arts			___ Band Choir Dance ___ Art ___ Theatre			___ Band Choir Dance ___ Art ___ Theatre/TechTH			___ Band Choir Dance ___ Art ___ Theatre/TechTH			___ Band Choir Dance ___ Art ___ Theatre/TechTH		
ELECTIVES—	___ GTT														
5 ½ cr Rec/4 ½ cr DAP 5 cr Foundation															
*4 advanced measures required for DAP diploma															
TOTAL CREDITS:															

Planning Tool – FOUNDATAION PROGRAM

Student Name:_____

Date:_____

GISD Planning Tool

Grad Yr. _____ Endorsement:_____

Algebra 2 is required for Distinguished Achievement and STEM

SUBJECT AREA	GRADE 8	S 1	S 2	GRADE 9	S 1	S 2	GRADE 10	S 1	S 2	GRADE 11	S 1	S 2	GRADE 12	S 1	S 2
ENGLISH—4 cr	___ English 1			___ English 1 ___ Eng 2/PreAP			___ English 2/PreAP ___ English 3/AP/DC ___ English 4/AP/DC ___Other			___ English 3/AP/DC ___ English 4/AP/DC ___ DC Brit Lit/Tech Writing ___Creative Writing			___ English 4 AP/DC ___ DC Brit Lit/Tech Writing ___Creative Writing ___Speech		
MATH—3 cr ***Math Models must be taken prior to Algebra 2**	___ Algebra 1			___ Algebra 1 ___ Geom/PreAP			___ Geom/PreAP ___ Algebra 2/PreAP ___ Other:			___ Geometry ___ Math Models ___ Algebra 2/PreAP ___ Pre Cal/PreAP ___ DC Alg/DC Cont Math ___ Statistics ___ Algebraic Reasoning			___ Geometry ___ Algebra 2 ___ AQR ___ Pre Cal/PreAP ___ AP Cal ___ AP Stats ___ DC Alg/DC Cont Math ___ Statistics ___ Algebraic Reasoning ___ Engineering Math		
SCIENCE—3 cr ***IPC must be taken prior to Chemistry and Physics for a Recommended Diploma.**				___ Biology/PreAP ___ IPC			___ IPC ___ Biology/AP ___ Conceptual Physics ___ AP Physics 1 ___ Chemistry/PreAP			___ Conceptual Physics ___ AP Physics 1 or 2 ___ Chemistry/PreAP ___ AP Chem ___ Other:			___ Chemistry ___ Conceptual Physics ___ Anat & Phys ___ AP/DC Bio ___ AP Chemistry ___ AP Physics 1 or 2 ___ Other:		
SOCIAL STUDIES 2½ cr + ½ cr for Economics				___ World Geo/PreAP			___ World Geo ___ World History/AP ___ US History/AP/DC			___ US History/AP/DC ___ Other:			___ US Gov/AP/DC ___ Economics/AP ___ Other:		
FOREIGN LANG 2 cr Rec/Found 3 cr DAP ***Must be 2 years of the same language**	___ Spanish 1 ___ AP Spanish 4			___ Spanish 1 or 2 ___ AP Spanish 5 ___ French 1 ___ ASL 1			___ Span 1, 2, or Pre AP3 ___ AP Span 5 ___ ASL 1 or 2 ___ French 1 or 2			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1, 2, or 3 ___ French 1, 2, or PreAP3			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1,2, or 3 ___ French 1, 2, or PreAP 3 ___ AP French 4		
PE EQUIV 1 cr	___ Ath ___ PE			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv		
FINE ARTS—1 cr	___ Band Choir ___ Art ___ Theatre Arts			___ Band Choir Dance ___ Art ___ Theatre			___ Band Choir Dance ___ Art ___ Theatre/Tech TH			___ Band Choir Dance ___ Art ___ Theatre/Tech TH			___ Band Choir Dance ___ Art ___ Theatre/Tech TH		
5 Endorsement	___ GTT														
ELECTIVES—															
TOTAL CREDITS:															

Granbury ISD
Middle School Catalog
Grades 6-8



2016-2017

Acton Middle school
1300 James Road
Granbury, Texas 76049
817-408-4800

Granbury Middle School
2000 Crossland Road
Granbury, Texas 76048
817-408-4850

http://granburyisd.org

Granbury ISD

2016-2017

Middle School Course Catalog

Acton Middle School and Granbury Middle School Students,

We are very pleased to present this Pirate Course Catalog. Please use it as a guide for designing a successful academic path at Acton Middle School and Granbury Middle School. As you choose your classes, consider your future very purposefully. Do you plan to enter college, a technical school, serve in the armed forces, or move directly into a chosen career upon your graduation from GHS? You will need to be enrolled in the courses our state has mandated, and choose electives that will lead you to your future goals.

We look forward to the coming school year and want it to be a positive building block in your future. We are joining with your parent/guardian to form a partnership promoting your educational success. We encourage you to become and remain an active member of our campus life. Consider joining one of our many clubs and organizations. We are committed to excellence and your academic success now and in the future!

Jimmy Dawson
Principal
Acton Middle School

Pat Yelverton
Principal
Granbury Middle School

Cover designed by Paulina Lopez.

Grade Level Information

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

6th Grade Course Descriptions *(page 5)*

In the 7th grade, students can use the information gained in 6th grade and either continue along the path they have chosen or select a different elective in which they are interested. Students in the 7th grade will continue to find and expand on their interests and strengths. Students in the 7th grade will be given the Redi-Step test to help them with this process. School sponsored extracurricular activities will begin in full force in the 7th grade. Students in the 7th grade will also begin their High School Graduation Plan. This plan will be revisited every year until the student graduates.

7th Grade Course Descriptions *(page 7)*

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

Additional 8th Grade Information and Course Descriptions *(page 10)*

6th Grade Courses

REQUIRED COURSES

6TH GRADE ELA
This course is designed to build upon prior knowledge from previous grades in the areas of reading, written language, research, and oral language. Students will be reading and writing on a daily basis and be exposed to various types of literature. Students will take a state mandated (STAAR) reading based assessment toward the end of the year.

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

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

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

6th GRADE FITNESS AND WELLNESS
Boys and girls will be divided into separate classes.
Classes meet every day and each student is expected to change into shorts, shirt, shoes, and socks every day. Students are expected to strive for 100% participation. Each student needs to set a fitness goal for the year. The students will be tested on the one-mile run in the fall and again in the spring. Various sports will be covered throughout the year. Education for life wellness will be incorporated for students.

FINE ARTS ELECTIVES

CHOIR 6
Students learn how to sing, how to read music, and how to perform. Students will do a fall and winter concert, have an opportunity to compete at a Solo and Ensemble Contest, sing as a group in a contest, and perform a spring program. Learning is stressed within the framework of being part of a team.

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

ART A
This course is designed to provide an appreciation for art and to emphasize techniques in problem solving, and creative thinking through development of the following skills:
Perception- activities that help students illustrate themes through direct observation, personal experience using the elements and principles of art.
Creative Expression- activities illustrating original artwork using a variety of media: pencil, printmaking, paint, sculpture, ceramics, fiber-art, photographic, imaginary, and electronic media-generated art.
Historical/Cultural Heritage- activities that expose students to art from different historical eras and cultural influences.
Response/Evaluation- comparing and analyzing artworks of others and self through group and individual critiques and shows.

OTHER ELECTIVE COURSES

CAREER EXPLORATION
Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities with interest inventory software and other tools. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. Students will use this information to explore educational requirements for a variety of chosen career paths.

PRINCIPLES OF EMERGING TECHNOLOGY
Students use creative thinking and innovative processes, collaborate in personal learning networks and communicate both locally and globally to develop digital products that reflect solutions to real-world problems and incorporate developing technology skills. Students will research and evaluate emerging technology resources while adhering to the highest standards of digital citizenship and preparing for success in their careers and college choices.

TEEN LEADERSHIP
This course builds personal responsibility and leadership skills through role plays, group activities, speeches, and projects. This course teaches students to take responsibility, express themselves, and handle problems and decisions when they arise.

Through the Teen Leadership curriculum, students will:
- Develop a healthy self-concept, healthy relationships, and a sense of personal responsibility
- Understand Emotional Intelligence and the skills it measures, including self-awareness, self-control, self-motivation, and social skills
- Build skills in public speaking and communication as well as an understanding of personal image
- Develop an understanding of principle-based decision-making and learn to make responsible personal and financial decisions
- Recognize and resist peer pressure
- Learn to become better family members and citizens
- Appreciate the need for vision in goal-setting, personally and professionally

7th Grade Courses

REQUIRED COURSES

7TH GRADE ELA
This course is designed to build upon prior knowledge from previous grades in the areas of reading, written language, research, and oral language. Students will be reading and writing on a daily basis and be exposed to various types of literature. Students will take a state mandated (STAAR) reading and writing based assessment toward the end of the year as well as a written language state mandated assessment early in the spring.

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

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

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

ATHLETIC/PE ELECTIVES

BOYS' ATHLETICS OR GIRLS' ATHLETICS
The athletic program offers three sports for young men – football, basketball, and track. Three sports are offered for young ladies – volleyball, basketball, and track. The young men and ladies who choose to take athletics should be competitive, disciplined, responsible, and dependable. Too, they must make passing grades in order to participate. In order to participate in athletics a student is required by law to have a physical on file before the student can work out. Parents are expected to provide transportation to/from before or after school practices.

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

FINE ARTS ELECTIVES

CHOIR
Seventh grade choirs are divided into boys' choir and girls' choir, but opportunity is made to sing in a mixed choir. We continue the study of how to sing correctly, how to read music, and how to perform, and a higher level of excellence is expected of the seventh grade choir. We do a fall concert, audition for All-Region Choir, sing a Christmas concert, participate in Solo and Ensemble Contest, sing for Concert and Sight-Reading Contest, and perform a spring program. There are some outside rehearsals, but only a few, and all of the programs are outside the school day.

BAND
Students enrolled in band will be placed into sections according to instrument and ability. Band placement will be based on results from auditions held in May. An emphasis is placed on rhythmic accuracy and note reading as well as tone production and technique for each instrument. Students with no prior band experience will be placed in a beginner band section.

All bands will perform in a Holiday and Spring Concert as well as have an end of the year band trip. In addition, members of the band will perform at various football games and participate in the UIL Concert and Sight Reading Contest.

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

1. Movement and dance
2. Pantomime and Improvisation
3. Vocal production
4. Theatre History
5. Technical theatre design
6. Analysis of dramatic literature
7. Playwriting

ART A OR ART B
This course is designed to provide an appreciation for art and to emphasize techniques in problem solving and creative thinking. The major emphasis of the art program is individual development.
This course might include: drawing skills, sculpture, painting, print art, scratch art, graphic design, and study of the elements of art.

ADDITIONAL ELECTIVES

CAREER EXPLORATION
Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities with interest inventory software and other tools. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. Students will use this information to explore educational requirements for a variety of chosen career paths.

PRINCIPLES OF EMERGING TECHNOLOGY
Students use creative thinking and innovative processes, collaborate in personal learning networks and communicate both locally and globally to develop digital products that reflect solutions to real-world problems and incorporate developing technology skills. Students will research and evaluate emerging technology resources while adhering to the highest standards of digital citizenship and preparing for success in their careers and college choices.

TEEN LEADERSHIP
This course builds personal responsibility and leadership skills through role plays, group activities, speeches, and projects. This course teaches students to take responsibility, express themselves, and handle problems and decisions when they arise.

Through the Teen Leadership curriculum, students will:

- Develop a healthy self-concept, healthy relationships, and a sense of personal responsibility
- Understand Emotional Intelligence and the skills it measures, including self-awareness, self-control, self-motivation, and social skills
- Build skills in public speaking and communication as well as an understanding of personal image
- Develop an understanding of principle-based decision-making and learn to make responsible personal and financial decisions
- Recognize and resist peer pressure
- Learn to become better family members and citizens
- Appreciate the need for vision in goal-setting, personally and professionally

8th Grade Courses

REQUIRED COURSES

8TH GRADE ELA
This course is designed to build upon prior knowledge from previous grades in the areas of reading, written language, research, and oral language. Students will be reading and writing on a daily basis and be exposed to various types of literature. Students will take a state mandated (STAAR) reading based assessment toward the end of the year.

ENGLISH I (HS CREDIT)
Only students that have strong reading and writing skills should take this course during the 8th grade year. This course is designed to build upon prior knowledge from previous grades in the areas of reading, written language, research, and oral language. Students will be reading and writing on a daily basis and be exposed to various types of literature. Students will take an end of course (STAAR EOC) toward the end of the course. This assessment is high stakes and contributes to graduation requirements as mandated by the state of Texas.

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

ALGEBRA I (HS CREDIT)
Only students that have strong math skills should take the Algebra I course earlier than 9th grade. This course is the foundation course for all high school mathematics. Students will learn symbolic reasoning, the role of functions, relationships between equations and functions, tools for algebraic thinking while and apply these concepts in problem solving in real world applications. Students will take a state mandated end of course (STAAR EOC) assessment late in the spring that is high stakes and contributes toward graduation requirements as mandated by the state of Texas.

8TH GRADE SCIENCE
The content in the 8th grade science course is heavily weighted on earth and space science. Students will be involved with investigations and field experiences at least 40% of the time. In addition to some content in the 6th and 7th grades course, the content in this course will appear on a state mandated assessment (STAAR) toward the end of the year.

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

ATHLETICS/PE ELECTIVES

BOYS' ATHLETICS OR GIRLS' ATHLETICS (HS CREDIT)

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

FITNESS AND WELLNESS (HS CREDIT)

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

DANCE MOVEMENT (HS CREDIT)

This class is designed to teach students the basic technique and skills in Hip Hop, Lyrical, Jazz, Modern and Choreography. In each dance form studied, students will learn dance routines and create various dance choreography in group assignments. Students are introduced to basic dance vocabulary, technique and history of the various dance forms taught in this class. This is not a performance class but a performance opportunity may be available in the Spring Semester. Students are required to purchase a dance t shirt for $15.

FINE ARTSELECTIVES

BAND (HS CREDIT)

Students enrolled in band will be placed into sections according to instrument and ability. Band placement will be based on results from auditions held in May. An emphasis is placed on rhythmic accuracy and note reading as well as tone production and technique for each instrument. Students with no prior band experience will be placed in a beginner band section.

All bands will perform in a Holiday and Spring Concert as well as have an end of the year band trip. In addition, members of the band will perform at various football games and participate in the UIL Concert and Sight Reading Contest.

CHOIR (HS CREDIT)

Eighth grade choirs are divided into boys' choir and girls' choir, but opportunity is made to sing in a mixed choir. We continue the study of how to sing correctly, how to read music, and how to perform, and a higher level of excellence is expected of the eighth grade choir. We do a fall concert, audition for All-Region Choir, sing a Christmas concert, participate in Solo and Ensemble Contest, sing for Concert and Sight-Reading Contest, and perform a spring program. There are some outside rehearsals, but only a few, and all the programs are outside the school day. Eighth grade students are given many opportunities to perform in the community, and are encouraged to do independent singing.

THEATER ARTS 1 (HS CREDIT)

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

1. Perceptions – activities and exercises in developing characters based upon perceptions of others.
2. Creative expression and performance through movement, improvisation, original play production, and play production.
3. Historical/cultural heritage – study of timeline and progression of theatre over time.
4. Critical evaluation – Analyze and evaluate any kind of performance.

ART 1 (HS CREDIT)
This course is designed to provide an appreciation for art and to emphasize techniques in problem solving and creative thinking. The major emphasis of the art program is individual development.
The art department participates in UIL competitions in the spring.

FOREIGN LANGUAGE ELECTIVES

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

ADDITIONAL ELECTIVES

GATEWAY TO TECHNOLOGY (HS CREDIT)
Gateway to Technology (GTT) is an activity-oriented program designed to challenge and engage the natural curiosity of middle school students. The program is taught in conjunction with a rigorous academic curriculum.

Design and Modeling introduces students to the design process. Using design briefs, students create models and documentation to solve problems.
The Magic of Electrons gives students the opportunity to explore the science of electricity, the movement of atoms, circuit design, and sensing devices.
The Science of Technology teaches students about the mechanics of motion, the conversion of energy, and energy transfer.
Automation and Robotics explores the history and development of automation and robotics while teaching students about structures, energy transfer, machine automation, and computer control systems.
Energy and the Environment investigates the importance of energy in our lives and the impact energy use has on the environment.
Flight and Space studies the history of aerospace through hands-on activities, research and various projects that allow students to apply what they have learned.
For the latest news about members of PLTW's Innovation Generation, visit the PLTW website, www.pltw.org.

PRE-PLACEMENT CLASSES FOR GRADES 6-8

ESL (ENGLISH AS A SECOND LANGUAGE)

The four language skills: listening, speaking, reading, and writing are offered in a developmental sequence. The course is designed to consider students' cultural backgrounds and incorporate those with instruction. In order to qualify for this class, a committee decision must be made on the basis of language survey testing. The committee also decides exit from this program after testing shows mastery of basic English skills.

AP SPANISH 4 (HS CREDIT)

Intensive study of the Spanish language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

ACADEMIC INTERVENTION LAB

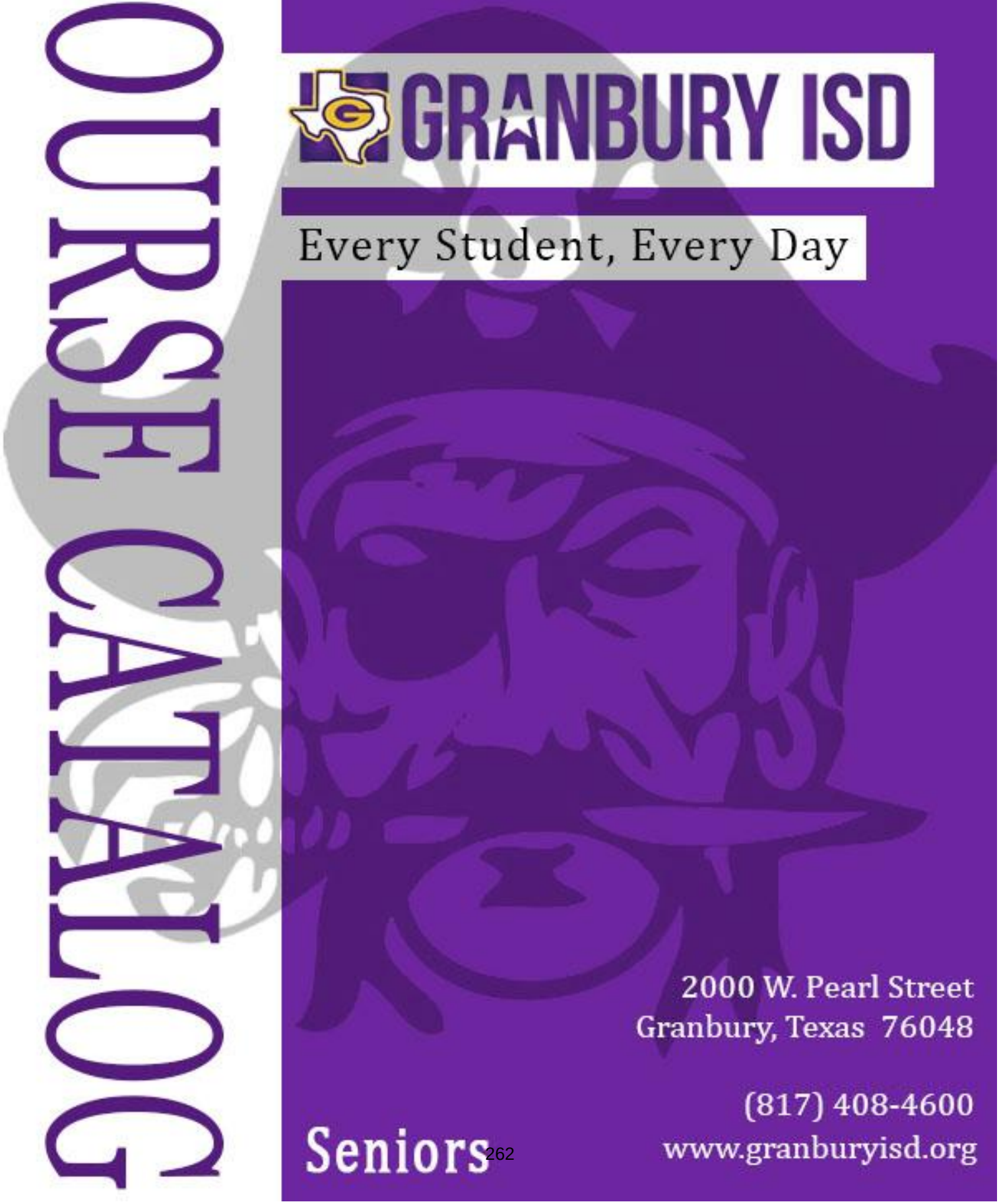
In this course, students will receive necessary math and reading intervention for meeting their individual needs to ensure success in the classroom and on mandatory assessment.

COURSE CATALOG

2016-2017

GRANBURY ISD

Every Student, Every Day



2000 W. Pearl Street
Granbury, Texas 76048

(817) 408-4600
www.granburyisd.org

Seniors

Our Vision



GISD Mission

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Cover designed by Matilda Olsson.

2016-2017

Senior

Course Catalog

Granbury High School Students,

We are very pleased to present this Pirate Course Catalog. Please use it as a guide for designing a successful academic path at Granbury High School. As you choose your classes, consider your future very purposefully. Do you plan to enter college, a technical school, serve in the armed forces, or move directly into a chosen career upon your graduation from GHS? You will need to be enrolled in the courses our state has mandated, and choose electives that will lead you to your future goals.

Granbury Independent School District is committed to guiding you in helping make your future goals a reality. The career clusters will assist you in selecting the courses and programs that will best serve your needs. You will be able to identify a career area of interest and develop an academic plan to support your choices. Activities and electives will be reflective of your chosen career area.

You are to select one of the Achieve Texas Career Clusters prior to your freshman year of school. A four-year plan will be established to support your choice and be evaluated annually. We will do our best to schedule you for the classes you have carefully chosen within the pathway. If a conflict is unavoidable, we will consider every option that is focused on your success.

We look forward to the coming school year and want it to be a positive building block in your future. We are joining with your parent/guardian to form a partnership promoting your educational success. We encourage you to become and remain an active member of our campus life. Consider joining one of our many clubs and organizations. We are committed to excellence and your academic success now and in the future!

Jeremy Ross
Principal
Granbury High School

Table of Contents

General Information 5

Graduation Requirements 7

Endorsement Options 9

Associate's Degree 11

Course Description Legend 12

Course Descriptions

- ***English*** 13
- ***English Electives*** 15
- ***Mathematics*** 16
- ***Science*** 18
- ***Social Studies*** 21
- ***Foreign Language*** 23
- ***Fine Arts*** 25
- ***Athletics*** 29
- ***Fitness and Wellness (PE)*** 30
- ***MJROTC*** 31
- ***Career and Technical Education***
  - ***Science, Technology, Engineering, and Mathematics*** 32
  - ***Health Science*** 33
  - ***Education and Training*** 34
  - ***Law, Public Safety, Corrections and Security*** 35
  - ***Agriculture, Food and Natural Resources*** 36
  - ***Arts and AV*** 38
  - ***Business Management and Administration*** 40
  - ***Marketing*** 41
  - ***Information Technology*** 42
  - ***Hospitality and Tourism*** 43
  - ***Transportation, Distribution and Logistics*** 44
- ***Other Electives*** 45

Parent Planning Tool 46

General Information

Grade Classification:
After the ninth grade, students are classified according to the number of credits earned toward graduation. Reclassifications are made at the beginning of each school year.

Credits Earned	Grade Classification
6	10th(Sophomore)
12	11th(Junior)
17	12th(Senior)

Class Load:
All students ***must*** take a full class load each semester.

Schedule Changes:
Course selections made during pre-registration are considered ***final***. Any request for a change in course after spring pre-registration must be made in writing. Students may not drop or add a course after ***five class days***. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.
When a student selects a course, he/she is expected to complete it.

NOTE: A course dropped after the change period may be recorded as an F.

Testing Requirements:
Students will be required to demonstrate success on the following End-of-Course exams to meet graduation requirements: Algebra 1, English 1, English 2, Biology, and United States History.

Scheduling:
Granbury High School operates on an 8-period schedule with a required QUEST course for each student. Each semester is divided into three six-week grading periods. Progress reports are provided every three weeks, with report cards distributed at the end of each six-week period.

Registration Information:
- Counselors will schedule academic conferences with students and parents to ensure proper academic placement. These conferences will begin in January and end by spring break.
- Teachers/staff are hired, and the master schedule is set, including class sizes, according to student selections. Staffing needs are dependent upon the integrity of this process.
- Courses listed in the catalog are subject to student selection patterns and staffing availability and though offered, may not actually become a part of the schedule.

Registration Instructions:
1. **Determine Graduation Plan** (Foundation, Recommended, or Distinguished). If **Foundation**, select **endorsement.**
2. **Update your four-year plan** using your selected graduation plan.
3. **Choose the courses** necessary to complete your schedule for next year. Be sure to **choose three alternative** elective courses.
4. Be sure to have your **parent/guardian sign** your course selection sheet.
5. High school students who are concurrently enrolled at **Weatherford College** need to see their guidance counselor for academic advising.

General Information

Dual Credit Courses:

Students who are exempt or have passed one of the tests under the Texas Success Initiative (TSI) may register for concurrent college and high school credit in selected courses offered by cooperating colleges. The student is responsible for paying tuition, books and any fees, which are required by the college for credit and negotiated with Weatherford College. Dual credit courses will be offered pending arrangements with colleges for onsite instructors. Students can only earn 29 hours of college credit at GHS campus due to Weatherford College SACS guidelines. If you pre-register for a dual credit class, register to take the TSI test. You must take the test before you enroll in college courses ***unless you are exempt*** by your SAT or ACT scores.

The exemption policy is posted in all English classes and in the Counseling Office. See your Counselor if you have questions.

You must provide proof of the scores or exemption by the GHS registration date in August or you will be removed from the dual credit classes.

**It is the student's responsibility to contact the college(s) to find out which dual credit courses will transfer or the AP test score required to earn college credit.

Making College Affordable

You may wonder how you are going to pay for college. The first step is to complete the Free Application for Federal Student Aid (FAFSA). Beginning January 1, 2017, seniors and their parents can access the online application at www.fafsa.ed.gov. Colleges use the information provided on the FAFSA to determine eligibility for grants and loans. In addition to completing the FAFSA, students should contact the Office of Financial Aid at schools where they are applying to ask if any additional information is required. Be sure to inquire about financial aid deadlines. Granbury Independent School District offers several opportunities for students and their parents to learn about the FAFSA and financial aid process.

Top 10% Rule:

To be eligible for automatic admission to a Texas public college or university, a student must:

- Graduate in the top 10 percent of his or her class (7% for UT at Austin)
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline
- Students are required to provide SAT or ACT scores.
- Students must also complete the TSI test requirement, unless they can show proof of exemption.
- Admission to a university does not guarantee acceptance into a particular college of study or department, however.

Texas Virtual School Network (TxVSN):

Students have the option of taking online courses through the Texas Virtual School Network (TxVSN). For more information, please check with your child's counselor.

Graduation Requirements

4 X 4 Graduation Plans

The following requirements apply to students first entering the 9th grade in the fall of 2010 through the fall of 2013.

26-Credit Recommended High School Program

ENGLISH……..……..4
Must consist of English I, 2, 3, and 4 (ESOL 1 and 2 may be substituted appropriately).

MATHEMATICS……..……..4
Must include Algebra 1, Geometry, Algebra 2 and at least one course from the following:

- Math Models with Application – must be completed prior to Algebra 2
- A math course with Algebra 2 as a prerequisite

SCIENCE……..……..4
Three credits must consist of Biology, Chemistry, Physics, and at least one course from the following

- IPC – must be completed prior to Chemistry and Physics
- An additional lab-based science course.

SOCIAL STUDIES……..……..4
Must include US History, one-half credit Government, one-half credit Economics, World History, and World Geography

OTHER LANGUAGES……..……...2
Must consist of 2 levels in the same language

FINE ARTS……..…1
Choir, Band, Dance, Art, Theatre Arts, Principles & Elements of Floral Design

PHYSICAL EDUCATION……..……...1
May include Athletics or PE (up to 4 credits), Drill Team 1, JROTC 1, Cheerleading, the fall semesters of Marching Band

SPEECH……..……..0.5
ELECTIVES……..…..5.5

TOTAL CREDITS……..….26

STATE ASSESSMENT PERFORMANCE
In addition to the credit requirements as listed above, students who entered the 9th grade in 2011 and after must meet passing standards on English 1, English, Algebra 1, Biology, and U.S. History EOC Exams.

26-Credit Distinguished High School Program

ENGLISH……..……..4
Must consist of English I, 2, 3, and 4 (ESOL 1 and 2 may be substituted appropriately).

MATHEMATICS……..……..4
Must include Algebra 1, Geometry, Algebra 2 and at least one course with Algebra 2 as a prerequisite.

SCIENCE……..……..4
Three credits must consist of Biology, Chemistry, Physics, and at least one additional lab-based science course. (IPC will not satisfy this requirement.)

SOCIAL STUDIES……..……..4
Must include US History, one-half credit Government, one-half credit Economics, World History, and World Geography

OTHER LANGUAGES……..……...3
Must consist of 3 levels in the same language

FINE ARTS……..…1
Choir, Band, Dance, Art, Theatre Arts, Principles & Elements of Floral Design

PHYSICAL EDUCATION……..……...1
May include Athletics or PE (up to 4 credits), Drill Team 1, JROTC 1, Cheerleading, the fall semesters of Marching Band

SPEECH……..……..0.5
ELECTIVES……..…..4.5

TOTAL CREDITS……..….26

STATE ASSESSMENT PERFORMANCE
In addition to the credit requirements as listed above, students who entered the 9th grade in 2011 and after must meet passing standards on English 1, English, Algebra 1, Biology, and U.S. History EOC Exams.

ADVANCED MEASURES
In addition to the requirements listed above, DAP candidates must meet appropriate advanced measures. Work closely with your counselor to ensure these have been met.

Graduation Requirements

The Foundation High School Program + Endorsement

The following requirements apply to students first entering the 9th grade in the fall of 2014 and thereafter.

FOUNDATION HIGH SCHOOL PROGRAM (FHSP)

The 22-Credit Foundation is Required for All Endorsements

ENGLISH……..……4
Must consist of English I, 2, 3 (ESOL 1 and 2 may be substituted appropriately), and an additional/advanced English course.

MATHEMATICS……..……..3
Must include Algebra 1, Geometry, and an additional/advanced math course beyond Algebra 1

SCIENCE……..……..3
Must include one Biology credit, one credit selected from IPC, Chemistry, or Physics; and one additional/advanced science course

SOCIAL STUDIES……..……..3
Must include US History, one-half credit Government, one-half credit Economics, and World History **or** World Geography

OTHER LANGUAGES……..……..2
Must consist of 2 levels in the same language

FINE ARTS……..…1
Choir, Band, Dance, Art, Theatre Arts, Principles & Elements of Floral Design

PHYSICAL EDUCATION……..1
May include Athletics or PE (up to 4 credits), Drill Team 1, JROTC 1, Cheerleading, the fall semesters of Marching Band

ELECTIVES……..5

FHSP SUBTOTAL CREDITS……..….22

ADDITIONAL REQUIREMENTS FOR ENDORSEMENTS

MATHEMATICS……1

SCIENCE……...1

ENDORSEMENT-SPECIFIC ELECTIVES……...…2
Electives must be chosen from one of the endorsement areas of STEM, Business and Industry, Arts and Humanities, Public Services, or Multidisciplinary Studies

TOTAL CREDITS: FHSP + ENDORSEMENT……...26
College Board Advanced Placement and Dual Credit courses may be substituted in appropriate areas for both Foundation and Endorsement credits.

STATE ASSESSMENT PERFORMANCE
In addition to the credit requirements as listed above, students must meet passing standards on the following End-of-Course Exams:

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

ENDORSEMENTS

All students are required to declare an endorsement in writing. Students will be permitted to change their endorsement with written notification.

There are five endorsement options, which allow students flexibility based on individual interests and career goals. Each endorsement category is designed to prepare students to successfully enter postsecondary education or the workforce upon graduation from high school.

The endorsement and the career areas to which they correspond are as listed below:

- **STEM** – Science, including Computer Science; Technology; Engineering and Mathematics;
- **PUBLIC SERVICES** – Education and Training; Government and Public Administration; Health Science; Human Services; and Law, Public Safety, Corrections and Security;
- **BUSINESS AND INDUSTRY** – Agriculture, Food, and Natural Resources; Architecture and Construction; Business Management and Administration; Finance; Hospitality and Tourism; Information Technology; Manufacturing; Marketing; Transportation; and Journalism, including broadcast journalism, newspaper, and public speaking;
- **ARTS AND HUMANITIES** – Fine Arts; Economics with Emphasis on Free Enterprise; English Language Arts; and Languages Other than English;
- **MULTIDISCIPLINARY STUDIES** – Allows students to take courses in several endorsement areas as listed.

RECOGNITIONS

Students have the opportunity to earn additional recognitions in the following areas.

DISTINGUISHED LEVEL OF ACHIEVEMENT

A student may earn a distinguished level of achievement by successfully completing all curriculum requirements for the Foundation High School Program, plus

- A fourth credit in mathematics, which must include Algebra II;
- A fourth credit in science;
- The requirements of at least one endorsement
- A student must graduate with a Distinguished Level of Achievement to be eligible for automatic admission to a Texas public college or university.

PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgement in one or more of the following categories:

- AP test score of 3 or higher ***or*** Outstanding performance on the PSAT(Commended or higher) ***or*** ASPIRE (college ready on at least 2 of 4 subject tests) ***or*** the SAT (1250) **or** the ACT (28);
- 12 hours of college credit College Grade of 3.0 or above) ***or*** Associate's Degree
- Bilingualism and biliteracy; and
- Earning a nationally or internationally recognized business or industry certification or license

Endorsement Options

STEM

STEM (Science Technology Engineering Math) requires the completion of Algebra 2, Chemistry, and Physics

Mathematics: (Choose 2)
Pre-Calculus, AP Statistics, Engineering Mathematics, AP Calculus, DC Math (2 courses), Advanced Quantitative Reasoning

Science: (Choose 3)
AP Physics 1, AP Physics 2, AP Biology, DC Science (2 courses), Anatomy and Physiology, Forensics, Aviation, AP Chemistry, AP Environmental, Aquatics, Environmental, Advanced Animal Science, Principles of Engineering

Engineering:
Choose 2:
Intro to Engineering Design
Principles of Engineering
Choose 1:
Civil Engineering and Architecture
Engineering Design and Development
Plus one additional CTE Credit

ARTS AND HUMANITIES

Arts and Humanities requires the completion of one additional mathematics course and one additional science course

Social Studies: *Choose 5* credits (3 are part of FHSP)
World Geography, World History (includes AP), US History (includes AP and DC), US Government (includes AP and DC), Economics (includes AP), AP European History, Psychology, Sociology

English: *Choose 4* credits
English IV (includes AP and DC), Creative Writing, Humanities, Communication Applications (1/2 credit), AP English Literature and Composition, Literary Genres

Languages Other than English:
Choose 4 levels of the same language or 2 levels from 2 different languages:
- Spanish
- French
- ASL

Dance: Four levels of Dance

Music: Four levels of Music, Band, or Choir

Theatre Arts: Four levels of Theatre Arts, Technical Theatre, or Theatre Production

Art:
Art 1 *and*
Choose 1:
- Art 2 Drawing
- Art 2 Painting
- Art 2 Print Design
- Art 2 Ceramics
- Art 2 Sculpture

Choose 1:
- Art 3 Advanced Print Design
- Pre-AP Art 3 Portfolio
- AP Art 3 Drawing
- Art 3 Photography

Choose 1:
- Art 4 Advanced Photography
- AP Art 4 Two-Dimensional Design

PUBLIC SERVICES

Public Services requires the completion of one additional mathematics course and one additional science course

Health Science:
Choose 2 credits:
- Principles of Health Science
- Medical Terminology
- Health Science 1

Choose 1 advanced credit:
- Practicum in Health Science (EMT or Pharm Tech)
- Anatomy and Physiology

Plus one additional CTE Credit

Education and Training
Choose 2 credits:
- Child Development
- Interpersonal Studies
- Instructional Practices in Education and Training

Choose 1 advanced credit:
- Human Growth and Development
- Practicum in Education and Training

Plus one additional CTE Credit

Law Public Safety, Corrections, and Securities::
Choose 2 credits:
- Principles of Law, Public Safety, Corrections, and Securities
- Law Enforcement I

Choose 1 advanced credit:
- Law Enforcement II
- Forensic Science
- Forensic Psychology

Plus one additional CTE Credit

JROTC
Four courses in JROTC

MULTIDISCIPLINARY STUDIES

Multidisciplinary Studies requires the of completion one additional mathematics course and one additional science course

4 Advanced Courses:
Choose 4 Advanced Courses from
- AP Courses
- DC Courses
- Other Advanced Courses not in a coherent sequence

4 Advanced Placement or Dual Credit Courses:
Choose 4 AP/DC Courses from:
- One AP/DC English Course
- One AP/DC Math Course
- One AP/DC Social Studies Course
- One AP/DC Science Course
- One AP/DC Languages other than English
- One AP/DC Fine Arts

4 Credits in Foundation Areas:
Choose 4 Advanced Courses from
- English 4
- Chemistry
- Physics
- Additional Math
- Additional Social Studies

Endorsement Options

BUSINESS AND INDUSTRY

Business and Industry requires the completion of one additional mathematics course and one additional science course

Agriculture, Food and Natural Resources:

Choose 2 credits from:
- Principles of Ag, Food, and Natural Resources
- Livestock Production
- Horticulture Science
- Ag Mechanics and Metal Tech
- Equine Science
- Wildlife, Fisheries, and Ecology Management
- Principles and Elements of Floral Design

Choose 1 credit from:
- Veterinary Medical Applications
- Advanced Animal Science
- Advanced Horticulture Science
- Practicum in Horticulture
- Agricultural Facilities Design and Fabrication
- Practicum in Ag, Food, and Natural Resources

Plus one additional CTE credit

Arts A/V Technology:

Choose 2 credits from:
- Principles of Arts and A/V
- Animation+
- Audio Video Production
- Graphic Design and Illustration
- Commercial Photography
- Professional Communications

Choose 2 credits from:
- Advanced Graphic Design and Illustration
- Advanced Animation
- Advanced A/V Production
- Practicum in A/V Production
- Practicum in Graphic Design and Illustration

Finance:

Choose 2 credits from:
- Principles of Business, Marketing, and Finance
- Banking and Financial Services

Choose 1 advanced credit from:
- Accounting 1
- Accounting II

Plus one additional CTE credit

Marketing:

Choose 2 credits from:
- Advertising and Sales
- Banking and Financial Services
- Sports and Entertainment Marketing

Choose 1 advanced credit from:
- Entrepreneurship
- Marketing Dynamics

Plus one additional CTE credit

BUSINESS AND INDUSTRY *cont.*

Business and Industry requires the completion of one additional mathematics course and one additional science course

Information Technology:

Choose 1 credit from:
- Principles of Information Technology

Choose 2 advanced credits from:
- Computer Science and Software Engineering (CSE)
- Computer Science Applications (CSA)
- Research in Information Technology

Plus 1 additional CTE credit

Hospitality and Tourism:

Choose 1 credits from:
- Principles of Hospitality and Tourism
- Lifetime Nutrition and Wellness

Choose 2 credits from:
- Restaurant Management (Intro to Culinary Arts)
- Culinary Arts

Plus one additional CTE credit

Transportation, Distribution, and Logistics:

Choose 2 credits from:
- Principles of Trans, Distribution, and Logistics
- Automotive Technology

Choose 1 advanced credit from:
- Advanced Automotive Technology
- Practicum in Automotive Technology

Plus one additional CTE credit

Advanced Journalism/Yearbook:

Choose 3 courses from:
- Journalism/Yearbook 1
- Journalism/Yearbook 2
- Journalism/Yearbook 3

Choose 1 additional English Course

Public Speaking:

Choose 3 courses from:
- Debate 1
- Debate 2
- Debate 3

Choose 1 additional English Course



Associate's Degree Concurrent with High School Diploma

Requirements for Completing Concurrent Associate's Degree with High School Diploma:

- WC offers GISD students AA, AS, and an AAS Degrees*
- Must complete the Core requirements
- Must have college sixty hours, only 29 college hours can be completed at GHS campus due to Weatherford College SACS guidelines.
- Must complete High School Graduation Requirements
- Must be advised by GISD counselor AND a Weatherford College Advisor
- Should have a degree plan from a Weatherford College Advisor

Additional Information for Success

- Must collaborate explicitly with GHS counselor and Weatherford College academic advisor
- Would need to take English 1 and Algebra 1 in Grade 8
- Must meet "Exceptional Student" requirement to start college work in Grade 10
- Limited to 29 Dual Credit Hours at GHS by SACS rule
- After 29 Credit hours at GHS, must complete other hours at Weatherford College
- Some Weatherford College Courses can be used as Dual Credit.
- Weatherford College classes can be taken at Granbury Education Center or Weatherford College in Weatherford
- Weatherford College classes can be taken during regular semesters, Summer I and/or Summer II

Associate's Degree/Education
Concurrent with HS Diploma
(Sample Plan)

Grade 10
- DC Eng 1301/1302
- TECA 1354/1303
- WC Speech1315
- WC Kine 1238

Grade 11
- DC Eng 2311/2331
- DC US Hist 1301/1302
- DC Math 1314
- WC Drama 1310
- WC Educ 1301/2301
- WC Biol 1406

Grade 12
- DC Govt 2305/2306
- WC Math 1350/1351
- WC Phys 1415/1417
- WC Econ 2301
- WC Geog 1301

This is an example of an Associate's Degree through Weatherford College/GHS partnership. This fully transfers to Tarleton toward a degree in education and a teaching certification.

Associate's Degree/Engineering
Concurrent with HS Diploma
(Sample Plan)

Grade 10
- DC Eng 1301/1302
- WC Speech1315
- WC Psyc 2314

Grade 11
- DC Eng 2311/2322
- DC US Hist 1301/1302
- WC Drama 1310
- WC Psyc 2301
- WC Math 2412/2413
- WC Chem 1411/1412

Grade 12
- WC Math 2414/2415
- DC Govt 2305/2306
- WC Phys 2425/2426
- WC Kine 1230/1164

This is an example of an Associate's Degree through Weatherford College/GHS partnership. College credit for Introduction to Engineering Design and Principles of Engineering is awarded by the University of North Texas.

Course Description Legend

Course Description Information:

Course Name (Course Number) Credits Earned – Intended Grade Level(s) *Prerequisites:* Course required prior to enrollment (Course Indicators) Full course description.	**English 1** (0110) 1 credit - Grade 9 *Prerequisites:* None Provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills.

Course Indicators:

The following legend for Course Indicators will be used throughout the course catalog.

	• **Foundation Course Requirement**
	• **STEM Endorsement**
	• **Business & Industry Endorsement**
	• **Public Services Endorsement**
	• **Arts & Humanities Endorsement**
	• **Multidisciplinary Studies Endorsement**
	• **Weighted Course. Courses with this icon carry a 5-point weight.**
	• **Distinguished Achievement**
	• **End of Course Test Required**
	• **Advanced Placement Course** • **AP Exam at End of Course for College Credit**
	• **Dual Credit Course** • **College Entrance Requirements Must Be Met**
	• **Teacher Approval Required**
	• **Outside of Class Commitment**
	• **Certification Available**
	• **2 Periods During the School Day**
	• **Physical Required to Enroll** • **Must be received BEFORE the first day of practice**

English

English 1 (0110)
1 credit - Grade 9
Prerequisites: None



Provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills.

English for Speakers of Other Languages (ESOL 1, 2) *(0100, 0105)*
½ -1 credit – Grades 10-12
Prerequisite: Committee decision after language survey testing



The four language skills (listening, speaking, reading, and writing) are offered in a developmental sequence. The course is designed to consider cultural backgrounds of the students and to incorporate those with instruction. Only two credits may count as English graduation requirements.

English 2 (0120)
1 credit - Grade 09-10
Prerequisite: English 1



Develops writing skills through a study of grammar, usage, mechanics, and vocabulary. The course provides a survey of world literature and integrates writing with the study of literature.

Pre-Advanced Placement English 2 *(0125)*
1 credit - Grade 9-10
Prerequisites: English 1 and suggested reading list



Designed for students with a high degree of skill in reading, writing, and interpretation of literature. One of the major objectives of this course is to prepare students for the Advanced Placement English Language and Composition Examination and Advanced Placement English Literature and Composition Examination given by the College Board their junior and senior years.

English 3 (0130)
1 credit – Grades 10-11
Prerequisites: English 1 and English 2



Provides a survey of American literature, including representative writers and their contributions to the literary heritage of the U.S. Also, inte*grates writing skills with the study of literature and the research process.*

Advanced Placement English 3 *(0135)*
1 credit - Grades 10-11
Prerequisites: English 2 or Pre-AP English 2 and Suggested Reading List



An Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions add to effectiveness in writing. After completing this course students may take the Advanced Placement English Language and Composition Examination given by College Board for possible college credit.

Dual Credit English 3 (ENGL 1301/ ENGL 1302) *(0137)*
1 credit – Grades 10-11
Prerequisites: TSI Assessment and registration with Weatherford College



This course offers students the opportunity to earn simultaneous credit in both high school junior English and freshman college English (1301 &1302) through Weatherford College.

English 4 (0140)
1 credit – Grades 11-12
Prerequisites: English 1, English 2, and English 3



Provides a survey of English literature, which traces the development of literary forms and movements through the reading of representative selections from significant British writers. The course also includes an intense study of composition and research skills.

English

Advanced Placement English 4 (0145)
1 credit - Grades 11-12
Prerequisites: AP English 3 and suggested reading list



An Advanced Placement English course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. After completing this course students may take the Advanced Placement English Literature and Composition Examination given by the College Board for possible college credit.

Dual Credit English 4 (ENGL 1301/ENGL 1302) (0147)
1 credit - Grades 11-12
Prerequisites: TSI Assessment and registration with Weatherford College



This course offers students the opportunity to earn simultaneous credit in both high school senior English and freshman college English (1301&1302) through Weatherford College.

Dual Credit Research and Technical Writing (ENGL 2311) (0150)
½ credit- Grades 11-12
Prerequisites: College English 1301 & 1302
***May count for English 4 credit**



Students will practice in workplace writing skills. Of special benefit to students planning to enter technical fields, the course involves students in writing technical reports, business correspondence, and other forms of technical writing. Students will receive 3 hours of college credit.

Dual Credit Literary Genres (ENGL 2322) (0155)
½ credit- Grades 11-12
Prerequisites: College English 1301 &1302
***May count for English 4 credit**



This single semester course includes selected significant works of British literature, including the study of movements, schools, or periods. The course may include literature of England from Anglo-Saxon times to the twentieth century. Students are provided opportunities to analyze and evaluate the progression of ideas and emphasize religious, political, and socioeconomic commentaries. Students are also encouraged students to practice critical thinking and critical analysis by reading literature and writing about literature. Students will receive three hours of college credit.

College Prep ELA (0143)
1 credit – Grade 12

Prerequisites: Counselor Placement
This ELA course will have a focus on skills that are intended to prepare students for college level credit-bearing courses without the need for remedial courses. Successful completion of this course will waive the TSI requirement for ***Weatherford College only***.

Creative and Imaginative Writing (0193)
1 credit – Grades 11-12
Prerequisites: None



Students are expected to apply the skills taught in class to their own writing in such forms as essays, short stories, poetry, and drama. Students will demonstrate an understanding of the recursive nature of the writing process, improving each draft based on the feedback from previous drafts. They will analyze and discuss published pieces of writing and the writing of peers, as well as set their own goals as writers.

Humanities (0157)
1 credit – Grades 11-12
Prerequisites: None



This course includes the study of major historical and cultural movements and their relationship to cultural artifacts of our society, literature, film, television, etc. Students will examine both the time and society the films represent by investigating the cultural and historical context of the American Cinema from the period of its inception (1885) to the present. Daily attendance, participation in classroom discussions and presentations are a necessity.

Speech:

Professional Communication (9850)
½ credit – Grades 9-12
Prerequisites: None



Professional Communications offers students a required speech credit while blending written, oral, and graphic communication. Students will be provided a strong academic foundation in professional oral and written communication while integrating computer and technology applications. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Professional Communications within careers and the workplace will be included in this curriculum.

English Electives

Journalism Yearbook Production 1 (0165)
1 credit – Grades 9-12
Prerequisites: Teacher Approval

Students will work together as a staff to record the yearly history of Granbury High School. Students will learn basic layout and design elements, theme development, photography, and copy writing skills that go into producing a yearbook. Students must successfully complete an interview with the advisor in order to be considered for the yearbook staff.

Journalism Yearbook Production 2 & 3 (0166, 0167)
1 credit - Grades 10-12
Prerequisites: Teacher Approval

Students will work together as a staff to record the yearly history of Granbury High School. Students will learn basic layout and design elements, theme development, photography, and copy writing skills that go into producing a yearbook. Students must successfully complete an interview with the advisor in order to be considered for the yearbook staff.

Competitive Debate 1 (0175)
1 credit – Grades 9-12
Prerequisite: Teacher recommendation, Audition for Placement

This course is for students interested in higher education or careers in law, business, public relations, politics, or performance. Students will learn the history and origins of debate, debate ethics, research and filing strategies, argumentation, and styles of delivery. Students will also learn the basic structure and format of debate types such as Lincoln Douglas, Cross Examination, Public Forum and Student Congress. Students train to compete in tournaments in the events of Cross Examination, Lincoln-Douglas Debate, Public Forum Debate (a type of team debate), Extemporaneous Speaking (impromptu speeches analyzing current events), and Congressional Debate. Most of the course focuses on the in-class debating of major political and ethical issues. Students are taught case-writing, rebuttals, cross-examination skills, analytical thinking, and political and moral philosophy. Students are required to participate in at least one tournament each grading period.

Competitive Debate 2, 3, 4 (0176, 0177, 0178)
1 credit - Grades 10-12
Prerequisite: Instructor approval

Provides students with advanced instruction in debate and competition. Students must complete additional requirements to achieve honors credit including peer coaching and competition in a minimum of three tournaments per semester (one per grading period), critical evaluation of debate rounds, writing and sharing evidence briefs for the team, attendance of regular practice sessions after school, and participation in any local invitational meets or activities sponsored by the GHS Speech & Debate Team.

Oral Interpretation I (0190)
1 credit – Grades 10-12
Prerequisites: None

Students will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

ORAL INTERPRETATION 2, 3, 4
½-1 credit – Grades 10-12
Prerequisite: Intro to Oral Interp, teacher approval

These courses are designed for students with a background in acting/theater who wish to compete in speech tournaments in interpretive events. Students will select, research, analyze, adapt, interpret, and perform literary texts. Students are expected to focus on intellectual, emotional, sensory, and aesthetic levels of texts and attempt to capture the entirety of the author's work in a performance capacity. Individual or group performances will be presented and evaluated. Participation in competitive speech events is a requirement for this course. (UIL Prose & Poetry candidates must enroll in an OI class.)

Mathematics

Algebra 1 (0210)
1 credit - Grades 9
Prerequisites: None



This course builds on previous experience in mathematics. It includes properties and operations of real numbers, the solving of linear equations and inequalities, and properties of fractions and algebraic fractions. The course also teaches the coordinate plane and linear equations and inequalities with two variables and radicals.

Geometry (0220)
1 credit – Grades 9-12
Prerequisite: Algebra 1



Concepts of space geometry are integrated with plane geometry. Algebraic skills are reviewed and strengthened through applications in problem solving. This course includes theory and application, formal and informal proofs, trigonometry, constructions and logic, coordinate geometry, and transformations.

Pre-Advanced Placement Geometry (0225)
1 credit – Grades 9-10
Prerequisite: Algebra 1



This course is designed for the advanced, academically bright math student who meets the placement criteria listed for honors courses. Some additional material will be covered in this course that is not covered in regular geometry. Emphasis will be placed on independent study and research, and higher level thinking skills.

Algebra 2 (0230)
1 credit – Grades 10-12
Prerequisite: Algebra 1



Extends and continues Algebra 1. Some new topics will be covered such as complex numbers, conic sections, higher order equations, exponential and logarithmic functions, matrices, and probability and statistics. Emphasis is placed on problem solving skills.

Pre-Advanced Placement Algebra 2 (0235)
1 credit - Grades 10-11
Prerequisites: Algebra 1



This course is designed for students who have displayed a high degree of understanding in previous Algebra and Geometry classes. All the topics included in regular Algebra 2, as well as more difficult problems and more independent research, will be added to the course. Emphasis is placed on skills to begin preparing students for the Advanced Placement Calculus curriculum.

Mathematics Modeling with Applications (0260)
1 credit – Grades 10-11
Prerequisite: Algebra 1

Students use algebraic, graphical, geometrical, and statistical reasoning to recognize patterns and structures, to model information, and to solve problems from various disciplines. Students use math methods to model and solve real-life problems involving money, data, chance, patterns, music, design and science.

Precalculus (0245)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2



This course is designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are: functions and their graphs, trigonometric functions, applications of trigonometry, trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series, and introduction to limits.

Pre-Advanced Placement Precalculus (0240)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2



This course is designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are: functions and their graphs, trigonometric functions, applications of trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series, and introduction to limits. Emphasis is placed on advanced skills in math as preparation for the Advanced Placement Calculus Course.

Advanced Placement Calculus AB (0255)
1 credit - Grade 12
Prerequisites: Precalculus



The course covers the material in the first semester of Calculus at a college or university. Topics included are analytical geometry, limits, differentiation of algebraic functions, application of differentiation, the definite integral, calculus of trigonometric and exponential functions, and techniques of integration.

Mathematics

Advanced Quantitative Reasoning (AQR) (0280)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2

Advanced Quantitative Reasoning (AQR) is a mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

Engineering Mathematics (9780)
1 credit – Grades 11-12
Prerequisite: For PLTW Students Only

Engineering Math is a course designed to complement the PLTW course of study. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

Statistics
1 credit – Grades 11-12
Prerequisite: Algebra 1 and Geometry

This course acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be immersed in real world applications and data.

Algebraic Reasoning
1 credit – Grades 11-12
Prerequisite: Algebra 1 and Geometry

Student will further develop their ability to represent and draw inferences about algebraic relations and functions using the basic algebraic properties of commutativity, associativity, identity, inverse, and disributivity. They will develop a more formal understanding of functions.

College Prep Math
1 credit – Grades 12
Prerequisite: Counselor Placement

This math course will have a focus on skills that are intended to prepare students for college level credit-bearing courses without the need for remedial courses. Successful completion of this course will waive the TSI requirement for ***Weatherford College only.***

AP Statistics (0270)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. This course is equivalent to an introductory, non-calculus based, college course in statistics.

Dual Credit Math: College Algebra (MATH 1314) (0236)
½ credit – Grades 11-12
Prerequisites: Geometry, Algebra 2, TSI assessment and registration with Weatherford College

This course is designed for the non-mathematics major and is part of the common core. It includes sets and set operations, linear equations, non-linear equations, quadratic equations, inequalities, functions and graphs, systems of equations, algebraic operations with rational and irrational numbers, complex numbers and logarithms.

Dual Credit Math: Contemporary Mathematics (MATH 1332) (0237)
½ credit – Grades 11-12
Prerequisites: Geometry, Algebra 2, TSI assessment and registration with Weatherford College

This course is part of the common core at Weatherford College. It will provide knowledge of the nature of mathematics as well as training in mathematical thinking and problem solving. All topics are motivated by real world applications and may include logic, problem solving, financial management, probability, statistics, modeling, and the mathematics of politics.

Science

Biology (0310)
1 credit - Grade 9
Prerequisites: None



Students conduct laboratory experiments in a variety of topics that include: structures and functions of cells and viruses, growth and development of organisms, cells, tissues and organs, nucleic acids and genetics, metabolism and energy transfers in living organisms, ecosystems, and plants and the environment.

Pre-Advanced Placement Biology (0315)
1 credit - *CNG Grade 9 only*
Prerequisites: None



Students conduct laboratory experiments in a variety of topics that include: structures and functions of cells and viruses, growth and development of organisms, cells, tissues and organs, nucleic acids and genetics, metabolism and energy transfers in living organisms, ecosystems, and plants and the environment. Students will utilize skills in self-directed learning, creative, logical, and critical thinking, research, and communication by producing innovative performances and products that reflect creativity and individuality in an advanced program. Independent reading and a project are required.

Advanced Placement Biology (0325)
1 credit - Grades 9-12
Prerequisites: Biology, Algebra 1



This course is designed to provide students adequate knowledge and laboratory skills to test out of freshman level college biology. Biochemistry, genetics and advanced plant and animal biology are examples of studies.

Dual Credit Zoology/Botany (SR &D 3) (0328)
1 credit (4 College Credits per semester) - Grades 11-12
Prerequisites: Biology & Chemistry, TSI assessment and registration with Weatherford College



Zoology – Semester A **(BIOL 1413)**
An introduction to the physical and chemical organization of living organisms, cell structure, function, and metabolism. Students learn to understand and interpret terms and discover principles covering all aspects of living organisms. Course can count as 4th year science. Students will receive 4 hours of college credit.
Botany – Semester B (BIOL 1411)
An introduction to plant and animal growth, plant and animal tissues and systems, ecology, evolution and behavior. Course can count as 4th year science. Students will receive 4 hours of college credit.

Integrated Physics and Chemistry (0305)
1 credit - Grade 10-12
Prerequisites: None

Laboratory-oriented class that integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy, transformations, properties of matter, changes in matter, and solution chemistry.

Chemistry (0330)
1 credit - Grades 10-12
Prerequisites: One unit of high school science, Algebra 1



Covers general exploratory experiences and activities in the concepts of matter, atomic structure, chemical equations, properties of solutions, acids and bases, and nuclear chemistry.

Pre-Advanced Placement Chemistry (0335)
1 credit - Grades 10-11
Prerequisites: One unit of high school science and strong foundation in Algebra I



This course follows the course description of Chemistry with a focus on advanced laboratory skills and critical thinking skills to prepare students for Advanced Placement chemistry. *Performance-based projects are required.*

Advanced Placement Chemistry (0345)
1 credit - Grades 11-12
Prerequisites: Chemistry, Algebra 2



This is a laboratory-oriented course which reinforces basic concepts of Pre-Advanced Placement Chemistry with emphasis on more independent study and the improvement of laboratory techniques. Advanced topics include thermodynamics, equilibrium, kinetics, electrochemistry, and descriptive chemistry. This course is designed for students desiring to place out of freshman college chemistry by taking the Advanced Placement examination at the end of the course.

Anatomy & Physiology (9470)
1 credit – Grades 11-12
Prerequisites: Biology I and Chemistry I or Physics



Extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis. Principles of physiology will be applied to human health and well-being.

Science cont.

Physics (0360)
1 credit - Grades 10-12
Prerequisites: None



Students conduct laboratory investigations involving such topics as laws of motion, force, conservation of energy, and momentum; electricity; thermodynamics; wave motion; and quantum physics.

Advanced Placement Physics 1
(0366)
1 credit – Grades 10-12
Prerequisites: Geometry and concurrent enrollment in Algebra 2 or equivalent course



Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

Advanced Placement Physics 2 (0367)
1 credit – Grades 11-12
Prerequisites: AP Physics 1 and concurrent enrollment in Precalculus or equivalent course



Students explore principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

Aquatic Science (0380)
1 credit – Grades 11-12
Prerequisites: None

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

Environmental Science (0385)
1 credit – Grades 11-12
Prerequisites: None

This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems.

AP Environmental Science (0395)
1 credit – Grades 10-12
Prerequisites: Biology and Chemistry



This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems. This is an in-depth and rigorous course that covers topics requiring a high level of cognitive learning skills. It is designed to prepare students to take the AP exam. Students are expected to take the AP exam.

Science cont.

Forensics (9660)
1 credit – Grades 11-12
Prerequisite: 2 years of high school science

Have you ever watched CSI and asked “Do they really do that stuff” or think “I want to do that”? In Forensic Science you will learn that there is more to CSI than little flashlights and sunglasses. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Through case studies and simulated crime scenes, students will use scientific methods to collect and analyze evid9012ence, such as fingerprint analysis, ballistics, blood spatter, bones, autopsies, and DNA. Students will learn the history, legal aspects, and career options for forensic science. Do you have what it takes to be a true Crime Scene Investigator?

Aviation (SR&D 2) (9820)
1 credit Grades 11-12
Prerequisite: 1 year of high school science

Students will become familiar with the process that leads to a private pilot’s license. They will visit the Granbury Regional Airport, study the active structures that make an airplane function and sit in the ‘pilot in command’ seat pointing out the function of all instruments on the control panel. Meteorology, navigation, mechanics of aircraft, control surfaces affecting flight, and careers in aviation are among the topics studied. This course will be taught by a certified pilot. Other field trips to nearby airports may be an important part of the curriculum.

Social Studies

World Geography Studies (0400)
1 credit - Grade 9
Prerequisites: None



Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography.

Pre-Advanced Placement World Geography Studies (0405)
1 credit – *CNGC Grade 9 only*
Prerequisites: None



Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students must utilize self-directed learning; creative, logical, and critical thinking; research and communication by producing innovative performances and products that reflect creativity and individuality in an advanced program. Independent reading required.

World History Studies (0410)
1 credit - Grades 10
Prerequisites: None



World History Studies is a course that offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present

AP World History (0417)
1 credit – Grades 10-12
Prerequisites: Pre-AP World Geography



This course presents a comprehensive history of the world, allowing students to view history in a global and integrated way. It will afford students the opportunity to gain a Distinguished Achievement measure as well as college credit by successful completion of the associated AP exam in May. Major facets of the course include the impact of interaction among major societies, relationship of change and continuity, impact of technology and demography on people and the environment, systems of social structure and gender structure, cultural and intellectual developments and interactions, and changes in functions and structures of states and in attitudes toward states and political identities, including the rise of the nation-state. This course meets the one-year world history social studies graduation requirement.

United States History Studies Since Reconstruction (0420)
1 credit – Grade 10-12
Prerequisites: None



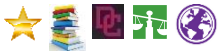
This course covers the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights.

Advanced Placement United States History (0425)
1 credit - Grade 10-12
Prerequisites: World History, World Geography, completion of suggested reading



This program is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and topics in U. S. History. Students will develop the skills necessary to arrive at conclusions based on informal judgment and to present reasons and evidence clearly and persuasively in essay format. Upon completion of this course, students are expected to take the U.S. History Advanced Placement exam.

Dual Credit United States History to 1877 (HIST 1301) (0426)
½ credit – Grades 10-12
Prerequisites: TSI assessment and registration with the Weatherford College



This survey course develops the ability to organize, interpret, and evaluate several sources of information about the political, economic, and cultural history of the United States from its roots to the close of Reconstruction.

Dual Credit United States History from 1877 (HIST 1302) (0427)
½ credit – Grades 10-12
Prerequisites: TSI assessment and registration with Weatherford College, DC US History 1301



This survey course develops the ability to organize, interpret, and evaluate several sources of information about the political, economic, and cultural history of the United States from the end of Reconstruction to the 1990s.

Social Studies cont.

Advanced Placement European History (0430)
1 credit – Grades 11-12
Prerequisites: World History or World Geography

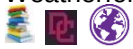
This Advanced Placement social studies elective consists of the study of European history since 1450. It introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world of today. Students will develop the skills necessary to arrive at conclusions based on informal judgment and to present evidence clearly and persuasively in essay format.

US Government (0440)
½ credit - Grade 11-12
Prerequisites: None

In US Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels.

Advanced Placement American Government & Politics (0445)
½ credit-Grade 11-12
Prerequisites: None

This program gives students a critical perspective on government and politics in the United States. The course requires familiarity with the various institutions, groups, beliefs and ideas that make up the American political reality. Upon completion of this course, students are expected to take the Advanced Placement exam.

Dual Credit Government 1 (GOVT 2305) – Federal Government - Federal Constitution & Topics (0443)
½ credit – Grade 11-12
Prerequisites – TSI assessment and registration with Weatherford College

Students will study the origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

Dual Credit Government 2 (GOVT 2306) – Texas Government - Texas Constitution & Topics) (0444)
½ credit – Grade 11-12
Prerequisites – TSI assessment and registration with Weatherford College, DC Government 2605

Students will study the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

Economics and the Free Enterprise System (0450)
½ credit - Grade 11-12
Prerequisites: None

This course teaches the need to make choices in a world of limited resources and unlimited wants. It will introduce the microeconomic concepts of supply and demand, and business production, as well as the macroeconomic concepts behind fiscal and monetary policy. There is also a focus on personal financial literacy using materials approved by the State Board of Education.

Advanced Placement Macroeconomics (0455)
½ credit - Grade 11-12
Prerequisites: None

This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The focus is on fiscal and monetary policy, purpose, implementation and outcome. Students are expected to take the Advanced Placement exam.

Psychology (0470)
½ credit - Grades 11-12
Prerequisites: None

This survey course introduces the students to the field of psychology. It is designed to give students a basic history of psychology, theories of learning, self-awareness, the process of thinking, personality, heredity and mental health as well as a study of human growth and development.

Sociology (0475)
½ credit - Grades 11 -12
Prerequisites: None

This course deals with the study of people and their interaction with one another. It involves learning about institutions found in all societies such as the family, community organizations, and political and social activities. Broad areas of content include mobility of people, human relationships, and factors in society that influence human personality.

Personal Financial Literacy
½ credit - Grades 09-12
Prerequisites: None

Personal Financial Literacy is a one semester course which helps students understanding the rights and financial responsibilities in managing money. In addition, students will learn ways of paying for college/post-secondary education and how to apply for federal student financial aide.

Description of Courses

Foreign Language

Spanish 1 (0600)
1 credit - Grades 9-11
Prerequisites: None



This course teaches phonics, basic speech patterns, and sentence structure. Emphasis is on vocabulary acquisition, with exercises in reading, writing, listening, and speaking. Culture is introduced.

Spanish 2 (0605)
1 credit - Grades 9-12
Prerequisite: Spanish 1



This course teaches skills in using Spanish for everyday life situations. Emphasis is on grammar, with several past tense, present tense, and command verb forms. Subjunctive forms are introduced. Cultural studies are included.

Spanish Language for Native Speakers 2 (0606)
1 credit – Grades 10-12
Prerequisite: Spanish for Spanish Speakers



This course continues to build on a student's oral skills in Spanish to increase and expand reading and writing abilities. It develops critical thinking skills in Spanish that will be transferable to English. Students successfully completing this one credit course will be prepared for Pre-AP for Spanish Speakers 3. Students must be recommended by their teacher or counselor to participate in this course.

Pre-Advanced Placement Spanish 3 (0610)
1 credit - Grades 10-12
Prerequisites: Spanish 1, Spanish 2



This course offers advanced conversational and writing skills and literature.

Pre-Advanced Placement Spanish 3 for Native Speakers (0611)
1 credit - Grades 10-12
Prerequisites: Spanish for Spanish Speakers



This course builds on a student's oral skills in Spanish. It increases and expands a student's skills in oral, written and interpretive modes.

Advanced Placement Spanish 4 (0616)
1 credit – Grades 11-12
Prerequisite: Spanish 3



This course is an intensive study of the Spanish language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

Advanced Placement Spanish 4 for Native Speakers (0618)
1 credit – Grades 11-12
Prerequisites: Pre-Advanced Placement Spanish 3



This course is an intensive study of the Spanish language for native speakers using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

Advanced Placement Spanish 5 (0617)
1 credit – Grades 12
Prerequisite: Advanced Placement Spanish 4



The curriculum requires a close reading of literary texts in all genres in Spanish, covers critical analysis of the forms and content of literary works in Spanish, and provides for active participation in Spanish on literary topics. The course is aimed at preparation for the Advanced Placement Spanish Literature examination.

Advanced Placement Spanish 5 Literature for Native Speakers (0619)
1 credit – Grades 9-12
Prerequisite: AP Spanish 4



This course requires close reading of literary texts in all genres of Spanish. It covers critical analysis of the forms and content of literary works in Spanish and provides for active participation in Spanish on literary topics. Students receive one credit for the course with the possibility of a second credit upon successful completion of an end-of-course exam. This course prepares students for the Advanced Placement exams in Spanish Language and Spanish Literature.

French 1 (0640)
1 credit - Grades 9-11
Prerequisites: None



French 1 introduces the vocabulary, grammar and language skills necessary for a basic study of French.

Foreign Language cont.

French 2 (0645)
1 credit - Grades 10-12
Prerequisite: French 1



French 2 continues the development of skills necessary for the more complex strategies of the French language.

Pre-Advanced Placement French 3 (0650)
1 credit - Grades 11-12
Prerequisites: French 1 and French 2



French 3 focuses on advanced conversational and writing skills.

Advanced Placement French 4 (0660)
1 credit – Grades 12
Prerequisites: French 3



French 4 is the intensive study of French language using a differentiated curriculum aimed at preparation for the Advanced Placement exam.

American Sign Language (ASL) I (0670)
1 credit – Grades 9-12
Prerequisites: None



Students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should: understand short-signed phrases when attending and respond expressively with learned material; produce learned signs, phrases, and sentences; detect main ideas in familiar material that is signed; be able to transcribe American Sign Language (ASL) into English gloss; recognize the importance of communication and how it relates to the American deaf culture; and recognize the importance of acquiring accuracy of expression by knowing the components of ASL, including grammar.

American Sign Language (ASL) II (0675)
1 credit – Grades 10-12
Prerequisite: ASL I



Students further their knowledge and practice in the areas of communication, culture, connections, comparisons, and communities during this second year of ASL as listed in ASL I.

American Sign Language (ASL) III (0680)
1 credit – Grades 11-12
Prerequisites: ASL I and II



Students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should: participate in simple face-to-face communication; create statements and questions to communicate independently when signing; understand main ideas and some details of signed material on familiar topics; understand simple signed statements and questions and transcribe these into written English; meet limited practical and social communication needs; use knowledge of the culture in the development of communication skills; use knowledge of the components of American Sign Language (ASL), including grammar, to increase accuracy of expression; and cope successfully in straightforward social and survival situations.

Fine Arts

Theatre Arts

Theatre Arts 1 (0750)
1 credit - Grades 9-12
Prerequisites: None



This overview course introduces students to the basic concepts of theatre and creative expression including pantomime, improvisation, voice and diction, analysis of script and characters, theatre safety, interdependence of technical theatre, acting, theatre appreciation, and audience etiquette. Emphasis is on basic acting skills.

Theatre Arts 2 (0751)
1 credit - Grades 9-12
Prerequisite: Theatre Arts 1



This course analyzes the multiple components and skills that comprise a theatrical production, and provides for continued development of acting and production skills. It concentrates on the process and methods of theatre production. Students will audition, rehearse, and perform in public.

Theatre Arts 3 (0752)
1 credit – Grades 10-12
Prerequisites: Theatre Arts 2, teacher approval



This course includes detailed study of theatrical styles, script and character analysis, playwriting, directing, and emphasizes career opportunities available in Theatre arts. Evaluations of production styles and techniques will be made. Focus is on performance. Students will be required to audition, rehearse, and perform in a major production. Rehearsals are held during class time and after school.

Theatre Arts 4 (0753)
1 credit – Grade 12
Prerequisites: Theatre Arts 3, teacher approval



The course provides an in-depth look at all aspects of theatrical production, with an emphasis on directing, script and character analysis, and theatrical evaluation. Focus is on the production of classical and contemporary material. Students will be required to audition, rehearse, and perform in a major production. Rehearsals are held during class time and after school.

Theatre Production 1, 2, 3, and 4 (0760, 0761, 0762, 0763)
1 credit – Grades 09-12
Prerequisites: Director's approval and audition for placement



Students will produce a major production for public performance and competition. Rehearsals are held during class time and after school. Students must audition and must participate in the UIL One-Act Play competition.

Technical Theatre 1 (0770)
1 credit – Grades 10-12
Prerequisites: None



Students will gain hands-on experience in technical theatre including: building scenery and props, costumes, makeup, lighting, rigging, and theatre safety. Students will build sets for major productions during class.

Technical Theatre 2, 3 (0771) (0772)
1 credit – Grades 10-12
Prerequisite: Technical Theatre 1, teacher approval



Students will gain hands-on experience in technical theatre including: building scenery and props, costumes, makeup, lighting, rigging, and theatre safety. Students will build sets for major productions.

Choir

Choir 1 (0720)
1 credit – Grades 9-12
Prerequisite: Auditioned by instructor



Choir 1 provides music instruction in the care and development of the voice and the production and control of tone. Students are prepared for advancement into concert, a cappella, or chamber chorus. Attendance at all performances is required.

Choir 2, 3, 4, and 5 (Concert) (0721, 0722, 0723, 0717)
1 credit - Grades 9-12
Prerequisites: Auditioned by instructor
Choir 2, 3, and 4 are taken in sequence

Choir courses offer instruction for those students who wish to improve their vocal skills and techniques for participation in a cappella and chamber chorus. This course will enrich the student's aesthetic experience by deepening music knowledge base.

Fine Arts cont.

Choir 2, 3, 4, and 5 (Chamber Choir) (0726, 0727. 0728, 0718)
1 credit – Grades 10-12
Prerequisites: Choir 1 or commensurate skills, teacher recommendation based on audition, sight reading skills test, concurrent membership in the most advanced choir in the school . Choir 3 and 4 are taken in sequence.



These courses provided students with advanced vocal training and performance. The students are required to have a juried recital, participate in TMEA, and UIL, attend all concerts and write critiques, write papers on assigned composers, and perform in all choral concerts. With instructor approval, honors credit will be given to students who meet additional requirements.

Art

Art 1 (0730)
1 credit - Grades 9-12
Prerequisites: None



Art 1 provides basic art instruction to emphasize the fundamentals of art and to develop skills in art. It offers opportunities to illustrate ideas for artwork from direct observation, experiences and imagination using art element and principles. It includes effective use of art media and tools in design, drawing, printmaking, printing, and sculpture. It also includes culture heritage and opportunities to use critical evaluation through art. Students will explore art careers and vocational opportunities in art.

Art 2 General
1 credit - Grades 9-12
Prerequisites: Art 1



Art 2 provides more advanced art instruction to emphasize the fundamentals of art to further develop skills in art. It offers opportunities to illustrate ideas for artwork from direct observation, experiences and imagination using art elements and principles. It includes effective use of art media and tools in design, drawing, painting, ceramics, printmaking and sculpture. It also includes culture heritage and opportunities to use critical evaluation through art.

Art 2 Drawing (0731)
1 credit - Grades 9-12
Prerequisites: Art 1



This course provides advanced art instruction in 2-dimensional art developing skills in drawing techniques that may apply to art elements and principles of design. The course provides for a variety of art media and tools. Emphasis will be put upon creating a portfolio which demonstrates skills developed in the drawing field.

Art 2 Painting (0736)
1 credit – Grades 10-12
Prerequisite: Art 1



This course provides advanced art instruction in 2-dimensional art developing skills in painting techniques that may apply to art elements and principles of design. The course provides for a variety of art media and tools. Emphasis will be put upon creating a portfolio which demonstrates skills developed in the painting field of study.

Art 2 Print Design (0732)
1 credit – Grades 10-12
Prerequisite: Art 1



This course provides basic art instruction to emphasize the fundamentals of design and to develop skills in various media and techniques that apply to the principles of design. Emphasis will be upon creating a portfolio focused on design schemes. Careers in fashion, advertising, interior, and exterior design will be explored.

Art 2 Ceramics (0734)
1 credit - Grades 10-12
Prerequisite: Art 1



Ceramics introduces students to basic materials and processes in ceramic construction. Students are introduced to hand-built and thrown ceramic techniques. Students create original designs by incorporating the elements and principles of art into their personal ceramic projects. History and careers will be explored.

Art 2 Sculpture (0735)
1 credit – Grades 10-12
Prerequisites: Art 1

Art 2 Sculpture introduces students to basic materials and processes in the three-dimensional art form of sculpture. Students create original designs by incorporating the elements and principles of art into their personal three-dimensional sculptures. History and careers will be explored.

Art 3 Advanced Print Design (0733)
1 credit - Grades 11-12
Prerequisites: Art 1 and Art 2 Design; Instructor approval



This course provides advanced instruction in the principles of design and development of media and techniques used in commercial art. Emphasis will be upon creating a portfolio focused on design schemes. Careers in illustration, advertising, interior, and exterior design will be explored.

Fine Arts cont.

Pre-Advanced Placement Art 3 Portfolio (0737)
1 credit – Grades 10-12
Prerequisites: Art 1 & 2; Instructor approval



Art 3 Portfolio provides students an opportunity to start preparing a portfolio while working in and out of the classroom. Students will prepare the breadth portion of the AP portfolio. This work will be the first part of the AP portfolio to be evaluated by the College Board. The remainder of the work will be completed during the AP Drawing course. This is also an upper level course available to students who want to stay involved in art without progressing to the AP level.

Advanced Placement Art 3 Drawing (0739)
1 credit - Grades 10-12
Prerequisites: Art 1 and Art 2; Instructor recommendation



AP Art 3 Drawing provides an opportunity for students to prepare a drawing portfolio while working both in and out of the classroom. Students experiment with a variety of media and their works are judged on the quality, concentration and breadth of presentation. This course is equivalent to freshman college-level courses in General Art, and students take the Advanced Placement examination.

Art 3 Photography (0738)
1 credit - Grades 10-12
Prerequisite: Art 1



This course has a focus on art in black and white photography. It includes basic skills and techniques associated with the operation of the camera and development of prints in the darkroom. Composition plays a very important role, hence the recommendation of drawing or design as a *Prerequisite.* (Personal digital camera recommended.)

Art 4 Advanced Photography (0748)
1 credit – Grades 11-12
Prerequisites: Art 3 Photo



Advanced Photography is for those who are wanting to further their skills in fine art photography composition and expand their knowledge of camera functions. Traditional black and white darkroom and digital photography will be used interchangeably. Students will be able to choose and focus on photographic themes throughout the year, as well as work on their portfolios.

Advanced Placement Art 4 Two-Dimensional Design Portfolio (0741)
1 credit – Grades 11-12
Prerequisites: Art 1, Art 2, portfolio exam, Instructor recommendation



This course provides students an opportunity to prepare a portfolio while working in and out of classroom. Students work on the quality, concentration, and breadth of presentation. This course is equivalent to freshman college level courses in general art and fundamental design. Students are encouraged to submit their advanced placement portfolio to the College Board for evaluation.

Dance

Dance 1 (Drill Team-Stowaways) (0780)
1 credit - Grades 9-12
Prerequisites: Audition for placement; courses are taken in sequence.



The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

Dance 2 (Drill Team-Stowaways Years 2-5) (0785)
1 credit - Grades 9-12
Prerequisites: Audition for placement; courses are taken in sequence.



The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

Fine Arts cont.

Dance I (0782)
1 credit – Grades 9-12
Prerequisites: None



This class is designed to teach students the basic technique and skills in Hip Hop, Lyrical, Jazz, Modern and Choreography. In each dance form studied, students will learn dance routines and create various dance choreography in group assignments. Students are introduced to basic dance vocabulary, technique and history of the various dance forms taught in this class. This is not a performance class but a performance opportunity may be available in the Spring Semester. Students are required to purchase a dance t shirt for $15.

Dance II (0787)
1 credit – Grades 9-12
Prerequisites: Dance I



This class is designed to teach students the basic technique and skills in Hip Hop, Lyrical, Jazz, Modern and Choreography. In each dance form studied, students will learn dance routines and create various dance choreography in group assignments. Students are introduced to basic dance vocabulary, technique and history of the various dance forms taught in this class.

Dance III and IV (0792 and 0797)
1 credit – Grades 9-12
Prerequisites: Dance II or Dance III



Intermediate and Advanced dancers are welcome to take Dance III or IV for more advanced technique. This is not a performance class but a performance opportunity may be available in the Spring Semester. Students are required to purchase a dance t shirt for $15.

Band

Marching Band/Instrumental Ensemble 1, 2, 3, 4 and 5
(0700, 0701, 0702, 0703, 0715)
1 credit (Fine Arts or PE) - Grades 9-12
Prerequisites: Audition for placement



Encourages music education and appreciation through participation in the Marching Band, Wind Ensemble, Symphonic Band, solos, ensembles, and All Region Band. Junior and senior band students may receive honors credit if accepted into the course of study. Qualities of social, mental and moral discipline are necessary for a successful band program. Assignment to Marching Band, Wind Ensemble, Symphonic Band, and Percussion (0706) is based on performance.

Band 2, 3, 4, and 5 (Honors) (0707, 0704, 0705, 0716)
1 credit – Grades 10-12
Prerequisites: Audition and instructor approval; Band 1



Provides students with advanced instruction in musical training and performance. Students must complete additional course requirements in order to receive honors credit.

Jazz Band (0710)
1 credit – Grades 10-12
Prerequisites: Currently participating in the marching band and one performing ensemble; instructor approval



Jazz band is a course designed to explore concepts in music developed through the performance of differing jazz styles including big band, swing, modern fusion and rock. Jazz band is a performance ensemble that will participate in concerts, festivals and competitions throughout the spring semester. This course will include rehearsals and performances outside of the regularly scheduled class period that will count toward the overall class grade and will be required of all students enrolled.

Description of Courses

- All student ***must*** have a current physical ***before*** the first day of ***practice.*** Student will be unenrolled if not on file before the first day of school.
- Students enrolling on a UIL Athletic Team are expected to enroll for one year unless they are a senior who will not participate in the 2nd semester.
- Students may be allowed to substitute one of the following physical activities for the required credits: marching band during the fall semester, drill team, cheerleading, athletics, or JROTC.
- UIL rules prohibit students from being enrolled in more than 1 period of athletics

Athletics

ATHLETIC TRAINER

YEAR 1	8850
YEAR 2	8865
YEAR 3	8875
YEAR 4	8885
YEAR 5	8890

BASEBALL

YEAR 1	8350
YEAR 2	8365
YEAR 3	8375
YEAR 4	8385
YEAR 5	8390

BASKETBALL

	BOYS	***GIRLS***
YEAR 1	8050	8100
YEAR 2	8065	8115
YEAR 3	8075	8125
YEAR 4	8085	8135
YEAR 5	8090	8140

GOLF

	BOYS	GIRLS
YEAR 1	8450	8500
YEAR 2	8465	8515
YEAR 3	8475	8525
YEAR 4	8485	8535
YEAR 5	8490	8540

CHEER

YEAR 1	8750
YEAR 2	8765
YEAR 3	8775
YEAR 4	8785
YEAR 5	8790

CROSS COUNTRY

	BOYS	***GIRLS***
YEAR 1	8250	8300
YEAR 2	8265	8315
YEAR 3	8275	8325
YEAR 4	8285	8335
YEAR 5	8290	8340

FOOTBALL

YEAR 1	8000
YEAR 2	8015
YEAR 3	8025
YEAR 4	8035
YEAR 5	8040

SOCCER

	BOYS	***GIRLS***
YEAR 1	8650	8700
YEAR 2	8665	8715
YEAR 3	8675	8725
YEAR 4	8685	8735
YEAR 5	8690	8740

SOFTBALL

YEAR 1	8400
YEAR 2	8415
YEAR 3	8425
YEAR 4	8435
YEAR 5	8440

SWIM

YEAR 1	8550
YEAR 2	8565
YEAR 3	8575
YEAR 4	8585
YEAR 5	8590

TENNIS

YEAR 1	8600
YEAR 2	8615
YEAR 3	8625
YEAR 4	8635
YEAR 5	8640

TRACK

	BOYS	***GIRLS***
YEAR 1	8150	8200
YEAR 2	8165	8215
YEAR 3	8175	8225
YEAR 4	8185	8235
YEAR 5	8190	8240

VOLLEYBALL

YEAR 1	8825
YEAR 2	8833
YEAR 3	8837
YEAR 4	8843
YEAR 5	8845

Fitness and Wellness

Foundations of Personal Fitness (0835)
1 credit – 9
Prerequisites: None



This course represents a new approach in physical education and the concept of personal fitness. The purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class.

PE Individual/Team Sports (8910)
1 credit – Grades 10-12
Prerequisites: None



Students are expected to participate in a wide range of individual sports that can be pursued for a lifetime. Students continue to develop health-related fitness initiated in the Foundations of Personal Fitness course, through the selection of individual sport and lifetime activities. Enjoyment is a major objective of this course.

Aerobic Activities (8930)
1 credit – Grades 10-12
Prerequisites: None



Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. A major expectation of this course is for the student to design a personal fitness program using aerobic activities as a foundation.

P.E. – Yoga (8940)
1 credit – Grades 10-12
Prerequisites: None



This course provides students with instruction in the basics of Yoga. While meeting all of the P.E. TEKS, students learn current practices in this motivating area of fitness and exercise.

Adventure/Outdoor Education (8945)
1 credit – Grades 10-12
Prerequisites: None



Students enrolled in adventure outdoor education develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Students will develop competency in two or more outdoor education activities. Activities may include backpacking, camping, hiking, and water sports/safety.

Drill Team (Stowaways Year 1) (8795)
1 credit - Grades 9-12
Prerequisite: Audition for placement



The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

Cheer (8750, 8760, 8775, 8785, 8790)
1 credit – Grades 9-12
Prerequisite: Tryouts required



Description of Courses

MJROTC

Leadership Education is based upon the tenants of Marine Corps leadership: to teach and develop a sense of citizenship, responsibility, discipline and character. Throughout the program, the Leadership Education curriculum is presented by way of five different categories of instruction: (1) Leadership (2) Citizenship (3) Personal Growth and Responsibility (4) Public Service and Career Exploration, and (5) General Military Subjects. The curriculum reflects two fundamental aspects. Leadership studies teach Leadership and Citizenship whereas the Leadership Labs allow student to apply that knowledge.

If a student successfully completes all four JROTC courses, a Public Services Endorsement can be earned.

MCJROTC I (0501)
1 elective or 1 P.E. credit - Grades 9-12
Prerequisites: None



This first unit of the Leadership Education provides an introduction to both leadership and citizenship. It also exposes new cadets to personal growth and responsibility and establishes a foundation in military structure and tradition. Additionally, cadets participate in a healthy physical education program and are first exposed to the teamwork required in organized drill.

MCJROTC II (0502)
1 elective or 1 PE credit – Grades 10-12
Prerequisite: LE-1

This course continues the leadership and citizenship classes of LE-1. Students receive instruction in general military subjects with more structure and tradition than in LE-1. Cadets also receive an introduction to the exciting sport of marksmanship. LE-2 begins a cadet's orienteering training with map and compass.

MCJROTC III (0503)
1 elective or 1 PE credit – Grades 11-12
Prerequisite: MCJROTC 2

In this course, cadets resume building upon the subjects studied in LE-1 and LE-2, including various career options by beginning to learn more about public service and other possible careers for life after high school. Cadets also learn about job seeking and the interview process as well as receiving instruction in personal finances.

MCJROTC IV (0504)
1 elective or 1 PE credit – Grade 12
Prerequisite: MCJROTC 3

This course is the culmination of a cadet's Leadership Education studies. Cadets are expected to keep up with and be able to discuss current events. Social and cultural topics such as equal opportunity and sexual harassment are studied, and a research paper is required on a subject approved by the instructor. Cadets create a personal resume for future use after high school.

Career and Technical Education

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

Project Lead the Way (PLTW) is an Engineering program that promises to build our science, technology and math programs in GISD. PLTW is about learning real skills, solving real problems, and making real discoveries about the world. By working with your classmates, teachers, and parents, you can help create a learning experience unlike any other.
In PLTW classes, you work hands-on with technology that other students only read about. Instead of listening to a lecture about scientific principles and theories, you get to put them to the test in fun, exciting ways. You will build contraptions, learn about drafting and graphic design on the computer, use real lab equipment, and have fun while you are doing it. A PLTW class is the first step on your life's journey of imagination, innovation, and discovery.

Introduction to Engineering Design (IED) (9750)
1 credit – Grades 09-12
Prerequisites: None

Introduction to Engineering Design™ is the first of 5 Pre-Engineering courses that will give students a hands-on problem solving approach to the math and science concepts encountered in the Engineering fields. Students will use design development processes while enriching problem solving skills; students create and analyze models using specialized computer software. The Computer Aided Design component of the course will be taught primarily using Autodesk Inventor.

Principles of Engineering (POE) (9755)
1 credit – Grades 10-12
Prerequisite: Intro to Engineering Design (IED)

Principles of Engineering (POE) exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study as well as other high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity, project, and problem based learning. Used in combination with a teaming approach, POE challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Problems and Solutions in F1 in Schools (9790)
1 credit – Grades 10-12
Prerequisites: IED and concurrent enrollment in POE

This class is reserved for students interested in competing and supporting the F1 in Schools team.

Civil Engineering and Architecture (CEA) (9785)
1 credit – Grades 11-12
Prerequisite: POE

Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is designed for 11th or 12th grade students.

Engineering Design and Development (EDD) (9775)
1 credit – Grades 11-12
*Prerequisite:*CEA

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. During this course some students may even apply for patents. It is a research intensive course, and students actually build and test prototypes. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.

Engineering Mathematics (9780)
1 credit – Grades 11-12
Prerequisites: For PLTW Students Only

Engineering Math is a course designed to complement the PLTW course of study. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

Career and Technical Education

PUBLIC SERVICES – HEALTH SCIENCE

Medical Terminology (9455)
½ credit – Grades 10-12
Prerequisites: None

This course is designed to introduce students to the structure of medical terms, including prefixes, suffices, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. This course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. The student is expected to demonstrate communication skills using the terminology applicable to the health science industry.

Principles of Health Science (9450)
½ credit – Grades 10-12
Prerequisite: Medical Terminology

Medical Terminology (Fall) and Principles of Health Science (Spring) are the first year in a series of three years of health science courses. These courses provide a foundation in health science careers. Principles of Health Science includes an overview of anatomy and physiology, diseases, disorders, health and wellness, diagnostics and biotechnology systems of the health care industry.

Health Science Clinical Rotations (9460)
2 credits – Grades 10-12
Prerequisite: Principles of Health Science and Medical Terminology

This course is designed to provide for the development of advanced knowledge and health care skills related to a wide variety of health careers. This course includes learning patient care skills such as first aid, vital signs, CPR/AED, range of motion, and activities of daily living, as well as the subjects of safety, team building, problem-solving, and ethical and legal responsibilities. Students will have hands-on experience in clinical settings, including various patient care departments within the hospital and other health care facilities. This course has additional requirements including:

- Background Check
- Drug Check
- TB/Flu Shot
- Strict Dress Code
- Limited Enrollment due to available community resources
- Application required

Practicum in Health Science (Pharmacy Tech Certification) (9465)
2 credits – Grade12
Prerequisites: Medical Terminology; Principles of Health Science; Health Science Clinical Rotations

The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Practicum experiences also include completion of a Pharmacy Technician course, preparing the student for the Pharmacy Technician certification exam. 50% certification fee required. If certification is passed, GISD will reimburse student. IV Certification fee $250; Pharm Tech certification fee $129

Practicum in Health Science (EMT Certification) (9466)
2 Credits – Grade 12
Prerequisites: Medical Terminology; Principles of Health Science; Health Science Clinical Rotations

The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Students interested in pursuing an EMT certification will have the opportunity to complete a portion of the foundational coursework from the Weatherford College EMT program and be prepared for rotations with an EMS Department. Students must apply to the Weatherford College program upon graduation and be accepted in order to complete the EMT program. 50% certification fee required. If certification is passed, GISD will reimburse student.

Anatomy & Physiology*(9470)
1 credit – Grades 11-12
Prerequisites: Biology I and Chemistry I
4TH SCIENCE OPTION

This course extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis. Principles of physiology will be applied to human health and well-being.

Career and Technical Education

PUBLIC SERVICES – EDUCATION AND TRAINING

Child Development (9560)
½ credit – Grades 9-12
Prerequisites: None

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students will become equipped with child development knowledge that can be used to promote the well-being and healthy development of children and to investigate careers related to the care and education of children.

Interpersonal Studies (9565)
½ credit – Grades 9-12
Prerequisites: None

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

Principles of Education and Training (9565)
½ credit – Grades 9-12
Prerequisites: None
Partners with Child Development

This course is intended for students interested in education and/or becoming a teacher.

Instructional Practices in Education and Training (Ready, Set, Teach) (9325)
2 credits – Grades 11-12
Prerequisite: Child Development and Interpersonal Studies

This is a combination classroom and field-based internship in an elementary school. This class prepares students with background knowledge of child and adolescent development as well as the principles of effective teaching and training practices. Students will work under the joint direction and supervision of the classroom teacher as well as the partnering elementary teacher. Students will learn lesson plan development, instructional strategies and other responsibilities related to education. ***This is a 1st period course only and will require transportation to an elementary campus.***

Human Growth and Development (9330)
1 credit – Grades 10-12
Prerequisite: Child Development and Interpersonal Studies

This class is intended to be taken concurrently with Instructional Practices in Education and Training. (Can be taken senior year with appropriate academic advising.) The course covers introductory development psychology and human development. The course studies human development across the lifespan including cognitive, physical, emotional and social development milestones.

Practicum in Education and Training (9335)
2 Credits – Grade 12
Prerequisite: Instructional Practices in Education/Training

Education students have the opportunity to shadow an elementary teacher in a pre-student teaching role. This is the capstone course for Educating and Training and places a high school student in an elementary classroom to learn all aspects of teaching from a veteran teacher. Students are required to volunteer in an elementary classroom 10 hours per week.

Career and Technical Education

PUBLIC SERVICES – LAW, PUBIC SAFETY, CORRECTIONS AND SECURITIES

Principles of Law, Public Safety, Corrections, and Security (9645)
1 credit – Grades 9-12
Prerequisites: None

Do you like to watch Cops, The First 24, or CSI television series? If you are interested in learning more about law, enforcement, firefighting, and other public service careers; then this course in Law/Public safety is for you. This class introduces students to professions in law enforcement, security, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, firefighting, and emergency services. This course provides students with an overview of the skills necessary for careers in the public service field.

Law Enforcement I (9650)
1 credit – Grade 10-12
Prerequisite: Principles of Law, Public Safety, Corrections, and Security

Law Enforcement 1 is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. Students participate in mock trials, traffic stops, arrest procedures, and have the opportunity to visit local court systems and the law enforcement center..

Law Enforcement II (9655)
1 credit – Grade 11-12
Prerequisite: Law Enforcement I

Law Enforcement II includes knowledge of and preparation for postsecondary education and training or employment in the law enforcement field in the areas of forensic science, communications, law enforcement and investigations. The rules, regulations, laws and techniques that assist the law enforcement professional are applied through a variety of case studies and research analysis. Students participate in accident investigations, use of force, dispatching procedures, and interview and interrogation techniques. This course will offer the opportunity for 12th grade students to become certified in telecommunications and/or as a jailor.

Forensics (9660)
1 credit – Grades 11-12
Prerequisite: 2 years of high school science
***4TH SCIENCE OPTION**

Have you ever watched CSI and asked “Do they really do that stuff” or think “I want to do that”? In Forensic Science you will learn that there is more to CSI than little flashlights and sunglasses. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Through case studies and simulated crime scenes, students will use scientific methods to collect and analyze evidence, such as fingerprint analysis, ballistics, blood spatter, bones, autopsies, and DNA. Students will learn the history, legal aspects, and career options for forensic science. Do you have what it takes to be a true Crime Scene Investigator?

Forensic Psychology (9665)
1 credit – Grades 11-12
Prerequisites: None

Forensic psychology addresses the application of psychology to legal issues. Students will provide a foundational understanding of psychology and how is intersects with the law. Students will be introduced to related topics such as the roles and responsibilities of forensic psychologists, forensic psychological assessments, lie detection, and the insanity defense, criminal profiling, eyewitness and expert testimony, offender treatment, and case studies on the serial killers and other psychopaths. Due to the subject matter, this course is intended for those whose career goals include Forensic Psychology.

Practicum in Law, Public Safety, Corrections and Security (Criminal Justice Internship)
2 credits – Grade 12
Prerequisite: Law Enforcement I
Special permission required. Enrollment subject to principal and instructor approval

Practicum in LPSCS places students into the field of criminal justice (police, probation, courts, and jails) and allows them to observe and experience real situations where the basic principles, theories, and techniques taught in the classroom are applied. Through partnerships with local criminal justice agencies, each student will complete a series of rotations that focus on the practical aspects of law enforcement, corrections and the court system. Practicum experiences can occur in a variety of locations. This course will offer the opportunity for students to become certified in telecommunications and/or as a jailer. ***Students must complete course request paperwork and pass a background check to be in this program.***

Career and Technical Education

BUSINESS AND INDUSTRY – AGRICULTURE, FOOD, AND NATURAL RESOURCES

Principles of Agriculture, Food & Natural Res. (9000)
1 credit – Grades 09-12
Prerequisites: None

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

Livestock Production (9005)
1 credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food & Natural Resources

Got stock show? This course teaches basic animal care including immunizations, feeding schedules and animal showmanship. This one year course builds the foundation for Veterinary Medicine and strengthens large animal care skills. Large animal anatomy and physiology, genetics, reproduction and livestock disease are a part of the curriculum.

Veterinary Medical Applications (9015)
1 credit – Grades 11-12
Prerequisites: Livestock Production or Small Animal Management

Do you love pets? Get prepared to work in a veterinary clinic and gain skills to be a veterinary assistant. This is a laboratory-oriented course that provides hands-on experience with large and small animal care, customer service, and employability skills.

Advanced Animal Science (9010)
1 credit – Grades 11-12
Prerequisites: Small Animal Management or Livestock Production

This course builds and expands upon Livestock Production and offers further study in large animal care and is intended for students interested in large animal veterinary care. Classes often meet in the ag barn and assist students with immunizations and nutrition/feed schedules for barn animals. Recommended for students working toward a Veterinary Assistant Certificate.

Practicum in Agriculture, Food, and Natural Resources (9025)
3 credits – Grades 12
Prerequisite: Vet Med App



This is your opportunity to have an internship at a veterinary clinic and get high school credit. Students work side-by-side with veterinary professionals and will gain direct insight into veterinary medicine. Students must intern at a clinic an average of 10 hours per week. Some clinics offer paid internships. The Veterinary Technician Certification exam preparation is the focus of this course**. Veterinary Medical Assistant Certification may be offered.**

Horticulture Science
1 credit – Grades 10-12
Prerequisites: Principles of AFN

This course is designed to develop and understanding of common horticultural management practices as they relate to food and ornamental plant production. Greenhouse production, plant growth and physiological processes, pest control, horticulture marketing and management, and careers associated with horticulture science will be studies.

Mathematics in AFN
1 credit – Grades 10-12
Prerequisites: Principles of AFN and Algebra 1

Students will apply mathematics including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. Students will reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of agriculture contexts.

Career and Technical Education

BUSINESS AND INDUSTRY – AGRICULTURE, FOOD, AND NATURAL RESOURCES *CONT.*

Equine Science (9350)
½ credit – Grades 10-12
Prerequisite: Principles of Agriculture, Food and Natural Resources



Interested in raising horses or competing in rodeos? This course focuses on selection, anatomy, nutrition, and health management of horses. This course is recommended for students interested in Horse Judging Competition. Competition skills/knowledge will be practiced.

Wildlife, Fisheries & Ecology Management (9360)
½ Credit – Grades 10-12
Prerequisite: Principles of Agriculture, Food and Natural Resources



Are you an outdoor enthusiast? If you enjoy hunting, fishing, and other outdoor activities, this class will interest you. Wildlife, natural resources, fish, aqua crops, and ecology will be studied. Hunter Safety exam preparation and certification is a part of the curriculum. The Texas exam must be passed to earn the certification. **Texas Hunter Education may be offered.**

Principles & Elements of Floral Design (9365)
1 credit – Grades 10-12
Prerequisites: None



Bloom where you are planted! Start your semester with homecoming mum designs and learn how to make a profit with your talents. Discover art within natural elements and use your talent to create beautiful floral arrangements. This class teaches a variety of floral skills and horticulture development while applying artistic design. Students will have the opportunity to earn a floral certification. ***Fee required.***

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AG MECHANICS / WELDING

Agricultural Mechanics & Metal Tech. (9050)
1 credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food and Natural Resources



Have you ever wanted to build a pipe fence, a trailer, deer blind or smoker? This is the first year in a series of three welding courses that will help you gain the skills to build and weld these things. This course develops an understanding of safety, tool operation, and metal working techniques. Students will be expected to use the cutting torch and MIG welders.

Agricultural Facilities Design & Fabrication (9055)
1 credit – Grades 11-12
Prerequisite: Ag Mechanics



Build a trailer, smoker or special interest project and enter your design in the Hood County Stock Show. This is the second course in a series of three welding classes. Your skills will be developed and strengthened as you fabricate a product. Students will gain academic and technical knowledge related to agricultural power systems and industry expectations.

Practicum in Agriculture and Ag Mechanics (9060)
2-3 credits – Grades 12
Prerequisites: Ag Facilities Design



This is your opportunity to have an internship as a welder and get high school credit. Students work side-by-side with welding professionals and will gain experience in welding and fabrication. Students must intern at a welding-related business an average of 10 hours per week. Some businesses offer paid internships. A major construction project for exhibition and/or competition is required.

Professional Standards in Agribusiness (9070)
1 credit – Grades 10-12
Prerequisites: Officer Election and Instructor Approval



This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. This class is intended for FFA officers and will be used to complete FFA duties and tasks associated with the agricultural program

Career and Technical Education

BUSINESS AND INDUSTRY – ARTS AND AV

GRAPHICS TRACK

Graphic Design (9150)
1 credit – Grades 10-12
Prerequisites: None



Are you interested in a future in graphic design? Do you ever look at magazines and wonder how they make photographs look so amazing. If so graphic design may be for you. In this fast paced class, students will analyze current and emerging technologies, while designing and creating graphic projects that address customer needs and industry standards. Students will learn how to create graphics while learning color theory, art principles, and layout and design concepts. Students will work with Adobe software programs Photoshop and Illustrator. **Adobe Certification may be offered.**

Advanced Graphic Design and Illustration (9155)
2 credits – Grades 11-12
Prerequisites: Graphic Arts or Commercial Photography



Students will learn advanced skills in Adobe Photoshop and Illustrator while demonstrating an understanding of the graphic design standards that are used in the industry. Students will focus on advanced elements and principles of visual art and design. Students will use their own digital photography to create numerous graphics projects and will be introduced to basic animation skills using Adobe Flash. Students will create a digital portfolio that can be used for opportunities in employment or post-secondary education. Students will participate in various community projects designing professional publications and graphics. Professional certification may be obtained during the course. Honors credit can be earned if necessary requirements are met. **Adobe Certification may be offered.**

Animation (9170)
1 credit – Grades 11-12
Prerequisites: none



Students and will integrate multiple graphic and animation programs to create individualized projects that meet industry standards. This class will prepare students for real-world opportunities in graphic design/animation. Students will be expected to explore different techniques in creating graphics. Students will develop an understanding of the history and techniques of the animation industry and will be expected to participate in community-based problems projects. Higher-level programs may also be explored. Honors credit can be earned if necessary requirements are met.

Arts/AV Practicum Graphics (9195)
1 Credit – Grades 11-12
Prerequisite: Graphic Arts



This is an independent study course available to students to work in a self-paced independent production course focused on productions related to GISD as well as the Granbury Community. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships. ***Honors credit can be earned if necessary requirements are met.*** **Extra hours outside of the normal class time may be required to complete projects and/or cover district activities and events at various GISD campuses.**

Career and Technical Education

BUSINESS AND INDUSTRY – ARTS AND AV

VIDEO TRACK

Principles of Arts and AV (9200)
½ credit – Grade 9
Prerequisites: None



This is a lab-oriented course that introduces students to the fundamentals of the Video and Graphics industries. Students use video camcorders and editing software as they learn to write, produce and edit a video production. Graphics for video and multimedia production will also be emphasized.

Audio Video Production (9205)
1 credit – Grade 10-12
Prerequisites: None



This is a hands-on class where students learn the basics of audio and video production. Students will learn camera operation, editing, directing, reporting, producing, writing and newsgathering while creating a variety of video projects that will air on GHS news. The class utilizes various video cameras, microphones, mixers and lighting equipment, along with Adobe's Premiere Pro Creative Suite editing software. Students in this class will be responsible for GHS video announcements.

Advanced Audio Video Production (9210)
2 credits – Grades 11-12
Prerequisite: Audio Video Production



This course refines the audio/video production skills to prepare the student for post-secondary education or entry-level employment in the media industry. Students will be responsible for the production of several district programs covering many activities and events at all campuses. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships. The class utilizes a variety of video cameras, microphones, mixers, and lights, along with Adobe's Premiere Pro editing suite. ***Honors credit can be earned if necessary requirements are met.*** **Extra hours outside of the normal class time may be required to complete projects and/or cover district activities and events at various GISD campuses.** **Adobe Premier Pro Certification may be offered.**

Practicum in AV Video (9215)
2-3 credits – Grade 12
Prerequisite: Advanced AV Production



This is an independent study course available to students who have completed Advanced Audio/Video Production. The class is a self-paced independent production course focused on productions related to the GISD as well as the Granbury Community. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships. *Honors credit can be earned if necessary requirements are met.* ***Honors credit can be earned if necessary requirements are met.***
**Extra hours outside of the normal class time will be required to complete projects and/or cover district activities and events at various GISD campuses.*

Career and Technical Education

BUSINESS AND INDUSTRY – FINANCE

Principles of Business, Marketing, and Finance (9505)
½ credit – Grades 09-12
Prerequisites: None

Have you ever thought about owning your own business? This class examines the foundations of small business management including product sales, advertising, and financial management. Learn about the small business world through projects, guest speakers, and relevant activities.

Accounting I (9405)
1 credit – Grades 10-12
Prerequisites: None

The FBI wants **you**.....all Accounting majors. One of the leading government agencies has an "ALL-CALL" out for accounting majors to fill their positions involving "white-collar" crime. If this interests you, then YOU need to register for Accounting 1 next year. This course also affords you the opportunity to try out for the three-time **UIL State Winning Accounting Team** at Granbury High School. Our Accounting Team is held in very high esteem throughout the state. Accounting is known as the "language of business"....learn how financial records are a part of everyone's life and everything in the business world revolves around ACCOUNTING. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information.

Accounting II (9410
1 credit – Grades 10-12
Prerequisites: Accounting 1

Banking and Financial Services (9400)
½ credit – Grades 11-12
Prerequisites: Principles of Business, Marketing, and Finance

Money, money, money – MONEY! Do you want to earn more money, save more money, and invest more money? Earn, Save, and Invest are the cornerstones of this class. Banking functions and financial literacy will be learned. Local bankers teach students banking strategies and how to be a successful banker, beginning with teller skills and services.

CAREER DEVLOPMENT
(These courses can count as the elective CTE credit in endorsements with that option.)

Career Prep I (9420)
3 credits – Grades 11-12
Prerequisites: None

Are you concerned about losing your job because of the economic down-turn? Career Preparation can help! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include business ethics and etiquette, methods of working with difficult people, personal finances and income tax filing. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week. ***Zero period section available.***

Career Prep II (9425)
3 credits – Grade 12
Prerequisite: Career Prep I

Do you know how to turn your job into a career? Career Preparation II will show you how to become a valuable asset to any business! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include workplace safety, legal responsibilities, and academic and technical skills for future education and employment. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week. ***Zero period section available.***

Career and Technical Education

BUSINESS AND INDUSTRY – MARKETING

Principles of Business, Marketing, and Finance (9505)
½ credit – Grades 09-12
Prerequisites: None

Have you ever thought about owning your own business? This class examines the foundations of small business management including product sales, advertising, and financial management. Learn about the small business world through projects, guest speakers, and relevant activities.

Banking and Financial Services (9400)
½ credit – Grades 11-12
Prerequisites: Principles of Business, Marketing, and Finance

Money, money, money – MONEY! Do you want to earn more money, save more money, and invest more money? Earn, Save, and Invest are the cornerstones of this class. Banking functions and financial literacy will be learned. Local bankers teach students banking strategies and how to be a successful banker, beginning with teller skills and services.

Advertising and Sales Promo (9705)
½ credit – Grades 10-12
Prerequisites: None

Advertising and Sales will teach you the essentials of marketing a product and making a profit. Creative sales strategies and advertising models will help businesses maximize their success. This is a great course to learn to grow a small business and offers an outgoing the opportunity to learn how to market products and services.

Sports and Entertainment Marketing (9710)
½ Credit – Grades 10-12
Prerequisites: Advertising and Sales

Have you ever dreamed of working with athletes and celebrities? This growing market of professional management will teach you the steps in working in the fast-paced business. This is a great class for sports enthusiasts and those interested in following the entertainment industry. If you are interested in being an agent, an event planner, or want to learn more about this industry, come learn the various stages of sports and entertainment marketing.

Entrepreneurship (9265)1 credit – Grades 11-12
Prerequisites: Sales & Sports and Entertainment Marketing

Have you ever dreamed of owning your business? Research studies project that over 80% of students will own some type of small business in their life time. Entrepreneurship will guide students in the steps necessary to begin and operate a small business. The primary focus of the course is to help students understand the principles of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. The bottom line is profit – come learn how to own your own business!

Marketing Dynamics
2 Credits/2 Periods – Grades 12
Prerequisites: None

This course will focus on the customer and the ability to generate a profitable exchange. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions regarding distribution, advertising, promotion, risk management, pricing and selling skills. This course may include paid or unpaid career preparation experience, including the management of the GHS School Store.

Career and Technical Education

BUSINESS AND INDUSTRY – INFORMATION TECHNOLOGY

Principles of Information Technology (9630)
½ credit – Grade 09-11
Prerequisites: None

Technology Careers are one of the fast growing job opportunities today. Students will learn about computer hardware and software, basic computer programming, app design, game design and graphics. This is a required prerequisite into the Computer Programming Pathway leading to AP Computer Science, Cyber Security and Artificial Intelligence.

Computer Science and Software Engineering (CSE)
1 credit – Grades 10-12
Prerequisites: Principles of Information Technology*

This Project Lead the Way computer science course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSE helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Computer Science Applications (CSA)
1 credit – Grades 11-12
Prerequisites: CSE

This Project Lead the Way Computer Science Course CSA focuses on integrating technologies across multiple platforms and networks, including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in Java™ and other industry-standard tools. This course prepares students for the AP Computer Science A course

Research in IT
2 credits – Grade 12
Prerequisites: CSE or Computer Maintenance

Students will apply analytical skills and information technology concepts to discover and create project based learning experiences. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation.

Career and Technical Education

BUSINESS AND INDUSTRY – HOSPITALITY AND TOURISM

Principles of Hospitality and Tourism (9500)
½ credit – Grades 9-12
Prerequisites: None

This is a classroom based course. Principles of hospitality and tourism focuses on the hospitality and tourism industry as a whole. This industry encompasses lodging; travel and tourism; recreation, amusements, attractions; and food/beverage operations. The hospital and tourism industry maintains the largest national employment base in the private sector.

Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Additionally, students may compete on the local, district, state, and national levels through membership in FCCLA (Family Career and Community Leaders of America).

Lifetime Nutrition and Wellness (9508)
½ credit – Grades 11-12
Prerequisites: None

Lifetime Nutrition and Wellness is offered as a classroom and laboratory-based course. This course concentrates on nutrition, food choices, and food management skills for individuals and families. During the course, students will learn basic cooking skills, reading a recipe, along with making informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Additionally, students may compete on the local, district, state, and national levels through membership in FCCLA (Family Career and Community Leaders of America).

Restaurant Management (Intro to Culinary Arts) (9510)
1 credit – Grades 10-12
Prerequisites: None

Restaurant Management is offered as a classroom and laboratory-based course. The course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant.

Restaurant Management will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. Students can pursue a Texas Food Handlers license during this course. Additionally, students may compete on the local, district, state, and national levels through membership in FCCLA (Family Career and Community Leaders of America).

Culinary Arts I (9515)
2 credits – Grades 11-12
Prerequisites: Restaurant Management

Culinary Arts is offered as a laboratory-based course. Students will begin with the fundamentals and principles of the art of cooking, move on to the science of baking and analyze management and production skills and techniques within the food service industry.

Students will be working in a commercial kitchen setting. They will focus on food service, preparation, safety and sanitation, customer service, and other employability skills throughout the course. Students will demonstrate their knowledge through opportunities to cater various school-related events and work in the bistro. During the course, students will complete a professional career portfolio to include resumes, documentation of competencies, licensures or certifications, recognitions, awards and scholarships, community service hours, and participation in student and professional organizations.

Students can pursue a national sanitation certification or any other appropriate industry certifications through this course. Additionally, students may compete on the local, district, state, and national levels through membership in FCCLA (Family Career and Community Leaders of America). ***Fee required.***

Dollars and Sense
½ Credit – Grades: 9-12
Prerequisite: None

Dollars and Sense is a classroom based course. This course will emphasize consumer practices and responsibilities, the money management process, decision making skills, the impact of technology, and preparation for human services careers.

Students will learn about consumer credit, avoiding and overcoming credit problems, lifetime financial planning, savings plans, evaluating financial institutions, investment principles and options, insurance, and evaluating legal documents. Students are encouraged to participate in career and technical student organizations and other leadership organizations.

Career and Technical Education

BUSINESS AND INDUSTRY – TRANSPORTATION, DISBRIBUTION AND LOGISTICS

Principles of Transportation, Distribution, and Logistics (9800)
1 credit – Grades 9-12
Prerequisites: None

Do you like to work with your hands and figure out how things work? The Auto Tech series of courses allows students to troubleshoot and learn how mechanical systems work together. This first year course introduces students to the business and industry of transportation careers. Students will learn to understand the interaction between various vehicle systems and will practice safe shop practices. Foundational logistics and distribution services will be studied as students study a global plan of moving goods and services.

Automotive Technology (9805)
1 credit – Grades 10-12
Prerequisites: Principles of TDL

Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems including oil changes, tire rotation, tire repair and brake systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

Advanced Automotive Technology (9815)
2 credits – Grades 11-12
Prerequisites: Automotive Technology

Automotive services include advanced knowledge of the function of the major automotive systems and principles of diagnosing and servicing these systems. Students will have the opportunity to learn how to diagnose auto systems and learn basic air conditioning system functions. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices in a pre-employment laboratory.

Aviation (SR&D 2) (9820)
1 credit Grades 11-12
Prerequisite: 1 year of high school science
***4TH SCIENCE OPTION**

Students will become familiar with the process that leads to a private pilot's license. They will visit the Granbury Regional Airport, study the active structures that make an airplane function and sit in the 'pilot in command' seat pointing out the function of all instruments on the control panel. Meteorology, navigation, mechanics of aircraft, control surfaces affecting flight, and careers in aviation are among the topics studied. This course will be taught by a certified pilot. Other field trips to nearby airports may be an important part of the curriculum.

Other Electives

VOCATIONAL ADJUSTMENT CURRICULUM

Students receiving ARD Committee approval and who are at least 16 years of age will be provided the opportunity to participate in a cooperative work study program.

EOC PREPARATION

Students needing additional help preparing for EOC exams will be provided opportunities to meet individual testing needs.

TECHNOLOGY APPLICATIONS

Fundamentals of Computer Science
Grades 9-12
Prerequisites: Technology Applications

This course is for students just beginning the study of computer science. Students will learn about the computing tools that are used every day. This course will foster student's creativity and innovation through opportunities to design, implement and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Computer Science 1
Grades 9-12
Prerequisites: Algebra 1

This course will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individual and groups in solving problems, students will select the technology appropriate to the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn and practice digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Digital Forensics
Grades 9-12
Prerequisites: Technology Applications

This course will foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will solve problems as they study the application of science to the law. Students will learn and practice digital citizenship.

Game Programming and Design
Grades 9-12
Prerequisites: Algebra 1

This course will foster students' creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming knowledge and skills that support the work of individual and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Mobile Application Development
Grades 9-12
Prerequisites: Algebra 1 and Technology Applications

This course will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. By using software design knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate to the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Planning Tool – RECOMMENDED PROGRAM

Granbury Independent School District Graduation Plan

Student Name:_____

Grad Yr. _____ REC ____ DAP____ FOUNDATION____ [____]

SUBJECT AREA	GRADE 8	S 1	S 2	GRADE 9	S 1	S 2	GRADE 10	S 1	S 2	GRADE 11	S 1	S 2	GRADE 12	S 1	S 2
ENGLISH—4 cr	___ English 1			___ English 1 ___ Eng 2/PreAP			___ English 2/PreAP ___ English 3/AP/DC ___ English 4/AP/DC ___Other			___ English 3/AP/DC ___ English 4/AP/DC ___ DC Brit Lit/Tech Writing ___Other			___ English 4 AP/DC ___ DC Brit Lit/Tech Writing ___Other		
MATH—4 cr ***Math Models must be taken prior to Algebra 2**	___ Algebra 1			___ Algebra 1 ___ Geom/PreAP			___ Geom/PreAP ___ Algebra 2/PreAP ___ Other:			___ Geometry ___ Math Models ___ Algebra 2/PreAP ___ Pre Cal/PreAP ___ DC Alg/DC Cont Math ___ Other:			___ Geometry ___ Algebra 2 ___ AQR ___ Pre Cal/PreAP ___ AP Cal ___ AP Stats ___ DC Alg/DC Cont Math ___ Other:		
SCIENCE—4 cr ***IPC must be taken prior to Chemistry and Physics for a Recommended Diploma. IPC not allowed for DAP diploma.**				___ Biology/PreAP ___ IPC			___ IPC ___ Biology/AP ___ Conceptual Physics ___ AP Physics 1 ___ Chemistry/PreAP			___ Conceptual Physics ___ AP Physics 1 or 2 ___ Chemistry/PreAP ___ AP Chem ___ Other:			___ Chemistry ___ Conceptual Physics ___ Anat & Phys ___ AP/DC Bio ___ AP Chemistry ___ AP Physics 1 or 2 ___ Other:		
SOCIAL STUDIES **3½ cr + ½ cr for Economics**				___ World Geo/PreAP			___ World Geo ___ World History/AP ___ US History/AP/DC			___ US History/AP/DC ___ Other:			___ US Gov/AP/DC ___ Economics/AP ___ Other:		
FOREIGN LANG **2 cr Rec/Found** **3 cr DAP** ***Must be 2 or 3 years of the same language**	___ Spanish 1 ___ AP Spanish 4			___ Spanish 1 or 2 ___ AP Spanish 5 ___ French 1 ___ ASL 1			___ Span 1, 2, or Pre AP3 ___ AP Span 5 ___ ASL 1 or 2 ___ French 1 or 2 ___ Other:			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1, 2, or 3 ___ French 1, 2, or PreAP3 ___ Other:			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1,2, or 3 ___ French 1, 2, or PreAP 3 ___ AP French 4		
PE EQUIV 1 cr	___Ath ___ PE ___JV Drill			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv		
SPEECH—1/2 cr				___Comm App/Prof Comm			___Comm App/ Prof Comm			___Comm App/Prof Comm			___Comm App___ Prof Comm		
FINE ARTS—1 cr	___ Band Choir ___ Art ___ Theatre Arts			___ Band Choir Dance ___ Art ___ Theatre			___ Band Choir Dance ___ Art ___ Theatre/TechTH			___ Band Choir Dance ___ Art ___ Theatre/TechTH			___ Band Choir Dance ___ Art ___ Theatre/TechTH		
ELECTIVES—	___ GTT														
5 ½ cr Rec/4 ½ cr DAP 5 cr Foundation															
*4 advanced measures required for DAP diploma															
TOTAL CREDITS:															

Planning Tool – FOUNDATAION PROGRAM

Student Name:_____

Date:_____

GISD Planning Tool

Grad Yr. _____ Endorsement:_____

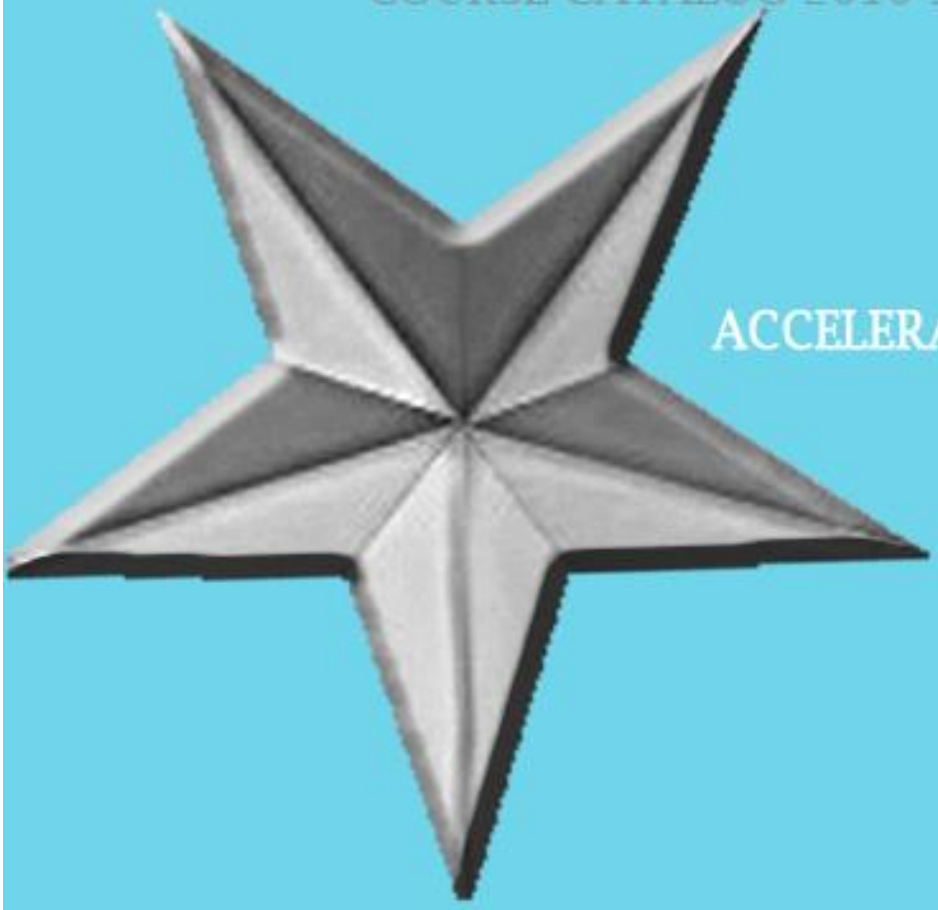
Algebra 2 is required for Distinguished Achievement and STEM

SUBJECT AREA	GRADE 8	S 1	S 2	GRADE 9	S 1	S 2	GRADE 10	S 1	S 2	GRADE 11	S 1	S 2	GRADE 12	S 1	S 2
ENGLISH—4 cr	___ English 1			___ English 1 ___ Eng 2/PreAP			___ English 2/PreAP ___ English 3/AP/DC ___ English 4/AP/DC ___Other			___ English 3/AP/DC ___ English 4/AP/DC ___ DC Brit Lit/Tech Writing ___Creative Writing			___ English 4 AP/DC ___ DC Brit Lit/Tech Writing ___Creative Writing ___Speech		
MATH—3 cr ***Math Models must be taken prior to Algebra 2**	___ Algebra 1			___ Algebra 1 ___ Geom/PreAP			___ Geom/PreAP ___ Algebra 2/PreAP ___ Other:			___ Geometry ___ Math Models ___ Algebra 2/PreAP ___ Pre Cal/PreAP ___ DC Alg/DC Cont Math ___ Statistics ___ Algebraic Reasoning			___ Geometry ___ Algebra 2 ___ AQR ___ Pre Cal/PreAP ___ AP Cal ___ AP Stats ___ DC Alg/DC Cont Math ___ Statistics ___ Algebraic Reasoning ___ Engineering Math		
SCIENCE—3 cr ***IPC must be taken prior to Chemistry and Physics for a Recommended Diploma.**				___ Biology/PreAP ___ IPC			___ IPC ___ Biology/AP ___ Conceptual Physics ___ AP Physics 1 ___ Chemistry/PreAP			___ Conceptual Physics ___ AP Physics 1 or 2 ___ Chemistry/PreAP ___ AP Chem ___ Other:			___ Chemistry ___ Conceptual Physics ___ Anat & Phys ___ AP/DC Bio ___ AP Chemistry ___ AP Physics 1 or 2 ___ Other:		
SOCIAL STUDIES 2½ cr + ½ cr for Economics				___ World Geo/PreAP			___ World Geo ___ World History/AP ___ US History/AP/DC			___ US History/AP/DC ___ Other:			___ US Gov/AP/DC ___ Economics/AP ___ Other:		
FOREIGN LANG 2 cr Rec/Found 3 cr DAP ***Must be 2 years of the same language**	___ Spanish 1 ___ AP Spanish 4			___ Spanish 1 or 2 ___ AP Spanish 5 ___ French 1 ___ ASL 1			___ Span 1, 2, or Pre AP3 ___ AP Span 5 ___ ASL 1 or 2 ___ French 1 or 2			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1, 2, or 3 ___ French 1, 2, or PreAP3			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1,2, or 3 ___ French 1, 2, or PreAP 3 ___ AP French 4		
PE EQUIV 1 cr	___ Ath ___ PE			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv		
FINE ARTS—1 cr	___ Band Choir ___ Art ___ Theatre Arts			___ Band Choir Dance ___ Art ___ Theatre			___ Band Choir Dance ___ Art ___ Theatre/Tech TH			___ Band Choir Dance ___ Art ___ Theatre/Tech TH			___ Band Choir Dance ___ Art ___ Theatre/Tech TH		
5 Endorsement	___ GTT														
ELECTIVES—															
TOTAL CREDITS:															

STARS

ACCELERATED HIGH SCHOOL

COURSE CATALOG 2016-2017



ACCELERATE YOUR MIND...

...TO SUCCESS

301 N. HANNAFORD ST.
GRANBURY, TX 76048
PHONE (817)408-4450
WWW.GRANBURYISD.ORG/STARS

Our Vision

GISD Mission

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Cover designed by Maria Espinoza.

2016-2017

Course Catalog

STARS Accelerated High School Students,

We are very pleased to present this Pirate Course Catalog. Please use it as a guide for designing a successful academic path at STARS Accelerated High School. As you choose your classes, consider your future goals. Do you plan to head to a college, junior college, technical school, serve in the military, or go directly to employment upon your graduation? You will need to work with your counselor to enroll in the courses our state has mandated and choose electives that will support your postsecondary goals.

Granbury Independent School District is committed to guiding you in helping make your future goals a reality. STARS is a school of choice. Students choose to come here to reach their goals in a smaller, more personal settimg that allows us to individualize curriculum and strategies for success. At STARS, you will work on your chosen graduation plan at your own pace with the help of your teachers, counselor, and administrator. In addition to completing your diploma, we will help make your transition to your next educational environment go smoothly. TSI testing, ASVAB testing, assistance with college applications, and the FAFSA are all part of the transition that we can help you complete.

We look forward to the coming school year and want it to be a positive building block in your future. We are joining with your parent/guardian to form a partnership promoting your educational success. We encourage you to become and remain an active member of our campus life. We are committed to excellence and to making your goals a reality.

Ginna Marks
Principal
STARS Accelerated High School

Table of Contents

General Information 4

Graduation Requirements 5

Course Description Legend 7

Course Descriptions

- ***English*** 8
- ***Mathematics*** 9
- ***Science*** 10
- ***Social Studies*** 11
- ***Foreign Language*** 12
- ***Fine Arts*** 13
- ***Fitness and Wellness (PE)*** 13
- ***Career and Technical Education*** 14

Parent Planning Tool 15



General Information

Grade Classification:
After the ninth grade, students are classified according to the number of credits earned toward graduation. Reclassifications are made at the beginning of each school year.

Credits Earned	Grade Classification
6	10th(Sophomore)
12	11th(Junior)
17	12th(Senior)

Class Load:
All students ***must*** take a full class load each semester.

Schedule Changes:
Course selections made during pre-registration are considered ***final***. Any request for a change in course after spring pre-registration must be made in writing. Students may not drop or add a course after ***five class days***. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.
When a student selects a course, he/she is expected to complete it.

NOTE: A course dropped after the change period may be recorded as an F.

Dual Credit Courses:
Students who are exempt or have passed one of the tests under the Texas Success Initiative (TSI) may register for concurrent college and high school credit in selected courses offered by cooperating colleges. The student is responsible for paying tuition, books and any fees, which are required by the college for credit and negotiated with Weatherford College. Dual credit courses will be offered pending arrangements with colleges for onsite instructors. Students can only earn 29 hours of college credit at GHS.
If you pre-register for a dual credit class, register to take the TSI test. You must take the test before you enroll in college courses ***unless you are exempt*** by your SAT or ACT scores.
The exemption policy is posted in all English classes and in the Counseling Office. See your Counselor if you have questions.
You must provide proof of the scores or exemption by the GHS registration date in August or you will be removed from the dual credit classes.
**It is the student's responsibility to contact the college(s) to find out which dual credit courses will transfer or the AP test score required to earn college credit.

Testing Requirements:
Students will be required to demonstrate success on the following End-of-Course exams to meet graduation requirements: Algebra 1, English 1, English 2, Biology, and United States History.

Scheduling:
Granbury ISD operates on a traditional 7-period schedule. Each semester is divided into three six-week grading periods. Progress reports are provided every three weeks, with report cards distributed at the end of each six-week period.

Registration Information:
- Counselors will schedule academic conferences with students and parents to ensure proper academic placement. These conferences will begin in January and end by spring break.
- Teachers/staff are hired, and the master schedule is set, including class sizes, according to student selections. Staffing needs are dependent upon the integrity of this process.
- Courses listed in the catalog are subject to student selection patterns and staffing availability and though offered, may not actually become a part of the schedule.

Registration Instructions:
1. **Determine Graduation Plan** (Foundation, Recommended, or Distinguished). If **Foundation**, select **endorsement.**
2. **Update your four-year plan** using your selected graduation plan.
3. **Choose the courses** necessary to complete your schedule for next year. Be sure to **choose three alternative** elective courses.
4. Be sure to have your **parent/guardian sign** your course selection sheet.
5. High school students who are concurrently enrolled at **Weatherford College** need to see their guidance counselor for academic advising.

Graduation Requirements

4 X 4 Graduation Plans

The following requirements apply to students first entering the 9th grade in the fall of 2010 through the fall of 2013.

26-Credit Recommended High School Program

ENGLISH……..……..4
Must consist of English I, 2, 3, and 4 (ESOL 1 and 2 may be substituted appropriately).

MATHEMATICS……..……..4
Must include Algebra 1, Geometry, Algebra 2 and at least one course from the following:
- Math Models with Application – must be completed prior to Algebra 2
- A math course with Algebra 2 as a prerequisite

SCIENCE……..……..4
Three credits must consist of Biology, Chemistry, Physics, and at least one course from the following
- IPC – must be completed prior to Chemistry and Physics
- An additional lab-based science course.

SOCIAL STUDIES……..……..4
Must include US History, one-half credit Government, one-half credit Economics, World History, and World Geography

OTHER LANGUAGES……..……...2
Must consist of 2 levels in the same language

FINE ARTS……..…1
Choir, Band, Dance, Art, Theatre Arts, Principles & Elements of Floral Design

PHYSICAL EDUCATION……...1
May include Athletics or PE (up to 4 credits), Drill Team 1, JROTC 1, Cheerleading, the fall semesters of Marching Band

SPEECH……..……..0.5
ELECTIVES……..…..5.5

TOTAL CREDITS……..….26

STATE ASSESSMENT PERFORMANCE
In addition to the credit requirements as listed above, students who entered the 9th grade in 2011 and after must meet passing standards on English 1, English, Algebra 1, Biology, and U.S. History EOC Exams.

26-Credit Distinguished High School Program

ENGLISH……..……..4
Must consist of English I, 2, 3, and 4 (ESOL 1 and 2 may be substituted appropriately).

MATHEMATICS……..……..4
Must include Algebra 1, Geometry, Algebra 2 and at least one course with Algebra 2 as a prerequisite.

SCIENCE……..……..4
Three credits must consist of Biology, Chemistry, Physics, and at least one additional lab-based science course. (IPC will not satisfy this requirement.)

SOCIAL STUDIES……..……..4
Must include US History, one-half credit Government, one-half credit Economics, World History, and World Geography

OTHER LANGUAGES……..……...3
Must consist of 3 levels in the same language

FINE ARTS……..…1
Choir, Band, Dance, Art, Theatre Arts, Principles & Elements of Floral Design

PHYSICAL EDUCATION……...1
May include Athletics or PE (up to 4 credits), Drill Team 1, JROTC 1, Cheerleading, the fall semesters of Marching Band

SPEECH……..……..0.5
ELECTIVES……..…..4.5

TOTAL CREDITS……..….26

STATE ASSESSMENT PERFORMANCE
In addition to the credit requirements as listed above, students who entered the 9th grade in 2011 and after must meet passing standards on English 1 Reading and Writing, English 2 Reading and Writing, Algebra 1, Biology, and U.S. History EOC Exams.

ADVANCED MEASURES
In addition to the requirements listed above, DAP candidates must meet appropriate advanced measures. Work closely with your counselor to ensure these have been met.

Graduation Requirements

The Foundation High School Program + Endorsement

The following requirements apply to students first entering the 9th grade in the fall of 2014 and thereafter.

FOUNDATION HIGH SCHOOL PROGRAM (FHSP)

The 22-Credit Foundation is Required for All Endorsements

ENGLISH……..……..4
Must consist of English I, 2, 3 (ESOL 1 and 2 may be substituted appropriately), and an additional/advanced English course.

MATHEMATICS……..……..3
Must include Algebra 1, Geometry, and an additional/advanced math course beyond Algebra 1

SCIENCE……..……..3
Must include one Biology credit, one credit selected from IPC, Chemistry, or Physics; and one additional/advanced science course

SOCIAL STUDIES……..……..3
Must include US History, one-half credit Government, one-half credit Economics, and World History **or** World Geography

OTHER LANGUAGES……..……...2
Must consist of 2 levels in the same language

FINE ARTS……..……...…1
Choir, Band, Dance, Art, Theatre Arts, Principles & Elements of Floral Design

PHYSICAL EDUCATION……..……..1
May include Athletics or PE (up to 4 credits), Drill Team 1, JROTC 1, Cheerleading, the fall semesters of Marching Band

ELECTIVES……..……..5

FHSP SUBTOTAL CREDITS……..…..22

ADDITIONAL REQUIREMENTS FOR ENDORSEMENTS

MATHEMATICS……..……1

SCIENCE……..……...1

ENDORSEMENT-SPECIFIC ELECTIVES……..…2
Electives must be chosen from one of the endorsement areas of STEM, Business and Industry, Arts and Humanities, Public Services, or Multidisciplinary Studies

TOTAL CREDITS: FHSP + ENDORSEMENT……...26
College Board Advanced Placement and Dual Credit courses may be substituted in appropriate areas for both Foundation and Endorsement credits.

STATE ASSESSMENT PERFORMANCE
In addition to the credit requirements as listed above, students must meet passing standards on the following End-of-Course Exams:

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

ENDORSEMENTS

**Not all Endorsements available at STARS Accelerated High School.*

All students are required to declare an endorsement in writing. Students will be permitted to change their endorsement with written notification.

There are five endorsement options, which allow students flexibility based on individual interests and career goals. Each endorsement category is designed to prepare students to successfully enter postsecondary education or the workforce upon graduation from high school.

The endorsement and the career areas to which they correspond are as listed below:

- **STEM** – Science, including Computer Science; Technology; Engineering and Mathematics;
- **PUBLIC SERVICES** – Education and Training; Government and Public Administration; Health Science; Human Services; and Law, Public Safety, Corrections and Security;
- **BUSINESS AND INDUSTRY** – Agriculture, Food, and Natural Resources; Architecture and Construction; Business Management and Administration; Finance; Hospitality and Tourism; Information Technology; Manufacturing; Marketing; Transportation; and Journalism, including broadcast journalism, newspaper, and public speaking;
- **ARTS AND HUMANITIES** – Fine Arts; Economics with Emphasis on Free Enterprise; English Language Arts; and Languages Other than English;
- **MULTIDISCIPLINARY STUDIES** – Allows students to take courses in several endorsement areas as listed above.

RECOGNITIONS

Students have the opportunity to earn additional recognitions in the following areas.

DISTINGUISHED LEVEL OF ACHIEVEMENT

A student may earn a distinguished level of achievement by successfully completing all curriculum requirements for the Foundation High School Program, plus

- A fourth credit in mathematics, which must include Algebra II;
- A fourth credit in science;
- The requirements of at least one endorsement
- A student must graduate with a Distinguished Level of Achievement to be eligible for automatic admission to a Texas public college or university.

PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgement in one or more of the following categories:

- AP test score of 3 or higher ***or*** Outstanding performance on the PSAT(Commended or higher) ***or*** ASPIRE (college ready on at least 2 of 4 subject tests) ***or*** the SAT (1250) **or** the ACT (28);
- 12 hours of college credit College Grade of 3.0 or above) ***or*** Associate's Degree
- Bilingualism and biliteracy; and
- Earning a nationally or internationally recognized business or industry certification or license

Course Description Legend

Course Description Information:

Course Name (Course Number) Credits Earned – Intended Grade Level(s) *Prerequisites:* Course required prior to enrollment (Course Indicators) Full course description.	**English 1** (0110) 1 credit - Grade 9 *Prerequisites:* None Provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills.

Course Indicators:

	• **Foundation Course Requirement**
	• **STEM Endorsement**
	• **Business & Industry Endorsement**
	• **Public Services Endorsement**
	• **Arts & Humanities Endorsement**
	• **Multidisciplinary Studies Endorsement**
	• **Weighted Course. Courses with this icon carry a 5-point weight.**
	• **Distinguished Achievement**
	• **End of Course Test Required**
	• **Advanced Placement Course** • **AP Exam at End of Course for College Credit**
	• **Dual Credit Course** • **College Entrance Requirements Must Be Met**
	• **Teacher Approval Required**
	• **Outside of Class Commitment**
	• **Certification Available**
	• **2 Periods During the School Day**
	• **Physical Required to Enroll** • **Must be received BEFORE the first day of practice**

The following legend for Course Indicators will be used throughout the course catalog.

Description of Courses

English

English 1 (0110)
1 credit - Grade 9
Prerequisites: None



Provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills.

English 2 (0120)
1 credit - Grade 09-10
Prerequisite: English 1



Develops writing skills through a study of grammar, usage, mechanics, and vocabulary. The course provides a survey of world literature and integrates writing with the study of literature.

English 3 (0130)
1 credit – Grades 10-11
Prerequisites: English 1 and English 2



Provides a survey of American literature, including representative writers and their contributions to the literary heritage of the U.S. Also, inte*grates writing skills with the study of literature and the research process.*

English 4 (0140)
1 credit – Grades 11-12
Prerequisites: English 1, English 2, and English 3



Provides a survey of English literature, which traces the development of literary forms and movements through the reading of representative selections from significant British writers. The course also includes an intense study of composition and research skills.

College Prep ELA (0143)
1 credit – Grade 12

Prerequisites: Counselor Placement
This ELA course will have a focus on skills that are intended to prepare students for college level credit-bearing courses without the need for remedial courses. Successful completion of this course will waive the TSI requirement for ***Weatherford College only***.

Creative and Imaginative Writing (0193)
1 credit – Grades 11-12
Prerequisites: None



Students are expected to apply the skills taught in class to their own writing in such forms as essays, short stories, poetry, and drama. Students will demonstrate an understanding of the recursive nature of the writing process, improving each draft based on the feedback from previous drafts. They will analyze and discuss published pieces of writing and the writing of peers, as well as set their own goals as writers.

Speech:

Communication Applications (0185)
½ credit – Grades 9-12
Prerequisites: None



Students will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group situations, and personal and professional presentations.

Description of Courses

Mathematics

Algebra 1 (0210)
1 credit - Grades 9
Prerequisites: None



This course builds on previous experience in mathematics. It includes properties and operations of real numbers, the solving of linear equations and inequalities, and properties of fractions and algebraic fractions. The course also teaches the coordinate plane and linear equations and inequalities with two variables and radicals.

Geometry (0220)
1 credit – Grades 9-12
Prerequisite: Algebra 1



Concepts of space geometry are integrated with plane geometry. Algebraic skills are reviewed and strengthened through applications in problem solving. This course includes theory and application, formal and informal proofs, trigonometry, constructions and logic, coordinate geometry, and transformations.

Algebra 2 (0230)
1 credit – Grades 10-12
Prerequisite: Algebra 1



Extends and continues Algebra 1. Some new topics will be covered such as complex numbers, conic sections, higher order equations, exponential and logarithmic functions, matrices, and probability and statistics. Emphasis is placed on problem solving skills.

Mathematics Modeling with Applications (0260)
1 credit – Grades 10-11
Prerequisite: Algebra 1

Students use algebraic, graphical, geometrical, and statistical reasoning to recognize patterns and structures, to model information, and to solve problems from various disciplines. Students use math methods to model and solve real-life problems involving money, data, chance, patterns, music, design and science.

Precalculus (0245)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2



This course is designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are: functions and their graphs, trigonometric functions, applications of trigonometry, trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series, and introduction to limits.

Advanced Quantitative Reasoning (AQR) (0280)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2



Advanced Quantitative Reasoning (AQR) is a mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

College Prep Math
1 credit – Grades 12
Prerequisite: Counselor Placement

This math course will have a focus on skills that are intended to prepare students for college level credit-bearing courses without the need for remedial courses. Successful completion of this course will waive the TSI requirement for ***Weatherford College only.***

Science

Biology (0310)
1 credit - Grade 9
Prerequisites: None



Students conduct laboratory experiments in a variety of topics that include: structures and functions of cells and viruses, growth and development of organisms, cells, tissues and organs, nucleic acids and genetics, metabolism and energy transfers in living organisms, ecosystems, and plants and the environment.

Integrated Physics and Chemistry (0305)
1 credit - Grade 10-12
Prerequisites: None

Laboratory-oriented class that integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy, transformations, properties of matter, changes in matter, and solution chemistry.

Chemistry (0330)
1 credit - Grades 10-12
Prerequisites: One unit of high school science, Algebra 1



Covers general exploratory experiences and activities in the concepts of matter, atomic structure, chemical equations, properties of solutions, acids and bases, and nuclear chemistry.

Physics (0360)
1 credit - Grades 10-12
Prerequisites: None



Students conduct laboratory investigations involving such topics as laws of motion, force, conservation of energy, and momentum; electricity; thermodynamics; wave motion; and quantum physics.

Environmental Science (0385)
1 credit – Grades 11-12
Prerequisites: None



This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems.

Description of Courses

Social Studies

World Geography Studies (0400)
1 credit - Grade 9
Prerequisites: None



Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography.

World History Studies (0410)
1 credit - Grades 10
Prerequisites: None



World History Studies is a course that offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present

United States History Studies Since Reconstruction (0420)
1 credit – Grade 10-12
Prerequisites: None



This course covers the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights.

US Government (0440)
½ credit - Grade 11-12
Prerequisites: None



In US Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels.

Economics and the Free Enterprise System (0450)
½ credit - Grade 11-12
Prerequisites: None



This course teaches the need to make choices in a world of limited resources and unlimited wants. It will introduce the microeconomic concepts of supply and demand, and business production, as well as the macroeconomic concepts behind fiscal and monetary policy. There is also a focus on personal financial literacy using materials approved by the State Board of Education.

Psychology (0470)
Online
½ credit - Grades 11-12
Prerequisites: None



This survey course introduces the students to the field of psychology. It is designed to give students a basic history of psychology, theories of learning, self-awareness, the process of thinking, personality, heredity and mental health as well as a study of human growth and development.

Personal Financial Literacy
½ credit - Grades 09-12
Prerequisites: None

Personal Financial Literacy is a one semester course which helps students understanding the rights and financial responsibilities in managing money. In addition, students will learn ways of paying for college/post-secondary education and how to apply for federal student financial aide.

20th Century American History
Online
Twentieth Century American History is a history elective for high school students interested in examining American history during a century of change, continuity, and conflicts. Students will examine America's economic, political, governmental, cultural, and technological growing pains during the twentieth century. They will also consider the causes and effects of national and international cooperation, competition, and conflict.

Civil War
Online
You are about to embark on the fascinating history of the Civil War. It is a story of human choices that linked the past to the present and influenced the future. It is a drama of how one nation changed through times of conflict and cooperation. It is a tale of two children (the North and South) living under the same roof (The United States) and how they disagreed over the issues of states' rights and slavery.

Vietnam Era
Online
What comes to mind when you think about the Vietnam Era? For many, that period represents a difficult time in U.S. history. It is defined by an unpopular war that claimed the lives of 58,000 Americans and some 3 million Vietnamese. In this course, you'll look at the history of the Vietnam War. The roots of the conflict stretch further back than you might know. You'll examine why the United States got involved in the conflict and why the United States failed to achieve its objectives.

Foreign Language

Spanish 1 (0600)
Online Spanish 1
1 credit - Grades 9-11
Prerequisites: None



This course teaches phonics, basic speech patterns, and sentence structure. Emphasis is on vocabulary acquisition, with exercises in reading, writing, listening, and speaking. Culture is introduced.

Spanish 2 (0605)
Online Spanish 2
1 credit - Grades 9-12
Prerequisite: Spanish 1



This course teaches skills in using Spanish for everyday life situations. Emphasis is on grammar, with several past tense, present tense, and command verb forms. Subjunctive forms are introduced. Cultural studies are included.

French 1 (0640)
Online French 1
1 credit - Grades 9-11
Prerequisites: None



French 1 introduces the vocabulary, grammar and language skills necessary for a basic study of French.

French 2 (0645)
Online French 2
1 credit - Grades 10-12
Prerequisite: French 1



French 2 continues the development of skills necessary for the more complex strategies of the French language.

American Sign Language (ASL) I (0670)

CNG
1 credit – Grades 9-12
Prerequisites: None



Students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should: understand short-signed phrases when attending and respond expressively with learned material; produce learned signs, phrases, and sentences; detect main ideas in familiar material that is signed; be able to transcribe American Sign Language (ASL) into English gloss; recognize the importance of communication and how it relates to the American deaf culture; and recognize the importance of acquiring accuracy of expression by knowing the components of ASL, including grammar.

American Sign Language (ASL) II (0675)
GHS
1 credit – Grades 10-12
Prerequisite: ASL I



Students further their knowledge and practice in the areas of communication, culture, connections, comparisons, and communities during this second year of ASL as listed in ASL I.

Fine Arts

Art

Art 1 (0730)
Online Art 1
1 credit - Grades 9-12
Prerequisites: None



Art 1 provides basic art instruction to emphasize the fundamentals of art and to develop skills in art. It offers opportunities to illustrate ideas for artwork from direct observation, experiences and imagination using art element and principles. It includes effective use of art media and tools in design, drawing, printmaking, printing, and sculpture. It also includes culture heritage and opportunities to use critical evaluation through art. Students will explore art careers and vocational opportunities in art.

Music 1 History
Online **Music Appreciation**

Music Theory A
Online
Music Theory is a semester-length fine arts elective for high school students. The course requires no prior instrumental, vocal, or music theory study. Using the piano keyboard as a visual basis for comprehension, the course materials explore the nature of music, integrating these concepts.

Music Theory B
Online
Music Theory is a semester-length fine arts elective for high school students. The course requires no prior instrumental, vocal, or music theory study. Using the piano keyboard as a visual basis for comprehension, the course materials explore the nature of music, integrating these concepts.

Fitness and Wellness

Foundations of Personal Fitness (0835)
Online Foundations of Personal Fitness
1 credit – 9
Prerequisites: None



This course represents a new approach in physical education and the concept of personal fitness. The purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class.

Health (0500)
Online Health
½ credit - Grades 9-12
Prerequisites: None

The course instructs students in the importance of achieving a complete physical, mental and social well-being. The course outline includes the State Board of Education curriculum, the Parent and Paternity Awareness Program, and the Family Violence Prevention Program.

Career and Technical Education

PUBLIC SERVICES

Child Development (9560)
Online Child Development
½ credit – Grades 10-12
Prerequisites: None
Partners with Interpersonal Studies

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students will become equipped with child development knowledge that can be used to promote the well-being and healthy development of children and to investigate careers related to the care and education of children.

Interpersonal Studies (9565)
Online Personal and Family Living
½ credit – Grades 10-12
Prerequisites: None
Partners with Child Development

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

BUSINESS AND INDUSTRY

Principles of Business, Marketing, and Finance (9505)
Online Principles of Business and Finance
½ credit – Grades 09-12
Prerequisites: None

Have you ever thought about owning your own business? This class examines the foundations of small business management including product sales, advertising, and financial management. Learn about the small business world through projects, guest speakers, and relevant activities.

Banking and Financial Services (9400)
Online Personal Financial Literacy
½ credit – Grades 11-12
Prerequisites: Principles of Business, Marketing, and Finance

Money, money, money – MONEY! Do you want to earn more money, save more money, and invest more money? Earn, Save, and Invest are the cornerstones of this class. Banking functions and financial literacy will be learned. Local bankers teach students banking strategies and how to be a successful banker, beginning with teller skills and services.

Business Information Management (9250)
Online Business Computer Information Systems A/B
1 credit – Grades 09-12
Prerequisites: None

Strengthen your resume and learn thorough instruction of the Microsoft Office Suite, including Word, Excel, Power Point, Access, Outlook and Publisher. This class offers the necessary skills required in all workplace settings as well as provide college-ready skills. Develop your basic knowledge into expert skills.

Principles of Arts and AV (9200)
½ credit – Grade 9
Prerequisites: None

This is a lab-oriented course that introduces students to the fundamentals of the Video and Graphics industries. Students use video camcorders and editing software as they learn to write, produce and edit a video production. Graphics for video and multimedia production will also be emphasized

Planning Tool – RECOMMENDED PROGRAM

Granbury Independent School District Graduation Plan

Student Name:_____

Grad Yr. _____ REC ____ DAP____ FOUNDATION____ [____]

SUBJECT AREA	GRADE 8	S 1	S 2	GRADE 9	S 1	S 2	GRADE 10	S 1	S 2	GRADE 11	S 1	S 2	GRADE 12	S 1	S 2
ENGLISH—4 cr	___ English 1			___ English 1 ___ Eng 2/PreAP			___ English 2/PreAP ___ English 3/AP/DC ___ English 4/AP/DC ___Other			___ English 3/AP/DC ___ English 4/AP/DC ___ DC Brit Lit/Tech Writing ___Other			___ English 4 AP/DC ___ DC Brit Lit/Tech Writing ___Other		
MATH—4 cr ***Math Models must be taken prior to Algebra 2**	___ Algebra 1			___ Algebra 1 ___ Geom/PreAP			___ Geom/PreAP ___ Algebra 2/PreAP ___ Other:			___ Geometry ___ Math Models ___ Algebra 2/PreAP ___ Pre Cal/PreAP ___ DC Alg/DC Cont Math ___ Other:			___ Geometry ___ Algebra 2 ___ AQR ___ Pre Cal/PreAP ___ AP Cal ___ AP Stats ___ DC Alg/DC Cont Math ___ Other:		
SCIENCE—4 cr ***IPC must be taken prior to Chemistry and Physics for a Recommended Diploma. IPC not allowed for DAP diploma.**				___ Biology/PreAP ___ IPC			___ IPC ___ Biology/AP ___ Conceptual Physics ___ AP Physics 1 ___ Chemistry/PreAP			___ Conceptual Physics ___ AP Physics 1 or 2 ___ Chemistry/PreAP ___ AP Chem ___ Other:			___ Chemistry ___ Conceptual Physics ___ Anat & Phys ___ AP/DC Bio ___ AP Chemistry ___ AP Physics 1 or 2 ___ Other:		
SOCIAL STUDIES **3½ cr + ½ cr for Economics**				___ World Geo/PreAP			___ World Geo ___ World History/AP ___ US History/AP/DC			___ US History/AP/DC ___ Other:			___ US Gov/AP/DC ___ Economics/AP ___ Other:		
FOREIGN LANG **2 cr Rec/Found** **3 cr DAP** ***Must be 2 or 3 years of the same language**	___ Spanish 1 ___ AP Spanish 4			___ Spanish 1 or 2 ___ AP Spanish 5 ___ French 1 ___ ASL 1			___ Span 1, 2, or Pre AP3 ___ AP Span 5 ___ ASL 1 or 2 ___ French 1 or 2 ___ Other:			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1, 2, or 3 ___ French 1, 2, or PreAP3 ___ Other:			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1,2, or 3 ___ French 1, 2, or PreAP 3 ___ AP French 4		
PE EQUIV 1 cr	___Ath ___ PE ___JV Drill			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv		
SPEECH—1/2 cr				___Comm App/Prof Comm			___Comm App/ Prof Comm			___Comm App/Prof Comm			___Comm App___ Prof Comm		
FINE ARTS—1 cr	___ Band Choir ___ Art ___ Theatre Arts			___ Band Choir Dance ___ Art ___ Theatre			___ Band Choir Dance ___ Art ___ Theatre/TechTH			___ Band Choir Dance ___ Art ___ Theatre/TechTH			___ Band Choir Dance ___ Art ___ Theatre/TechTH		
ELECTIVES—	___ GTT														
5 ½ cr Rec/4 ½ cr DAP 5 cr Foundation															
*4 advanced measures required for DAP diploma															
TOTAL CREDITS:															

Planning Tool – FOUNDATAION PROGRAM

Student Name:_____

Date:_____

GISD Planning Tool

Grad Yr. _____ Endorsement:_____

Algebra 2 is required for Distinguished Achievement and STEM

SUBJECT AREA	GRADE 8	S 1	S 2	GRADE 9	S 1	S 2	GRADE 10	S 1	S 2	GRADE 11	S 1	S 2	GRADE 12	S 1	S 2
ENGLISH—4 cr	___ English 1			___ English 1 ___ Eng 2/PreAP			___ English 2/PreAP ___ English 3/AP/DC ___ English 4/AP/DC ___Other			___ English 3/AP/DC ___ English 4/AP/DC ___ DC Brit Lit/Tech Writing ___Creative Writing			___ English 4 AP/DC ___ DC Brit Lit/Tech Writing ___Creative Writing ___Speech		
MATH—3 cr ***Math Models must be taken prior to Algebra 2**	___ Algebra 1			___ Algebra 1 ___ Geom/PreAP			___ Geom/PreAP ___ Algebra 2/PreAP ___ Other:			___ Geometry ___ Math Models ___ Algebra 2/PreAP ___ Pre Cal/PreAP ___ DC Alg/DC Cont Math ___ Statistics ___ Algebraic Reasoning			___ Geometry ___ Algebra 2 ___ AQR ___ Pre Cal/PreAP ___ AP Cal ___ AP Stats ___ DC Alg/DC Cont Math ___ Statistics ___ Algebraic Reasoning ___ Engineering Math		
SCIENCE—3 cr ***IPC must be taken prior to Chemistry and Physics for a Recommended Diploma.**				___ Biology/PreAP ___ IPC			___ IPC ___ Biology/AP ___ Conceptual Physics ___ AP Physics 1 ___ Chemistry/PreAP			___ Conceptual Physics ___ AP Physics 1 or 2 ___ Chemistry/PreAP ___ AP Chem ___ Other:			___ Chemistry ___ Conceptual Physics ___ Anat & Phys ___ AP/DC Bio ___ AP Chemistry ___ AP Physics 1 or 2 ___ Other:		
SOCIAL STUDIES **2½ cr + ½ cr for Economics**				___ World Geo/PreAP			___ World Geo ___ World History/AP ___ US History/AP/DC			___ US History/AP/DC ___ Other:			___ US Gov/AP/DC ___ Economics/AP ___ Other:		
FOREIGN LANG **2 cr Rec/Found** **3 cr DAP** ***Must be 2 years of the same language**	___ Spanish 1 ___ AP Spanish 4			___ Spanish 1 or 2 ___ AP Spanish 5 ___ French 1 ___ ASL 1			___ Span 1, 2, or Pre AP3 ___ AP Span 5 ___ ASL 1 or 2 ___ French 1 or 2			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1, 2, or 3 ___ French 1, 2, or PreAP3			___ Span 1, 2, or PreAP3 ___ AP Span 4 or 5 ___ ASL 1,2, or 3 ___ French 1, 2, or PreAP 3 ___ AP French 4		
PE EQUIV 1 cr	___ Ath ___ PE			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv			___ PE or Equiv		
FINE ARTS—1 cr	___ Band Choir ___ Art ___ Theatre Arts			___ Band Choir Dance ___ Art ___ Theatre			___ Band Choir Dance ___ Art ___ Theatre/Tech TH			___ Band Choir Dance ___ Art ___ Theatre/Tech TH			___ Band Choir Dance ___ Art ___ Theatre/Tech TH		
5 Endorsement	___ GTT														
ELECTIVES—															
TOTAL CREDITS:															

GRANBURY HIGH SCHOOL
2016-2017 FRESHMAN COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL FRESHMAN STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0110	ENGLISH 1
		0120	*ENGLISH 2
		0125	*PREAP ENGLISH 2 (AAC)

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	*GEOMETRY
		0225	*PREAP GEOMETRY (AAC)

SCIENCE (FULL YEAR)

		0310	BIOLOGY
		0315	PREAP BIOLOGY (AAC)

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0405	PREAP WORLD GEOGRAPHY (AAC)
		0410	WORLD HISTORY

FOREIGN LANGUAGE (FULL YEAR)

		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0640	FRENCH 1
		0670	ASL 1

ENGLISH ELECTIVES

		0175	*DEBATE 1

FINE ARTS - THEATRE (FULL YEAR)

		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2
		0770	TECH THEATRE

FINE ARTS - CHORAL (FULL YEAR)

		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ
		0701	*BAND 2 MARCH

FINE ARTS - ART (FULL YEAR)

A	B		
		0730	ART 1
			*ART 2 GENERAL
		0731	*ART 2 DRAWING
		0736	*ART 2 PAINTING
		0732	*ART 2 PRINT DESIGN
		0734	*ART 2 CERAMICS
		0735	*ART 2 SCULPTURE

FINE ARTS - DANCE

		0780	DRILL TEAM YEAR 2 - TRYOUT REQUIRED
		0782	DANCE 1 (NON-DRILL TEAM)

ATHLETICS / PHYSICAL EDUCATION

A PHYSICAL IS REQUIRED BEFORE THE FIRST DAY OF PRACTICE.

*****IF YOU PARTICIPATED IN ATHLETICS/PHYSICAL EDUCATION IN 8TH GRADE, CHOOSE YEAR 2. IF NOT, CHOOSE YEAR 1.*****

	YEAR 1	YEAR 2
PE AEROBICS	8930	
^ PE YOGA	8940	
FOUNDATIONS OF PER FIT	8935	
OUTDOOR ADVENTURE	8945	
ATH TRAIN - APP. REQ.	8850	8860
BASEBALL	8350	8360
BOYS BASKETBALL	8050	8060
GIRLS BASKETBALL	8100	8110
BOYS GOLF	8450	8460
GIRLS GOLF	8500	8510
BOYS SOCCER	8650	8660
GIRLS SOCCER	8700	8710
CHEER - TRYOUT REQ.	8750	8760
DRILL TM/DANCE - *TRYOUT	0780	
CROSS COUNTRY	8250	8260
FOOTBALL	8000	8010
SOFTBALL	8400	8410
SWIM	8550	8560
TENNIS	8600	8610
TRACK - BOYS	8150	8160
TRACK - GIRLS	8200	8210
VOLLEYBALL	8825	8830

ROTC

		0501E	MCJROTC I (ELECTIVE CREDIT)
		0501P	MCJROTC I (PE CREDIT)

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**

***Applications for Debate and Athletic Trainer are available in the Counseling Office at your middle school campus.**

Revised 12/5/2015

GRANBURY HIGH SCHOOL
2016-2017 FRESHMAN COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION PATHWAYS

THE FOLLOWING COURSES ALIGN WITH THE ENDORESMENTS LISTED UNDERNEATH, HOWEVER ALL COULD COUNT AS A CTE ELECTIVE.

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
_____	_____	9000	PRIN. OF AG, FOOD & NAT. RES.

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

_____	9200	PRINCIPLES OF ARTS & A/V **(SEM A)**

EDUCATION AND TRAINING

_____	9560	CHILD DEVELOPMENT **(SEM A)**
_____		PRIN OF EDUCATION & TRAINING **(SEM B)**
_____	9565	INTERPERSONAL STUDIES **(SEM B)**

FINANCE

_____	9505	PRINCIPLES OF BUS/MKTG/FIN **(SEM A)**
_____	9400	BANKING & FINANCIAL SERV **(SEM B)**

HEALTH SCIENCE

A	B		
_____	_____		PRINCIPLES OF HEALTH SCIENCE

HOSPITALITY & TOURISM

_____	9500	PRIN OF HOSPITALITY & TOURISM **(SEM A)**
_____	9508	LIFETIME NUTRITION & WELLNESS **(SEM B)**

INFORMATION TECHNOLOGY

_____	_____	9630	PRINCIPLES OF INFO TECH

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

_____	_____	9645	PRIN LAW, PUB SAF, CORR & SEC.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

_____	_____	9750	INTRO TO ENG. DESIGN **(IED)** (AAC)

TRANSPORTATION, DISTRIBUTION & LOGISTICS

_____	_____	9800	PRIN OF TRAN, DIST, & LOGIST

(AAC) DESIGNATES COURSES EARNING ADAVANCED ACADEMIC CREDIT CREDITS FOR GRADUATION
*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**

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

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

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

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____

Parent Signature: _____ 327 **Phone:** _____

E-Mail: _____

Revised 12/5/2015

DUE FEBRUARY 4TH

GISD MIDDLE SCHOOL
2016-2017
6TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

REQUIRED COURSES:

0601 ENGLISH LANGUAGE ARTS
0602 MATH
0603 SCIENCE
0604 SOCIAL STUDIES
0605 FITNESS AND WELLNESS

ELECTIVE COURSES:*

YOU MUST CHOOSE THREE ELECTIVES FROM THE LIST.
AT LEAST ONE SELECTION MUST BE A FINE ARTS COURSE
NUMBER YOUR CHOICES 1, 2, AND 3.
(3 WILL BE AN ALTERNATE IN CASE YOUR FIRST OR SECOND CHOICE IS NOT AVAILABLE)
****NUMBERS ONLY, NO CHECKS****

FINE ARTS COURSES:* (MUST CHOOSE AT LEAST ONE)

_____ 0819 CHOIR 6
_____ 0821 ART - A
_____ 0900 BAND 6

OTHER ELECTIVES:

_____ 0800 CAREER EXPLORATIONS
_____ TEEN TEEN LEADERSHIP
_____ 0805 PRINCIPLES OF EMERGING TECHNOLOGY

****ALL CHOICES FROM THE ELECTIVE COURSE SELECTION MAY BE IN THE FINE ARTS COURSES AREA.***

ADDITIONAL INFORMATION

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

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

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

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

Revised 12/5/2015

DUE FEBRUARY 27TH

GISD MIDDLE SCHOOL
2016-2017
7TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

REQUIRED COURSES:

**ALL STUDENTS MUST CHOOSE ALL CORE COURSES*

_____	0217	ENGLISH LANGUAGE ARTS
_____	0317	MATH
_____	0417	SCIENCE
_____	0517	TEXAS HISTORY

ATHLETICS / PE:

**ALL STUDENTS MUST CHOOSE ONE PE ELECTIVE*

_____	0613	BOYS ATHLETICS
_____	0614	GIRLS ATHLETICS
_____	0610M	FITNESS AND WELLNESS BOYS
_____	0610F	FITNESS AND WELLNESS GIRLS

ELECTIVE COURSES:

CHOOSE 3 ELECTIVES - NUMBER YOUR CHOICES 1, 2, 3
(CHOICE 3 WILL BE USED AS AN ALTERNATE IN CASE YOUR SECOND CHOICE IS NOT AVAILABLE)
****NUMBERS ONLY - NO CHECKS****

_____	0910	BAND*
_____	0817	BOYS CHOIR
_____	0815	GIRLS CHOIR
_____	0821	ART - A**
_____	0810	ART - B**
_____	0813	THEATER ARTS

_____	0800	CAREER EXPLORATIONS
_____	TEEN	TEEN LEADERSHIP
_____	0805	PRINCIPLES OF EMERGING TECHNOLOGY

ADDITIONAL INFORMATION

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

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

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

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

**SPECIFIC BAND CLASSES TO BE ASSIGNED BY DIRECTOR*
*** CHOOSE ART B IF YOU COMPLETED ART IN THE 6TH GRADE*

Revised 12/5/2015

DUE FEBRUARY 27TH

GISD MIDDLE SCHOOL
2016-2017
8TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

REQUIRED COURSES:

_____ 0312 SCIENCE
_____ 0412 AMERICAN HISTORY

MATHEMATICS

**ALL STUDENTS MUST CHOOSE ONE MATHEMATICS COURSE*

_____ 0212 MATH
_____ J210 ALGEBRA 1 **(H.S. CREDIT)**

ENGLISH LANGUAGE ARTS

**ALL STUDENTS MUST CHOOSE ONE ELA COURSE*

_____ 0112 ENGLISH / LANGUAGE ARTS
_____ J110 ENGLISH 1 **(H.S. CREDIT)**

ELECTIVE COURSES

CHOOSE 4 ELECTIVES - NUMBER YOUR CHOICES 1, 2, 3, 4
(CHOICE 4 WILL BE USED AS AN ALTERNATE IN CASE YOUR SECOND CHOICE IS NOT AVAILABLE)
****NUMBERS ONLY - NO CHECKS****
ALL ELECTIVES ARE FOR HIGH SCHOOL CREDIT**

ATHLETICS / PHYSICAL EDUCATION

_____ J585 DANCE MOVEMENT
_____ J888M BOYS ATHLETICS
_____ J888F GIRLS ATHLETICS
_____ J611F FITNESS AND WELLNESS (GIRLS)
_____ J611M FITNESS AND WELLNESS (BOYS)

FINE ARTS

_____ J700 BAND
_____ J720M BOYS CHOIR
_____ J720F GIRLS CHOIR
_____ J730 ART 1
_____ J750 THEATER ARTS 1

FOREIGN LANGUAGE

_____ J600 SPANISH 1
_____ J616 AP SPANISH (**INSTRUCTOR APPROVAL**)

STEM

_____ J975 GATEWAY TO TECHNOLOGY

ADDITIONAL INFORMATION

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

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

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

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

**SPECIFIC BAND AND CHOIR CLASSES TO BE ASSIGNED BY THE DIRECTOR*

Revised 12/5/2015

GRANBURY HIGH SCHOOL
2016-2017 JUNIOR COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL JUNIOR STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0130	ENGLISH 3
		0135	*AP ENGLISH 3
		0137	*DC ENGLISH 3 (AAC)
		0140	*ENGLISH 4
		0145	*AP ENGLISH 4 (AAC)
		0147	*DC ENGLISH 4 (AAC)
		0150	*DC TECHNICAL WRITING (AAC)
		0155	*DC BRITISH LITERATURE (AAC)
		0143	COLLEGE PREP ELA

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	GEOMETRY
		0230	*ALGEBRA 2
		0235	*PREAP ALGEBRA 2
		0236	*DC COLLEGE ALGEBRA (AAC)
		0237	*DC CONTEMP MATH (AAC)
		0240	*PREAP PRECALCULUS (AAC)
		0245	*PRECALCULUS
		0260	*MATH MODELS
		0270	*AP STATISTICS (AAC)
		0280	ADV QUANTITATIVE REASONING
		9780	ENGINEERING MATH
		0275	STATISTICS
		0285	ALGEBRAIC REASONING
		0265	COLLEGE PREP MATH
			MATH APP IN AG, FOOD, AND NAT RES

SCIENCE (FULL YEAR)

		0310	BIOLOGY
		0305	IPC
		0325	*AP BIOLOGY (AAC)
		0328	*DC ZOOLOGY/BOTANY SR&D 3 **(4TH SCIENCE)**
		0330	*CHEMISTRY
		0335	*PREAP CHEMISTRY (AAC)
		0345	*AP CHEMISTRY (AAC)
		0360	*PHYSICS
		0366	*AP PHYSICS 1(AAC)
		0367	*AP PHYSICS 2(AAC)
		0380	AQUATICS
		0385	ENVIRONMENTAL SCIENCE
		0395	AP ENVIRONMENTAL SCI (AAC)
		9470	*ANATOMY & PHYSIOLOGY (AAC)
		9660	FORENSICS (AAC)
		9820	AVIATION SR&D 2 (AAC)

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0417	AP WORLD HISTORY (AAC)
		0420	US HISTORY
		0425	*AP US HISTORY (AAC)
		0426	*DC US HISTORY (AAC)
		0427	*DC US HISTORY (AAC)
		0430	*AP EUROPEAN HISTORY (AAC)
		0470	PSYCHOLOGY
		0475	SOCIOLOGY

FOREIGN LANGUAGE (FULL YEAR)

		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*PREAP SPANISH 3 (AAC)
		0611	*PREAP SPANISH 3 NTV (AAC)
		0616	*AP SPANISH 4 (AAC)
		0617	*AP SPANISH 5(AAC)
		0618	*AP SPANISH 4 NTV (AAC)
		0619	AP SPANISH 5 NTV (AAC)
		0640	FRENCH 1
		0645	*FRENCH 2
		0650	*PREAP FRENCH 3 (AAC)
		0670	ASL 1
		0675	*ASL 2
		0680	*ASL 3

ENGLISH ELECTIVES

_____ # DC HOURS COMPLETED

A	B		
		0157	HUMANITIES (4TH ENG)
		0168	*ADV JOURNALISM 1: YRBK 1
		0169	*ADV JOURNALISM 2: YRBK 2
		0175	*DEBATE 1
		0176	*DEBATE 2
		0177	*DEBATE 3 (4TH ENG)
		0190	ORAL INTERPRETATION I
		0193	CREATIVE WRITING (4TH ENG)

FINE ARTS - THEATRE (FULL YEAR)

		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2
		0752	*THEATRE ARTS 3
		0753	*THEATRE ARTS 4
		0770	*TECH THEATRE 1
		0771	*TECH THEATRE 2

FINE ARTS - CHORAL (FULL YEAR)

		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2
		0722	*CHOIR 3
		0723	*CHOIR 4
		0724	*AP MUSIC THEORY (AAC)

FINE ARTS - ART (FULL YEAR)

		0730	ART 1
			*ART 2 GENERAL
		0731	*ART 2 DRAWING
		0732	*ART 2 PRINT DESIGN
		0733	*ART 3 ADVANCED PRINT DESIGN
		0734	*ART 2 CERAMICS
		0735	*ART 2 SCULPTURE
		0736	*ART 2 PAINTING
		0737	*PREAP ART 3 (AAC)
		0738	*ART 3 PHOTOGRAPHY
		0739	*AP ART 3 DRAWING (AAC)
		0748	*ART 4 ADV PHOTOGRAPHY

FINE ARTS - DANCE

		0785	DRILL TEAM YEAR 2- TRYOUT REQUIRED
		0790	DRILL TEAM YEAR 3- TRYOUT REQUIRED
		0795	DRILL TEAM YEAR 4- TRYOUT REQUIRED
		0782	DANCE I (NON-DRILL TEAM)
		0787	DANCE II (NON-DRILL TEAM)
		0792	DANCE III (NON-DRILL TEAM)

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ
		0701	*BAND 2 MARCH
		0702	*BAND 3 MARCH
		0703	*BAND 4 MARCH
		0706	*PERCUSSION
		0710	*JAZZ BAND

ATHLETICS / PHYSICAL EDUCATION

*****CHOOSE THE YEAR OF THE SPORT YOU HAVE BEEN IN THE LONGEST - THAT WILL BE THE YEAR FOR ALL SPORTS YOU PARTICIPATE IN*****

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
PE AEROBICS	8930			
^ PE YOGA	8940			
FOUNDATIONS OF PER FIT	8935			
ADV/OUTDOOR EDU	8945			
ATH TRAIN - APP. REQ.	8850	8860	8870	8880
BASEBALL	8350	8360	8370	8380
BOYS BASKETBALL	8050	8060	8070	8080
GIRLS BASKETBALL	8100	8110	8120	8130
BOYS GOLF	8450	8460	8470	8480
GIRLS GOLF	8500	8510	8520	8530
BOYS SOCCER	8650	8660	8670	8680
GIRLS SOCCER	8700	8710	8720	8730
CHEER - TRYOUT REQ.	8750	8760	8770	8780
DRILL TEAM/DANCE - TRYOUT REQ.	0780			
CROSS COUNTRY *FALL	8250	8260	8270	8280
FOOTBALL	8000	8010	8020	8030
SOFTBALL	8400	8410	8420	8430
SWIM	8550	8560	8570	8580
TENNIS	8600	8610	8620	8630
TRACK - BOYS *SPRING	8150	8160	8170	8180
TRACK - GIRLS *SPRING	8200	8210	8220	8230
VOLLEYBALL	8825	8830	8835	8840
ROTC	0501	0502	0503	

^ MAY ONLY TAKE IF NOT ALREADY RECEIVED CREDIT IN PE ITS.

GRANBURY HIGH SCHOOL
2016-2017 JUNIOR COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION PATHWAYS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
_____	_____	9000	PRIN. OF AG, FOOD & NAT. RES.
_____	_____	9005	*LIVESTOCK PRODUCTION
_____	_____	9010	*ADVANCED ANIMAL SCI
_____	_____	9015	*VETERINARY MEDICAL APP
	_____	9350	*EQUINE SCIENCE **(SEM B)**
_____		9360	*WILDLIFE, FISHERIES, ECOLOGY **(SEM A)**
_____	_____	9365	PRIN & ELEMENTS FLORAL DES
_____	_____		HORTICULTURE
_____	_____	9070	PROF STAND IN AGRIBUSINESS
_____	_____		MATH APP IN AG, FOOD, AND NAT RES

AG MECHANICS / WELDING

_____	_____	9000	PRIN OF AG, FOOD & NAT RES
_____	_____	9050	*AG MECHANICS & METAL TECH
_____	_____	9055	*AG FACILITIES DESIGN AND FAB

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

_____		9200	PRINCIPLES OF ARTS & A/V **(SEM A)**
_____	_____	9150	GRAPHIC DESIGN & ILLUSTRATION
_____	_____	9155	*ADV GR DESIGN & ILLUS **(2CR/2PER)** (2 AAC)

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

_____		9200	PRINCIPLES OF ARTS & A/V **(SEM A)**
_____	_____	9205	AUDIO VIDEO PRODUCTION
_____	_____	9210	*ADV AUD/VID PROD - (2 CR/2 PER) (2 AAC)

EDUCATION AND TRAINING

_____		9560	CHILD DEVELOPMENT **(SEM A)**
	_____		PRIN OF EDUCATION & TRAINING **(SEM B)**
	_____	9565	INTERPERSONAL STUDIES **(SEM B)**
_____	_____	9325	*INST PRACT IN ED TRAIN **(2CR/2 PER)**
_____	_____	9330	*HUMAN GROWTH & DEVELOPMENT

FINANCE

_____	_____	9405	ACCOUNTING I
_____	_____	9410	*ACCOUNTING II

HEALTH SCIENCE

A	B		
	_____	9450	*PRIN. OF HEALTH SCIENCE **(SEM B)**
_____		9455	MEDICAL TERMINOLOGY **(SEM A)**
_____	_____	9460	*HEALTH SCIENCE **(2 CR/2 PER)** (2 AAC)
_____	_____	9470	*ANATOMY & PHYSIOLOGY **(4TH SCIENCE)**

HOSPITALITY & TOURISM

_____		9500	PRIN. OF HOSPITALITY & TOURISM **(SEM A)**
	_____	9508	LIFETIME NUTRITION & WELLNESS **(SEM B)**
_____	_____	9510	*RESTAURANT MGMT (INTRO TO CULINARY ARTS)
_____	_____	9515	*CULINARY ARTS 1 **(2 CR/2 PER)**
_____	_____		DOLLARS AND SENSE

INFORMATION TECHNOLOGY

_____	_____	9630	PRINCIPLES OF INFO TECH
_____	_____		*COMPUTER SCI & SOFTWARE ENG (CSE)
_____	_____		*COMPUTER SCIENCE APPLICATIONS (CSA)
_____	_____		*RESEARCH IN IT **(2 CR/2 PER)**

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

_____	_____	9645	PRIN LAW, PUB SAF, CORR & SEC
_____	_____	9650	*LAW ENFORCEMENT I
_____	_____	9655	*LAW ENFORCEMENT II
_____	_____	9660	FORENSICS (AAC) (4TH SCIENCE)
_____	_____	9665	FORENSIC PSYCHOLOGY

MARKETING

_____		9505	PRINCIPLES OF BUS/MKTG/FIN **(SEM A)**
	_____	9400	BANKING & FINANCIAL SERV **(SEM B)**
_____		9705	ADVERTISING AND SALES **(SEM A)**
	_____	9710	SPORTS & ENTERTAINMENT MARKETING **(SEM B)**
_____	_____	9265	*ENTREPRENEURSHIP

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

_____	_____	9750	INTRO TO ENG. DESIGN (IED) (AAC)
_____	_____	9755	*PRINCIPLES OF ENGINEERING (POE) (AAC)
_____	_____	9785	*CIVIL ENGINEERING (CEA) (AAC)
_____	_____	9780	*ENGINEERING MATH (4TH MATH)
_____	_____	9790	*PROBLEMS AND SOLUTIONS IN F1 IN SCHOOLS

TRANSPORTATION, DISTRIBUTION & LOGISTICS

_____	_____	9800	PRIN OF TRANS, DIST, AND LOGIST
_____	_____	9805	*AUTOMOTIVE TECH
_____	_____	9820	AVIATION (4TH SCIENCE)

CAREER DEVLOPMENT

_____	_____	9420	CAREER PREP 1 **(3 CR 1 PR GHS/15 HR WK)**

(These courses can count as the elective CTE credit in endorsements with that option.)

(AAC) DESIGNATES COURSES EARNING AAC CREDITS FOR GRADUATION
*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**

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

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

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

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____
Parent Signature: _____ **Phone:** _____
E-Mail: _____

GRANBURY HIGH SCHOOL
2016-2017 SENIOR COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL SENIOR STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0130	ENGLISH 3
		0140	ENGLISH 4
		0145	*AP ENGLISH 4
		0147	*DC ENGLISH 4 (COLLEGE ENGLISH 1301, 1302)
		0150	DC TECHNICAL WRITING (COLLEGE ENG. 2311)
		0155	DC BRITISH LIT (COLLEGE ENGLISH 2322)
		0143	COLLEGE PREP ELA

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	GEOMETRY
		0230	*ALGEBRA 2
		0236	*DC COLLEGE ALGEBRA (COLLEGE MATH 1314)
		0237	*DC CONTEMP MATH (COLLEGE MATH 1332)
		0245	*PRECALCULUS
		0240	*PREAP PRECALCULUS
		0255	*AP CALCULUS
		0270	*AP STATISTICS
		0280	*ADV QUANTITATIVE REASON
		9780	ENGINEERING MATH **H (PLTW)**
		0275	STATISTICS
		0285	ALGEBRAIC REASONING
		0265	COLLEGE PREP MATH

SCIENCE (FULL YEAR)

		0310	BIOLOGY
		0305	IPC
		0325	*AP BIOLOGY
		0328	*DC ZOOLOGY/BOTANY SR&D 3 **(4TH SCIENCE)**
		0330	*CHEMISTRY
		0345	*AP CHEMISTRY
		0360	*PHYSICS
		0366	*AP PHYSICS 1
		0367	*AP PHYSICS 2
		0380	AQUATICS
		0385	ENVIRONMENTAL SCIENCE
		0395	AP ENVIRONMENTAL SCIENCE
		9470	*ANATOMY & PHYSIOLOGY
		9660	FORENSICS
		9820	AVIATION SR&D 2

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0410	WORLD HISTORY
		0417	AP WORLD HISTORY
		0425	*AP US HISTORY
		0426	*DC US HISTORY (COLLEGE HISTORY 1301)
		0427	*DC US HISTORY (COLLEGE HISTORY 1302)
		0430	*AP EUROPEAN HISTORY
		0440	US GOVERNMENT
		0443	*DC US GOVERNMENT 1 (COLLEGE GOVT 2305)
		0444	*DC US GOVERNMENT 2 (COLLEGE GOVT 2306)
		0445	*AP US GOVERNMENT
		0450	ECONOMICS
		0455	AP MACROECONOMICS
		0470	PSYCHOLOGY
		0475	SOCIOLOGY

FOREIGN LANGUAGE (FULL YEAR)

		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*PREAP SPANISH 3
		0611	*PREAP SPANISH 3 NTV
		0616	*AP SPANISH 4
		0617	*AP SPANISH 5
		0618	*SPANISH 4 NTV
		0619	*AP SPANISH 5 NTV
		0640	FRENCH 1
		0645	*FRENCH 2
		0650	*PREAP FRENCH 3
		0660	*AP FRENCH 4
		0670	ASL 1
		0675	*ASL 2
		0680	*ASL 3

ENGLISH ELECTIVES

		0157	HUMANITIES
		0168	*ADV JOURNALISM 1/YEARBOOK 1
		0169	*ADV JOURNALISM 2/YEARBOOK 2
		0170	*ADV JOURNALISM 3/YEARBOOK 3
		0175	*DEBATE 1
		0176	*DEBATE 2
		0177	*DEBATE 3
		0180	*DEBATE 4
		0190	ORAL INTERPRETATION I
		0193	CREATIVE WRITING

SPEECH (HALF YEAR)

_____ # DC HOURS COMPLETED

A	B		
		0185	COMMUNICATION APPLICATIONS
		9850	PROFESSIONAL COMMUNICATIONS

FINE ARTS - THEATRE (FULL YEAR)

		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2
		0752	*THEATRE ARTS 3
		0753	*THEATRE ARTS 4
		0770	*TECH THEATRE 1
		0771	*TECH THEATRE 2
		0772	*TECH THEATRE 3
		0773	*TECH THEATRE 4

FINE ARTS - CHORAL (FULL YEAR)

		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2
		0722	*CHOIR 3
		0723	*CHOIR 4
		0717	*CHOIR 5
		0724	*AP MUSIC THEORY

FINE ARTS - ART (FULL YEAR)

		0730	ART 1
			*ART 2 GENERAL
		0731	*ART 2 DRAWING
		0736	*ART 2 PAINTING
		0732	*ART 2 PRINT DESIGN
		0734	*ART 2 CERAMICS
		0735	*ART 2 SCULPTURE
		0733	*ART 3 ADVANCED PRINT DESIGN
		0737	*PREAP ART 3
		0738	*ART 3 PHOTOGRAPHY
		0739	*AP ART 3 DRAWING
		0741	*AP ART 4 2-D DESIGN PORTFOLIO
		0748	*ART 4 ADVANCED PHOTOGRAPHY

FINE ARTS - DANCE

		0785	DRILL TEAM YEAR 2 - TRYOUT REQUIRED
		0790	DRILL TEAM YEAR 3 - TRYOUT REQUIRED
		0795	DRILL TEAM YEAR 4 - TRYOUT REQUIRED
		0798	DRILL TEAM YEAR 5 - TRYOUT REQUIRED
		0782	DANCE 1 (NON-DRILL TEAM)
		0787	DANCE 2 (NON-DRILL TEAM)
		0792	DANCE 3 (NON-DRILL TEAM)
		0797	DANCE 4 (NON-DRILL TEAM)

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ.
		0701	*BAND 2 MARCH
		0702	*BAND 3 MARCH
		0703	*BAND 4 MARCH
		0715	*BAND 5 MARCH
		0706	*PERCUSSION
		0710	*JAZZ BAND

ATHLETICS / PHYSICAL EDUCATION

*****CHOOSE THE YEAR OF THE SPORT YOU HAVE BEEN IN THE LONGEST - THAT WILL BE THE YEAR FOR ALL SPORTS YOU PARTICIPATE IN*****

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PE AEROBICS	8930				
^ PE YOGA	8940				
FOUNDATIONS OF PER FIT	8935				
ADV/OUTDOOR EDU	8945				
ATH TRAIN - APP. REQ.	8850	8865	8875	8885	8890
BASEBALL	8350	8365	8375	8385	8390
BOYS BASKETBALL	8050	8060	8075	8085	8090
GIRLS BASKETBALL	8100	8115	8125	8135	8140
BOYS GOLF	8450	8465	8475	8485	8490
GIRLS GOLF	8500	8515	8525	8535	8540
BOYS SOCCER	8650	8665	8675	8685	8690
GIRLS SOCCER	8700	8715	8725	8735	8740
CHEER - TRYOUT REQ.	8750	8765	8775	8785	8790
CROSS COUNTRY	8250	8265	8275	8285	8290
DRILL TEAM/DANCE - TRYOUT R	0780				
FOOTBALL	8000	8515	8025	8035	8040
SOFTBALL	8400	8415	8425	8435	8440
SWIM	8550	8565	8575	8585	8590
TENNIS	8600	8615	8625	8635	8640
TRACK - BOYS	8150	8165	8175	8185	8190
TRACK - GIRLS	8200	8215	8225	8235	8240
VOLLEYBALL	8825	8833	8837	8843	8845
ROTC	0501	0502	0503	0504	

^ MAY ONLY TAKE IF NOT ALREADY RECEIVED CREDIT IN PE ITS.

GRANBURY HIGH SCHOOL
2016-2017 SENIOR COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER CLUSTERS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
_____	_____	9000	PRIN. OF AG, FOOD & NAT. RES.
_____	_____	9005	*LIVESTOCK PRODUCTION
_____	_____	9010	*ADVANCED ANIMAL SCI
_____	_____	9015	*VETERINARY MEDICAL APP
_____	_____	9025	*PRAC. IN AFN ***(VET MED)*** - **(3 CR 1 PR GHS/10 HR WK)**
	_____	9350	*EQUINE SCIENCE **(SEM B)**
_____		9360	*WILDLIFE, FISHERIES, ECOLOGY **(SEM A)**
_____	_____	9365	PRIN. & ELEMENTS FLORAL DES.
_____	_____		HORTICULTURE
_____	_____	9070	PROF STAND IN AGRIBUSINESS
_____	_____		MATH APP IN AG, FOOD, AND NAT RES

AG MECHANICS / WELDING

_____	_____	9000	PRIN. OF AG, FOOD & NAT. RES.
_____	_____	9050	*AG MECHANICS & METAL TECH
_____	_____	9055	*AG FACILITIES DESIGN AND FAB.
_____	_____	9060	*PRAC IN AG MECH **(2-3 CR 1 PR GHS/10-15 HR WK)**

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

_____	_____	9150	GRAPHIC DESIGN & ILLUSTRATION **(HA)**
_____	_____	9155	*ADV GRAPHIC DESIGN& ILLUS **(HA) (2 CR/2 PER)**
_____	_____	9160	*ANIMATION & ADV. GRAPHICS **(HA)**
_____	_____	9195	*ARTS/AV PRACTICUM GRAPHICS **(HA)**

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

_____		9200	PRINCIPLES OF ARTS & A/V **(SEM A)**
_____	_____	9205	AUDIO VIDEO PRODUCTION
_____	_____	9210	*ADV. AUDIO VIDEO PROD. - **(HA) (2 CR/2 PER)**
_____	_____	9215	PRAC OF AV **(HA) (2-3 CR 1 PR GHS/10-15 HR WK)**

EDUCATION AND TRAINING

_____		9560	CHILD DEVELOPMENT **(SEM A)**
	_____		PRIN OF EDUCATION & TRAINING **(SEM B)**
	_____	9565	INTERPERSONAL STUDIES **(SEM B)**
_____	_____	9325	*EDUCATION/TRAIN **(READY, SET, TEACH)**
_____	_____	9330	*HUMAN GROWTH & DEVELOPMENT
_____	_____	9335	PRACT OF EDUCATION & TRAINING **(2 CR/2 PR)**

FINANCE

_____		9505	PRINCIPLES OF BUS/MKTG/FIN **(SEM A)**
	_____	9400	BANKING & FINANCIAL SERV **(SEM B)**
_____	_____	9405	ACCOUNTING I
_____	_____	9410	*ACCOUNTING II

CAREER DEVLOPMENT

_____	_____	9420	CAREER PREP I **(3 CR 1 PR GHS/15 HR WK)**
_____	_____	9425	CAREER PREP II **(3 CR 1 PR GHS/15 HR WK)**

HEALTH SCIENCE

A	B		
	_____	9450	*PRIN. OF HEALTH SCIENCE **(SEM B)**
_____		9455	MEDICAL TERMINOLOGY **(SEM A)**
_____	_____	9460	*HEALTH SCIENCE **(2 CR/2 PER)**
_____	_____	9465	*PRAC IN HLTH SCI ***(PH TECH)*** - **(2 CR/2 PER) (HON)**
_____	_____	9466	*PRAC IN HLTH SCI ***(EMT)*** -**(2 CR/2 PER) (HON)**
_____	_____	9470	*ANATOMY & PHYSIOLOGY **HON (4TH SCIENCE)**

HOSPITALITY & TOURISM

_____		9500	PRIN. OF HOSPITALITY & TOURISM **(SEM A)**
	_____	9508	LIFETIME NUTRITION & WELLNESS **(SEM B)**
_____	_____	9510	*RESTAURANT MGMT (INTRO TO CULINARY ARTS)
_____	_____	9515	*CULINARY ARTS 1 **(2 CR/2 PER)**
_____	_____		DOLLARS AND SENSE

INFORMATION TECHNOLOGY

_____	_____	9630	PRINCIPLES OF INFO TECH
_____	_____		*COMPUTER SCI & SOFTWARE ENG (CSE)
_____	_____		*COMPUTER SCIENCE APPLICATIONS (CSA)
_____	_____		*RESEARCH IN IT **(2 CR/2 PER)**

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

_____	_____	9645	PRIN LAW, PUB SAF, CORR & SEC.
_____	_____	9650	*LAW ENFORCEMENT I
_____	_____	9655	*LAW ENFORCEMENT II
_____	_____	9660	FORENSICS **(HON) (4TH SCIENCE)**
_____	_____	9665	FORENSIC PSYCHOLOGY
_____	_____		*PRACTICUM IN LAW **(2 CR/2 PER)**

MARKETING

_____		9505	PRINCIPLES OF BUS/MKTG/FIN **(SEM A)**
	_____	9400	BANKING & FINANCIAL SERV **(SEM B)**
_____		9705	ADVERTISING AND SALES **(SEM A)**
	_____	9710	SPORTS & ENTERTAINMENT MARKETING **(SEM B)**
	_____	9265	*ENTREPRENEURSHIP
_____	_____		*MARKETING DYNAMICS **(2 CR/2 PER)**

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

_____	_____	9750	INTRO TO ENG. DESIGN **(IED) (HON)**
_____	_____	9755	*PRINCIPLES OF ENGINEERING **(PLTW) (HON)****
_____	_____	9785	*CIVIL ENGINEERING **(PLTW) (HON)****
_____	_____	9775	*ENGINEERING DESIGN AND DEV (EDD)
_____	_____	9780	*ENGINEERING MATH HONORS
_____	_____	9790	*PROBLEMS AND SOLUTIONS IN F1 IN SCHOOLS

TRANSPORTATION, DISTRIBUTION & LOGISTICS

_____	_____	9800	PRIN OF TRAN, DIST, AND LOGIST
_____	_____	9805	*AUTOMOTIVE TECH
_____	_____	9815	*ADV. AUTOMOTIVE TECH **(2 CR/2 PER)**
_____	_____	9820	AVIATION **(HON) (4TH SCIENCE)**
_____	_____		*PRACTICUM IN AUTO **(2 CR/2 PER)**

(HA) DESIGNATES HONORS CREDIT AVAILABLE IF NECESSARY REQUIREMENTS ARE MET

**** SEE DUAL CREDIT OPTION IN COURSE CATALOG**

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**

ALL PREAP, AP, DC, & HONORS COURSES ARE WEIGHTED FOR GPA CALCULATION FOR CURRENT 12TH GRADERS ONLY

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

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

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

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

GRANBURY HIGH SCHOOL
2016-2017 SOPHOMORE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL SOPHOMORE STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0125	*PREAP ENGLISH 2 (AAC)
		0130	ENGLISH 3
		0137	*DC ENGLISH 3 (AAC)
		0135	*AP ENGLISH 3 (AAC)

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	GEOMETRY
		0225	*PREAP GEOMETRY (AAC)
		0230	*ALGEBRA 2
		0235	*PREAP ALGEBRA 2 (AAC)
		0260	*MATH MODELS

SCIENCE (FULL YEAR)

		0310	BIOLOGY
		0305	IPC
		0335	PREAP CHEMISTRY (AAC)
		0360	*PHYSICS
		0330	*CHEMISTRY
		0366	*AP PHYSICS 1 (AAC)
		0325	*AP BIOLOGY (AAC)

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0410	WORLD HISTORY
		0417	*AP WORLD HISTORY (AAC)

FOREIGN LANGUAGE (FULL YEAR)

		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*PREAP SPANISH 3 (AAC)
		0611	*PREAP SPANISH 3 NTV (AAC)
		0618	*AP SPANISH 4 NTV (AAC)
		0619	*AP SPANISH 5 NTV (AAC)
		0640	FRENCH 1
		0645	*FRENCH 2
		0670	ASL 1
		0675	*ASL 2

ENGLISH ELECTIVES

		0168	*ADV JOURNALISM 1: YRBK 1
		0175	*DEBATE 1
		0176	*DEBATE 2
		0190	ORAL INTERPRETATION I
		9850	PROFESSIONAL COMMUNICATIONS

FINE ARTS - THEATRE (FULL YEAR)

		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2
		0752	*THEATRE ARTS 3
		0770	*TECH THEATRE 1

FINE ARTS - CHORAL (FULL YEAR)

A	B		
		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2
		0722	*CHOIR 3

FINE ARTS - ART (FULL YEAR)

		0730	ART 1
			*ART 2 GENERAL
		0731	*ART 2 DRAWING
		0736	*ART 2 PAINTING
		0732	*ART 2 PRINT DESIGN
		0734	*ART 2 CERAMICS
		0735	*ART 2 SCULPTURE
		0738	*ART 3 PHOTOGRAPHY

FINE ARTS - DANCE

		0785	DRILL TEAM YEAR 2- TRYOUT REQUIRED
		0790	DRILL TEAM YEAR 3- TRYOUT REQUIRED
		0782	DANCE 1 (NON-DRILL TEAM)
		0787	DANCE 2 (NON DRILL TEAM)

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ
		0701	*BAND 2 MARCH
		0702	*BAND 3 MARCH
		0706	*PERCUSSION
		0710	*JAZZ BAND

ATHLETICS / PHYSICAL EDUCATION

*****THE YEAR INDICATES THE NUMBER OF YEARS YOU HAVE PARTICIPATED IN ANY SPORT INCLUDING 8TH GRADE*****

	YEAR 1	YEAR 2	YEAR 3
PE AEROBICS	8930		
^ PE YOGA	8940		
FOUNDATIONS OF PER FIT	8935		
OUTDOOR ADVENTURE	8945		
ATH TRAIN - APP. REQ.	8850	8860	8870
BASEBALL	8350	8360	8370
BOYS BASKETBALL	8050	8060	8070
GIRLS BASKETBALL	8100	8110	8120
BOYS GOLF	8450	8460	8470
GIRLS GOLF	8500	8510	8520
BOYS SOCCER	8650	8660	8670
GIRLS SOCCER	8700	8710	8720
CHEER - TRYOUT REQ.	8750	8760	8770
DRILL TM/DANCE - *TRYOUT	0780		
CROSS COUNTRY	8250	8260	8270
FOOTBALL	8000	8010	8020
SOFTBALL	8400	8410	8420
SWIM	8550	8560	8570
TENNIS	8600	8610	8620
TRACK - BOYS	8150	8160	8170
TRACK - GIRLS	8200	8210	8220
VOLLEYBALL	8825	8830	8835

ROTC

		0501	MCJROTC I
		0502	*MCJROTCII

^ MAY ONLY TAKE IF NOT ALREADY RECEIVED CREDIT IN PE ITS.

GRANBURY HIGH SCHOOL
2016-2017 SOPHOMORE COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION PATHWAYS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
_____	_____	9000	PRIN OF AG, FOOD & NAT RES
_____	_____	9005	*LIVESTOCK PRODUCTION
_____		9360	*WILDLIFE, FISHERIES, ECOLOGY **(SEM A)**
	_____	9350	*EQUINE SCIENCE **(SEM B)**
_____	_____	9365	PRIN & ELEM FLORAL DES

AG MECHANICS / WELDING

_____	_____	9000	PRIN OF AG, FOOD & NAT RES
_____	_____	9050	*AG MECHANICS & METAL TECH

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

_____	_____	9150	GRAPHIC DESIGN & ILLUSTRATION

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

_____	_____	9205	AUDIO VIDEO PRODUCTION

EDUCATION AND TRAINING

_____		9560	CHILD DEVELOPMENT **(SEM A)**
	_____		PRIN OF EDUCATION & TRAINING **(SEM B)**
	_____	9565	INTERPERSONAL STUDIES **(SEM B)**

FINANCE

A	B		
_____		9505	PRINCIPLES OF BUS/MKTG/FIN **(SEM A)**
	_____	9400	BANKING & FINANCIAL SERV **(SEM B)**
_____	_____	9405	ACCOUNTING I

HEALTH SCIENCE

_____		9455	MEDICAL TERMINOLOGY **(SEM A)**
	_____	9450	*PRIN. OF HEALTH SCIENCE **(SEM B)**

HOSPITALITY & TOURISM

_____		9500	PRIN OF HOSPITALITY & TOURISM **(SEM A)**
	_____	9508	LIFETIME NUTRITION & WELLNESS **(SEM B)**
_____	_____	9510	*RESTAURANT MGMT (INTRO TO CULINARY ARTS)

INFORMATION TECHNOLOGY

_____	_____	9630	PRINCIPLES OF INFO TECH
_____	_____		*COMPUTER SCI & SOFTWARE ENG (CSE)

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

_____	_____	9645	PRIN LAW, PUB SAF, CORR & SEC

MARKETING

_____		9705	ADVERTISING AND SALES **(SEM A)**
	_____	9710	SPORTS & ENTERTAINMENT MKT **(SEM B)**

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

_____	_____	9750	INTRO TO ENG. DESIGN **(AAC)****
_____	_____	9755	*PRIN OF ENGINEERING **(AAC)**
	_____	9790	F1 IN SCHOOLS

TRANSPORTATION, DISTRIBUTION & LOGISTICS

_____	_____	9800	PRIN OF TRAN, DIST, AND LOGIST
_____	_____	9805	*AUTOMOTIVE TECH

(AAC) DESIGNATES COURSES EARNING AAC CREDITS FOR GRADUATION
*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**

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

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Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 14, 2015
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 7, 2015
RE: November 30, 2015 Financial Statement

SUMMARY:

Attached is the financial statement for the period ended November 30, 2015 for the general operating fund.

The statement for the period ended November 30, 2015, includes only those transactions that occurred between the period of September 1, 2015, and November 30, 2015. Revenue collected to date equals 15.50% of the budgeted amount compared to 11.00% last year. Expenditures to date represent 24.36% of the budget compared to 20.30% last year.

Respectfully submitted,



Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Persons Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: December 7, 2015

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED NOVEMBER 30, 2015

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	48,990,297	4,745,104	44,245,193	9.69%
5800 STATE SOURCES	9,679,309	4,359,718	5,319,591	45.04%
5900 FEDERAL SOURCES	835,000	118,163	716,837	14.15%
TOTAL REVENUES	**59,504,606**	**9,222,985**	**50,281,621**	**15.50%**
EXPENDITURES				
6100 PAYROLL COSTS	43,696,160	10,584,176	33,111,984	24.22%
6200 PROFESSIONAL & CONTRACTED SERVICES	11,147,233	2,005,955	9,141,278	18.00%
6300 SUPPLIES/MATERIALS	2,528,548	1,095,631	1,432,916	43.33%
6400 OTHER OPERATING	1,266,419	519,130	747,290	40.99%
6500 DEBT SERVICE	0	0	0	0.00%
6600 CAPITAL OUTLAY	866,245	291,245	575,000	33.62%
TOTAL EXPENDITURES	**59,504,606**	**14,496,138**	**45,008,468**	**24.36%**
OTHER SOURCES AND USES				
7900 OTHER RESOURCES	0	0	0	0.00%
8900 OTHER USES	0	0	0	0.00%
OTHER SOURCES(USES)	**0**	**0**	**0**	**0.00%**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**0**	**(5,273,153)**	**5,273,153**	

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED NOVEMBER 30, 2015

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES						
5700	LOCAL					
	PROPERTY TAXES	48,573,905	4,519,726	44,054,179	9.30%	8.19%
	INVESTMENT INCOME	29,000	9,531	19,469	32.87%	8.24%
	OTHER LOCAL INCOME	387,392	215,847	171,545	55.72%	51.46%
5800	STATE					
	STATE FUNDING	9,679,309	4,359,718	5,319,591	45.04%	23.48%
5900	FEDERAL					
	FEDERAL PROJECTS	835,000	118,163	716,837	14.15%	2.60%
	TOTAL REVENUES	**59,504,606**	**9,222,985**	**50,281,621**	**15.50%**	**11.00%**
EXPENDITURES						
11	INSTRUCTION	30,961,831	8,046,535	22,915,295	25.99%	19.82%
12	INSTRUCTIONAL RESOURCES & MEDIA	731,055	176,498	554,557	24.14%	19.06%
13	CURRICULUM & STAFF DEVELOPMENT	763,507	197,621	565,886	25.88%	27.19%
21	INSTRUCTIONAL LEADERSHIP	507,004	120,123	386,881	23.69%	24.90%
23	SCHOOL LEADERSHIP	3,414,265	834,750	2,579,515	24.45%	24.81%
31	GUIDANCE/COUNSELING	2,597,488	667,245	1,930,243	25.69%	22.45%
32	SOCIAL WORK SERVICES	65,000	64,648	352	99.46%	110.70%
33	HEALTH SERVICES	380,294	104,097	276,197	27.37%	17.70%
34	TRANSPORTATION	2,756,166	784,417	1,971,749	28.46%	30.65%
35	FOOD SERVICE	0	0	0	0.00%	0.00%
36	CO-CURRICULAR/EXTRACURRICULAR	1,849,586	457,713	1,391,873	24.75%	22.41%
41	GENERAL ADMINISTRATION	2,401,626	590,591	1,811,035	24.59%	25.81%
51	PLANT MAINTENANCE	6,111,648	1,936,358	4,175,290	31.68%	30.59%
52	SECURITY & MONITORING SERVICES	266,840	77,847	188,993	29.17%	28.53%
53	DATA PROCESSING	1,228,961	387,629	841,332	31.54%	34.78%
61	COMMUNITY EDUCATION	110,302	10,134	100,168	9.19%	15.10%
71	DEBT SERVICE	0	0	0	0.00%	0.00%
81	FACILITIES CONSTRUCTION & ACQUISITION	0	10,102	(10,102)	0.00%	0.00%
91	CONTR INSTRUCTIONAL SERVICES	4,504,033	0	4,504,033	0.00%	0.00%
93	PAYMENTS TO FISCAL AGENT	65,000	25,620	39,380	39.42%	0.00%
99	OTHER INTER GOV CHARGES	790,000	4,208	785,792	0.53%	43.00%
	TOTAL EXPENDITURES	**59,504,606**	**14,496,138**	**45,008,468**	**24.36%**	**20.30%**
		0				
	OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
	EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**0**	**(5,273,153)**	**5,273,153**		

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 14, 2015
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 7, 2015
RE: Cash Flow and Investment Report as of November 30, 2015

SUMMARY:

Attached is the Cash Flow and Investment Report for the period ending November 30, 2015.

Respectfully submitted,



Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: December 7, 2015

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM November 1, 2015 TO November 30, 2015

FOR BOARD MEETING DECEMBER 14, 2015

	FIRST FINANCIAL BANK								INVESTMENTS				CDARs	
	GENERAL FUND	DEBT	CAPITAL PROJ	PAYROLL	A/P	WC FUND	EZDENT	CHILD NUTRITION	LOGIC	LONE STAR	TEXPOOL	TEXAS TERM	PROGRAM	TOTAL
BEGINNING BALANCE-NOVEMBER 1, 2015	$ 4,078,354	$ 189,337	$ 1,439,307	$ 1,396,182	$ 362,898	$ 644,285	$ 30,514	$ 541,711	$ 445,058	$ 26,598,521	$ 2,273	$ 9,728,387	$ 12,625,956	$ 58,082,783
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH	$ 156,523	$ -	$ -					$ 216,586						$ 373,109
														$ -
TAX COLLECTIONS	$ 3,820,449	$ 817,884												$ 4,638,333
														$ -
TEA COLLECTIONS:														$ -
CHILD NUTRITION	$ 225,243							$ 225,243						$ 450,486
FOUNDATION	$ 14,105													$ 14,105
TITLE FUNDS	$ 177,290													$ 177,290
AVAILABLE SCHOOL FUND	$ -													$ -
IDEA-B FUNDS	$ 112,187													$ 112,187
IMA	$ -													$ -
PERKINS	$ 9,510													$ 9,510
MAC/SHARS	$ 354,864													$ 354,864
TRANSFERS IN	$ -	$ -	$ 3,000,000	$ 1,441,267	$ 1,122,677	$ 32,227	$ 15,181		$ -	$ -	$ -	$ -		$ 5,611,351
														$ -
BOND PAYMENT														$ -
OPERATING EXPENSES	$ (1,246,039)	$ -	$ (2,943,903)		$ (1,401,344)	$ (10,160)	$ (10,923)	$ (252,116)	$ -					$ (5,864,485)
PAYROLL	$ (3,560,939)		$ -	$ (1,390,013)				$ (98,050)						$ (5,049,002)
TEA RECAPTURE	$ -	$ -			$ -									$ -
TRANSFERS OUT	$ -	$ -	$ -						$ -	$ (3,000,000)	$ -	$ (1,070)	$ -	$ (3,001,070)
MONTHLY INTEREST EARNED AND PAID	$ 848	$ 124	$ 248	$ 164	$ 42	$ 105	$ 6	$ 96	$ 60	$ 4,275	$ 0	$ 7	$ -	$ 5,974
ACCRUED INTEREST PAID													$ -	$ -
ENDING BALANCE-NOVEMBER 30, 2015	$ 4,142,396	$ 1,007,344	$ 1,495,652	$ 1,447,601	$ 84,272	$ 666,457	$ 34,778	$ 633,470	$ 445,118	$ 23,602,796	$ 2,273	$ 9,727,323	$ 12,625,956	$ 55,915,436
INTEREST ACCRUED, NOT PAID AT MONTHS END													$ 4,673	$ 4,673
WEIGHTED AVERAGE MATURITY	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	43 Days	37 Days	49 Days	51 Days	$ 114	
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.170%	0.205%	0.111%	0.150%		
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.167%	0.195%	0.094%	0.140%	Various	
												CDs Various		

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).

L.O. "Dobie" Williams
Assistant Superintendent for Finance and Operations

Emmett J. Whitefield
District Comptroller

2015-16 INTEREST ACCRUED (as of 11/30/15)			
Sep-14	$ 22,209.02	Mar-15	
Oct-14	$ 6,291.89	Apr-15	
Nov-14	$ 5,974.21	May-15	
Dec-14		Jun-15	
Jan-15		Jul-15	
Feb-15		Aug-15	
		TOTAL	$ 34,475.12

NOVEMBER INTEREST ACCRUED	$ 4,672.62
NOVEMBER INTEREST EARNED & PD	$ 5,974.21
November TOTAL INTEREST	$ 10,646.83

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 14, 2015
For: Information

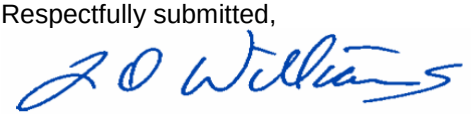
TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 7, 2015
RE: Bond Expenditure Update
As of November 30, 2015

SUMMARY:

Attached are bond expenditures through the period ended November 30, 2015. Expenditures are divided into two categories - "Construction" and "Other Areas". The Construction category includes expenditures related to the construction or renovation/remodeling of buildings. The Construction category also includes a breakdown of expenditures by vendor. The Other Areas category includes expenditures for non-construction related expenditures from bond funds.

Respectfully submitted,



Dobie Williams
Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Karen Johnson

Date Submitted: December 7, 2015

GRANBURY ISD

Bond Project Status

Budget, Commitments, Expenditures, Construction Contracts (thru 11/30/15)

Summary Status - Construction

Description	Budgeted	Committed	Expended
Soft Cost	$ 5,819,639.00	$ 36,883.78	$ 4,154,817.64
Hard Cost	$ 54,186,317.00	$ 18,185,457.94	$ 34,641,305.06
Contingency	$ 3,704,480.00	$ 42,347.39	$ 487,635.38
Construction Total	***$ 63,710,436.00***	***$ 18,264,689.11***	***$ 39,283,758.08***

Summary Status - Other Areas

Description	Budgeted	Committed	Expended
Band Equip	$ 400,000.00	$ 127.86	$ 259,704.21
Bus Replacement	$ 1,600,000.00	$ 365,200.98	$ 1,234,799.00
Classroom Furniture	$ 1,000,000.00	$ -	$ 211,738.67
Furniture, Fixture, Equip	$ 4,461,564.00	$ 206,072.32	$ 1,078,882.89
Technology	$ 10,800,000.00	$ 51,531.21	$ 4,297,765.88
Other Areas Total	***$ 18,261,564.00***	***$ 622,932.37***	***$ 7,082,890.65***

Construction Vendor Status

Contract / Service	Paid to Date	Description
Alliance Geotech	$ 201,381.47	*Materials Testing*
Buford-Thompson	$ 34,898,737.06	*Construction Mgr*
City of Granbury	$ 168,789.55	*Permits*
DFW Waste Oil	$ 650.00	*Oil Disposal - GHS Auto Shop*
Elliott Electric	$ 9,225.20	*CTE Move to Ag Complex*
ERI Consulting	$ 5,925.00	*Asbestos Abatement Consultant GHS*
GCA Services	$ 11,031.00	*Scrub & Finish New VCT - GHS*
G&G Electric	$ 6,678.00	*AG Complex Welder Plugs; Misc Svc*
Gomez Floor	$ 1,300.53	*Dressing Rm Floors (due to abatement)*
Granbury Glass	$ 1,977.00	*Mirrors - GHS*
Granbury Winnelson	$ 281.16	*Rods for Band & Choir Uniform Storage*
HC News	$ 196.50	*Public Notice Ad*
HD Snow House Moving	$ 13,600.00	*Move Portables*
Home Depot	$ 2,347.13	*Ramps to Portables; Misc.*
Huckabee	$ 3,716,871.62	*Architect*
IESI	$ 11,288.08	*Temporary Roll-Off*
JPH Land Surveying	$ 44,900.00	*Survey*
JSK Company	$ 7,480.00	*Video Surveillance Supplies - GHS*
Mark's Plumbing	$ 392.48	*Temporary Training Rm*
Mobile Modular	$ 8,546.20	*Pods - GHS*
1 Priority	$ 10,100.00	*Abatement - GHS*
Print One	$ 133.25	*Signage - OW*
Quality Sound	$ 28,100.00	*PA System Upgrade - BIS, OWS*
School Specialty	$ 367.71	*White Board - OW*
STS360	$ 91,631.64	*Video Surveillance Upgrade - GHS*
TASB	$ 18,632.00	*Asbestos Testing - All campuses*
The Rios Group	$ 22,875.00	*Subsurface Utility*
TX Dept of State Health Svc	$ 238.00	*Asbestos Abatement Notification Fee*
Woodard Builders	$ 82.50	*Glass in Receptionist Door - BES*

Construction Vendor Total $ 39,283,758.08