Notice of Regular
The Board of Trustees
Granbury ISD
Monday, December 12, 2016
5:00 PM

A Regular of the Board of Trustees of Granbury ISD will be held Monday, December 12, 2016, 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. Administer Oath of Office for Granbury ISD School Board Trustees Places 5, 6, and 7
3. Elect Board Officers for 2016-17
4. 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
5. Reconvene in open session - 6:00 PM
6. Moment of Silence/Invocation
7. Pledges - U.S. Flag & Texas Flag
8. Achievement Spotlight
9. Public comments/audience participation
10. Discussion/Action
    a. Consider Consent Agenda Items
        1. Minutes of the November 14, 2016, Regular Meeting 3
        2. Minutes of the November 18, 2016, Regular Meeting 6
        3. Consider Budget Amendments 8
    b. Consider Approval of the Annual Financial Audit Report for Year Ending August 31, 2016 11
    c. Consider Technology Plan 93
    d. Consider Classroom Size Waiver 115
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11. Reports
    a. Superintendent's Report
        1. Facilities Report
        2. A-F Reporting System 117
    b. Board Continuing Education Hours Report 119
    c. Facilities and Maintenance Report 121
    d. Texas Academic Performance Report (TAPR) 140
    e. District of Innovation Update
    f. 2017-18 Course Catalog 161
    g. Financial Statements for Period Ending November 30, 2016 243
    h. Cash Flow and Investment Reports for Period Ending November 30, 2016 246
    i. Bond Expenditures Monthly Update for Period Ending November 30, 2016 248
12. Consider action on items discussed in closed session
    a. Consider Staff Appointments
13. 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 9, 2016, at 3:00 p.m. 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)

Minutes of Regular Meeting
The Board of Trustees
Granbury ISD
November 14, 2016
5:00 PM

A Regular meeting of the Board of Trustees of Granbury ISD was held on Monday, November 14, 2016, beginning at 5:00 PM in the Granbury ISD Board Room, 600 West 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.

Presiding Officer .....Nancy Alana, Vice-President

Board Members Present
Barbara Herrington
Mark Jackson
Chris Tackett
Barbara Townsend
B.J. Wallace

Board Members Absent
Micky Shearon

School Officials Present
Dr. James M. Largent Ed.D., Superintendent
Ron Holmgreen, Assistant Superintendent for Administrative Services
Dobie Williams, Assistant Superintendent for Finance & Operations
Wes Jones, 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
Nancy Alana, Vice-President, called the meeting to order at 5:01 p.m. and noted that a quorum of board members were 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 5:32 p.m. and took a recess until 6:00 p.m.

Moment of Silence/Invocation
Barbara Townsend led the invocation.

Pledge - U.S. Flag and Texas Flag
Emma Roberson Elementary School Students Aiden Maldonado and Jolin Ramirez led the Pledges.

Public Meeting to Discuss FIRST Rating

Assistant Superintendent for Finance and Operations Dobie Williams presented the 2016 Schools First Report for the 2014-15 school year. The district passed requirements under the Financial Integrity Rating System of Texas (FIRST) for the 2014-15 school year.

Achievement Spotlight

Granbury Education Foundation

Granbury Education Foundation Board Member Chanda Smith reported that the foundation would be awarding more than $78,000.00 in grant money to teachers and campuses in the district.

District Reading Bee Champion

Oak Woods Principal Donnie Cody presented the 2016 District Reading Bee Champion: Ian Drummer from Oak Woods Elementary School to the board.

Veteran's Day Essay Contest Winners

J.C. Campbell presented the Veteran's Day Essay Contest Winners: Megan Bednarz, Acton Middle School; Madison Bills, Granbury Middle School, and Brian Hall, Granbury High School to the board.

Public comments/audience participation

None

Discussion/Action

Consider Consent Agenda Items

A motion was made by Mark Jackson and seconded by Barbara Herrington to approve the consent agenda items as presented: 1. Minutes of the October 17, 2016 Regular Board Meeting; 2. Consider Budget Amendments; and 3. Consider Renewal of Guidance and Evaluation, Testing Materials, Software Supplies, Equipment, and Online Materials/Services CSP 2016-02.

Motion Carried: 6 Yes – 0 No

Consider Voting for Two Nominations to the Hood County Appraisal District Board of Directors

A motion was made by Mark Jackson and seconded by BJ Wallace to approve Voting for Two Nominations to the Hood County Appraisal District Board of Directors as presented.

Motion Carried: 6 Yes – 0 No

Consider Amending Child Nutrition Budget to Upgrade Existing Kitchen Equipment District Wide and Purchase a Mobile Walk-in Freezer Trailer

A motion was made by Barbara Herrington and seconded by B.J. Wallace to approve Amending Child Nutrition Budget to Upgrade Existing Kitchen Equipment District Wide and Purchase a Mobile Walk-in Freezer Trailer as presented.

Motion Carried: 5 Yes – 1 No

Consider Classroom Waiver

A motion was made by Mark Jackson and seconded by Chris Tackett to approve Classroom Waiver as presented.

Motion Carried: 6 Yes – 0 No

Reports

Superintendent's Report

Superintendent Dr. James Largent gave an update on facilities.

District of Innovation Report

Assistant Superintendent Ron Holmgreen gave an update on the District of Innovation Process.

Discussion of GPA system at Granbury High School

Granbury High School Principal Jeremy Ross discussed the GPA system at Granbury High School.

Special Education and 504 Programs Report
Director of Special Education Diane Fullerton and the Director of Curriculum Sharon Williams reported on Granbury ISD's Special Education and 504 Programs.

Financial Statements for Period Ending October 31, 2016
Assistant Superintendent Dobie Williams presented the Financial Statements for Period Ending October 31, 2016 to the board.

Cash Flow and Investment Reports for Period Ending October 31, 2016
Assistant Superintendent Dobie Williams presented the Cash Flow and Investment Statement for Period Ending October 31, 2016 to the board.

Bond Expenditures Monthly Update for Period Ending October 31, 2016
Assistant Superintendent Dobie Williams presented the Bond Expenditures for Period Ending October 31, 2016 to the board.

Consider Action on Items Discussed in Closed Session

Employee Evaluation, Reassignment, Duties, Discipline, Dismissal, Staff Appointments, and Contract Recommendations

Dr. Largent recommended accepting the staff appointments as presented. A motion was made by Mark Jackson and seconded by Barbara Herrington to accept staff recommendations as presented.
Motion Carried: 6 Yes – 0 No

Consider Hiring Director of Human Resources
Dr. Largent recommended hiring Wes Jones as the Director of Human Resources as presented. A motion was made by Barbara Herrington and seconded by Barbara Townsend to accept staff recommendations as presented.
Motion Carried: 6 Yes – 0 No

12. **Adjourn**
    There being no further business, the meeting was adjourned at 7:57 p.m.

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.

_____ _____

Micky Shearon, President Barbara Herrington, Board Secretary

Minutes of Special Meeting
The Board of Trustees
Granbury ISD
November 18, 2016
8:30 AM

A Special meeting of the Board of Trustees of Granbury ISD was held on Monday, November 18, 2016, beginning at 8:30 AM in the Granbury ISD Board Room, 600 West 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.

Presiding Officer.....B.J. Wallace, Board Member

Board Members Present
Mark Jackson

Board Members Absent
Micky Shearon
Barbara Herrington
Nancy Alana
Chris Tackett
Barbara Townsend

School Officials Present
Dr. James M. Largent Ed.D., Superintendent
Ron Holmgreen, Assistant Superintendent for Administrative Services
Faith Barnes, Recording Secretary

Others Present
School Employees
Media
Community Members

Meeting Called to Order
BJ Wallace, Board Member, called the meeting to order at 8:30 a.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.

Discussion/Action

Canvas Results of the November 8, 2016 Board of Trustee Election for Places 5, 6, and 7
Dr. Largent recommends that the board certify the summary precinct returns and declare the election results as follows: Place 5 Unopposed Trustee Expired Term, Mark Jackson received 13,726 votes; Place 6 Expired Term, Barbara Townsend received 11,902 votes and Dave Eagle Received 4271; Place 7 Expired Term, Rhonda Rezsofi received 8795 votes and Mark Shackelford received 7447. A Motion was made by BJ Wallace and seconded by Mark Jackson to canvas the results of the November 8, 2016 Board of Trustee Election for Place 5, 6, and 7 and declared Mark Jackson duly elected trustee Place 5, Barbara Townsend duly elected trustee Place 6, and Rhonda Rezsofi duly elected Place 7 of the board as presented.
Motion Carried: 2 Yes – 0 No

Adjourn

There being no further business, the meeting was adjourned at 8:33 a.m.

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.

_____ _____

Micky Shearon, President Barbara Herrington, Board Secretary

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 12, 2016
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
Asst. Supt. for Finance and Operations
DATE: December 5, 2016
RE: Budget Amendments

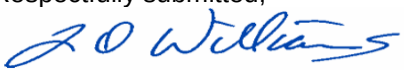
SUMMARY:

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 as presented.

Respectfully submitted,



Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: December 5, 2016

2016-2017
Budget Amendment #4

	December Proposed Budget Amendment #4	Increase	Decrease	Net Effect
Object	**Revenue**			
5700	Revenue Generated	1,655	0	
5800		0	0	
5900		0	0	
	Total	**1,655**	**0**	**1,655**
Function	**Expenses**			
11	Brawner - Amend funds for student trip to Austin - receipts from students	879	0	
	Brawner - Amend funds for technology donated by First Christian Church	576	0	
	Curriculum - Amend funds for AED Supplies	0	8,400	
	GMS - Amend funds for wheelchair for nurses office	0	345	
	SPED - Amend funds for software license renewal	14,400	0	
	Overall effect on Function 11	**15,855**	**8,745**	**7,110**
12	Brawner - Amend funds for technology donated by First Christian Church	200	0	
	Overall effect on Function 12	**200**	**0**	**200**
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	Curriculum - Amend funds for AED Supplies	8,400	0	
	GMS - Amend funds for wheelchair for nurses office	345	0	
	SPED - Amend funds for oxygen tank holder for bus	0	307	
	Overall effect on Function 33	**8,745**	**307**	**8,438**
34	SPED - Amend funds for oxygen tank holder for bus	307	0	
	Overall effect on Function 34	**307**	**0**	**307**
36	**Overall effect on Function 36**	**0**	**0**	**0**
41	**Overall effect on Function 41**	**0**	**0**	**0**
51	Facilities - Amend funds for security cameras and installation	0	30,000	
	Overall effect on Function 51	**0**	**30,000**	**(30,000)**
52	Facilities - Amend funds for security cameras and installation	30,000	0	
	Overall effect on Function 52	**30,000**	**0**	**30,000**
53	**Overall effect on Function 53**	**0**	**0**	**0**
61	**Overall effect on Function 61**	**0**	**0**	**0**
71	**Overall effect on Function 71**	**0**	**0**	**0**
81	**Overall effect on Function 81**	**0**	**0**	**0**
91	**Overall effect on Function 91**	**0**	**0**	**0**
93	SPED - Amend funds for software license renewal	0	14,400	
	Overall effect on Function 93	**0**	**14,400**	**(14,400)**
99	**Overall effect on Function 99**	**0**	**0**	**0**
	Total	**55,107**	**53,452**	**1,655**

Granbury Independent School District

Fiscal Year 2016-2017

		Adopted Budget	Prior Budget Amendments	Budget Amendment 12/12/2016	Revised Budget
	REVENUE				
5700	Local Revenue	50,857,627	10,046	1,655	50,869,328
5800	State Revenue	8,612,158	0	0	8,612,158
59/7900	Federal Programs/Other Sources	955,000	0	0	955,000
	Total	**$60,424,785**	**10,046**	**1,655**	**$60,436,486**
	EXPENDITURES				
11	Instruction & Instr. Related Services	32,850,459	9,036	7,110	32,866,605
12	Instructional Resources & Media Serve	735,824	0	200	736,024
13	Curriculum & Instr. Staff Development	838,917	(5,230)	0	833,687
21	Instructional Leadership	624,953	2,119	0	627,072
23	School Leadership	3,484,920	478	0	3,485,398
31	Guidance, Counseling & Evaluation Serve	2,639,668	(3,285)	0	2,636,383
32	Social Work Services	65,000	0	0	65,000
33	Health Services	417,991	1,863	8,438	428,292
34	Student (Pupil) Transportation	2,846,945	137	307	2,847,389
35	Food Service	0	0	0	0
36	Co curricular/Extracurricular Activities	1,906,998	4,576	0	1,911,574
41	General Administration	2,426,686	0	0	2,426,686
51	Plant Maintenance and Operations	6,131,240	3,200	(30,000)	6,104,440
52	Security & Monitoring Services	281,286	0	30,000	311,286
53	Data Processing Services	1,285,640	(2,848)	0	1,282,792
61	Community Services	109,587	0	0	109,587
71	Debt Service (M&O)	0	0	0	0
81	Facilities Acquisition	0	0	0	0
91	Contracted Instruction Services - Chapter 41	2,913,171	0	0	2,913,171
93	Shared Services Arrangement	25,500	0	(14,400)	11,100
99	Other Governmental Charges	840,000	0	0	840,000
00	Other Uses	0	0	0	0
	Total Budgeted Expenditures	**$60,424,785**	**10,046**	**1,655**	**$60,436,486**
	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 12, 2016
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 5, 2016
RE: Annual Financial Report – Year ended 8/31/2016

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, 2016 and the management letter are available in PDF format on 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, 2016 as presented.

Respectfully submitted,



Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams

Date Submitted: December 5, 2016

GRANBURY INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED AUGUST 31, 2016

Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2016

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Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2016

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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, 2016, 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



SNOWGARRETT 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, 2016, 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, 2016, 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 2016, Granbury Independent School District adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 72, *Fair Value.* Our opinion is not modified with respect to this matter.

As described in Note A to the financial statements, in 2016, Granbury Independent School District adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68.* Our opinion is not modified with respect to this matter.

As described in Note A to the financial statements, in 2016, Granbury Independent School District adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 76, *Hierarchy of GAAP.* Our opinion is not modified with respect to this matter.

As described in Note A to the financial statements, in 2016, Granbury Independent School District adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 79, *Investment Pools.* 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 and 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 Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* 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 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 has 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 6, 2016 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

Snow Garrett Williams
December 6, 2016

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, 2016. 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 $8,739,347 (*net position*). Of this amount, $6,343,897 (*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 $37,091,016. Approximately 41 percent of this total amount, $15,381,994, 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 $15,381,994 or 27 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.

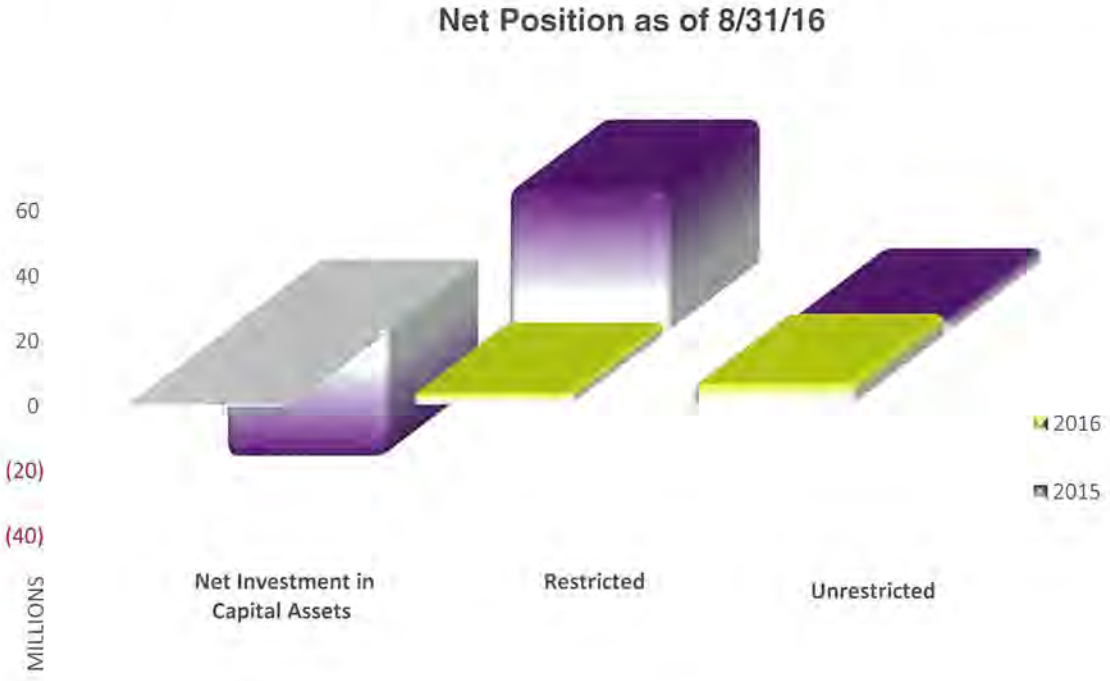
Other information. In addition to the basic financial statements and accompanying notes, this report also presents certain *required supplementary information* that further explains and supports the information in the financial statements. Required supplementary information can be found on pages 49-53 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 $8,503,953 as of August 31, 2016.

The District's Net Position-Governmental Activities

	August 31, 2016	August 31, 2015
Current assets	$ 46,806,451	$ 71,301,750
Capital assets	108,409,413	88,210,729
Total assets	155,215,864	159,512,479
Deferred outflows or resources		
Deferred loss on refunding	23,980	28,775
Deferred outflows related to pensions	7,077,416	1,580,729
Total deferred outflows	7,101,396	1,609,504
Current liabilities	8,317,004	8,854,216
Long-term liabilities outstanding	143,009,626	141,509,666
Total liabilities	151,326,630	150,363,882
Deferred inflows or resources		
Deferred inflows related to pensions	2,486,677	2,061,910
Total deferred inflows	2,486,677	2,061,910
Net position:		
Net investment in capital assets	(879,665)	(38,566,625)
Restricted	3,275,115	43,521,230
Unrestricted	6,108,503	3,741,586
Total net position	$ 8,503,953	$ 8,696,191



Investment in capital assets (e.g., land, buildings, furniture and equipment, and construction in progress) is negative $879,665. 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 ($3,275,115) represents resources that are subject to external restrictions on how they may be used. The remaining balance of *unrestricted net position* ($6,108,503) 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

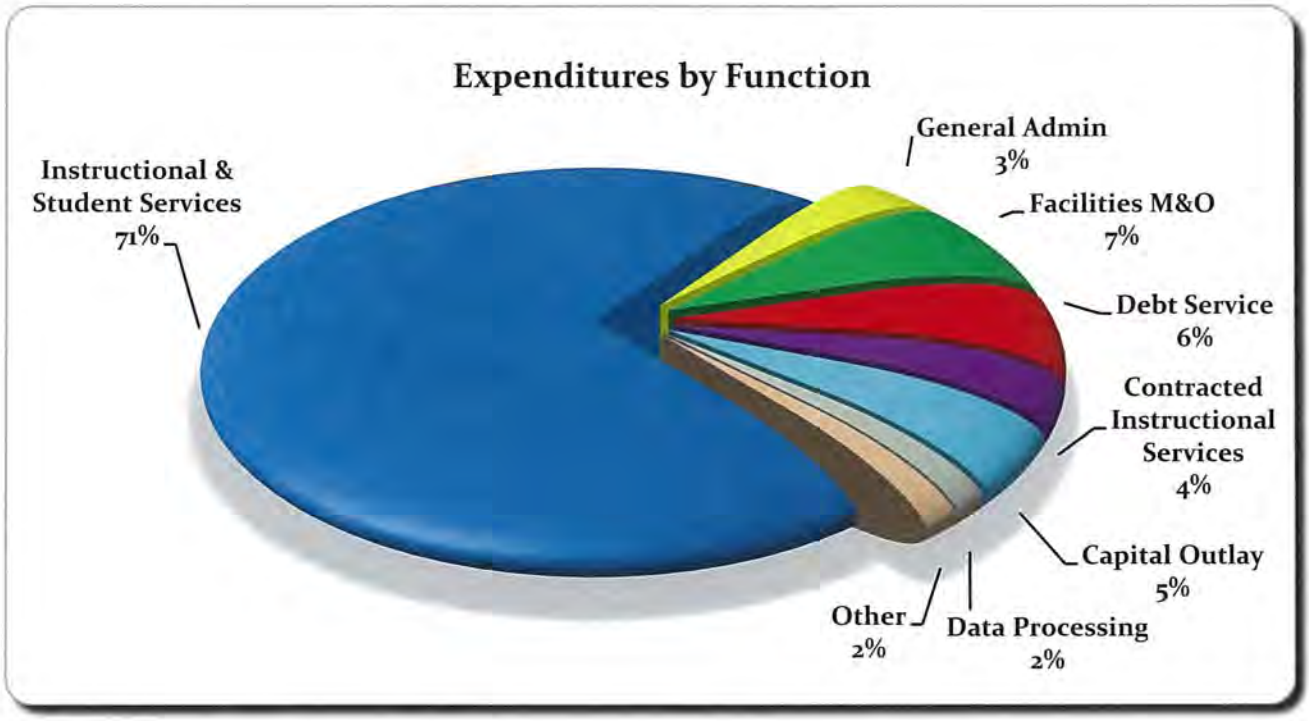
	August 31, 2016	August 31, 2015
Current assets	$ 242,404	$ 215,374
Total assets	242,404	215,374
Current liabilities	7,010	20,818
Total liabilities	7,010	20,818
Net position:		
Unrestricted	235,394	194,556
Total net position	$ 235,394	$ 194,556

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 decreased $192,238 during the current year. The total cost of all *governmental activities* this year was $80,059,105. The amount that our taxpayers paid for these activities through property taxes was $58,694,101 or 73%.

Changes in the District's Net Position

	Fiscal Year August 31, 2016	Fiscal Year August 31, 2015
Revenues:		
Program revenues		
Charges for services	$ 1,479,567	$ 1,386,347
Operating grants and contributions	8,874,213	9,199,214
General revenues		
Property taxes	58,694,101	59,199,963
State grants	6,966,442	7,762,806
Other	3,852,544	2,798,887
Total revenues	79,866,867	80,347,217
Expenses:		
Instruction	38,474,781	36,726,474
Instruction resources and media services	844,920	816,353
Curriculum and staff development	1,265,194	1,141,271
Instructional leadership	633,484	592,617
School leadership	3,867,930	3,809,064
Guidance, counseling & evaluation services	3,110,022	2,841,325
Social work services	69,343	69,375
Health services	490,100	423,683
Student transportation	2,818,440	2,802,188
Food service	3,289,378	3,178,918
Cocurricular/extracurricular activities	1,988,220	1,852,863
General administration	2,468,753	2,331,681
Facilities maintenance and operations	6,038,255	5,963,384
Security and monitoring services	271,861	207,914
Data processing services	1,255,673	1,064,178
Community services	85,136	59,674
Interest on long-term debt	5,145,524	6,095,315
Bond issuance costs and fees	6,795	322,883
Capital outlay	4,009,867	2,216,555
Contracted instructional services between schools	3,018,831	5,272,407
Payments related to shared services arrangements	102,480	133,385
Other intergovernemental charges	804,118	775,794
Total expenses	80,059,105	78,697,301
Increase (decrease) in net position	(192,238)	1,649,916
Net position - beginning	8,696,191	14,683,180
Prior period adjustment	-	(7,636,905)
Net position - beginning, as restated	8,696,191	7,046,275
Net position - ending	$ 8,503,953	$ 8,696,191



Business-type activities. The District's business-type activities net position increased $40,838. The total cost of all *business-type activities* this year was $267,743.

Changes in the District's Net Position

	Fiscal Year August 31, 2016	Fiscal Year August 31, 2015
Revenues:		
Program revenues		
Charges for services	$ 297,671	$ 292,929
Grants and Contributions	10,910	10,724
Total revenues	308,581	303,653
Expenses:		
After School Care Program	267,743	274,279
Total expenses	267,743	274,279
Increase (decrease) in net position	40,838	29,374
Beginning net position	194,556	165,182
Ending net position	$ 235,394	$ 194,556

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 $37,091,016, a decrease of $24,259,254. Approximately 41 percent of this total amount ($15,381,994) 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 ($2,092,296), (2) for federal/state funds grant restrictions ($968,601), (3) capital acquisitions and contractual obligations ($14,340,509), and (4) for other ($4,036); *committed* for (1) construction ($2,400,000), (2) capital expenditures for equipment ($1,200,000), and (3) for other ($665,532); and assigned for other ($1,751). Additionally, $36,297 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 $15,381,994, out of a total fund balance of $19,581,994. 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 27 percent of the total general fund expenditures. Total general fund balance represents 34 percent of the total general fund expenditures.

The fund balance of the District's general fund increased $1,643,181 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, 2016 amounted to $235,394, an increase of $40,838 over the prior year.

Internal Service Fund info. Total net position for the Internal Service fund at August 31, 2016 amounted to $519,208, an increase of $261,837 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
- Transportation / Maintenance Propane Fueling Station from City of Granbury
- Excelon Corporation Grant Donation
- Summer Projects Paid from Fund Balance
- Donation of Band Trailer
- Miscellaneous general donations
- Insurance recovery proceeds
- Field trip fees collected from students
- Testing fees collected from students
- 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 $13,915, primarily related to an upsurge in local and intermediate revenue sources; and
- Actual expenditures were lower than budgeted by $2,293,398, primarily due to instruction, student (pupil) transportation, general administration, plant maintenance and operations, security and monitoring services, 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, 2016, amounts to $108,409,413 (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 district-wide bond renovations, network infrastructure bond upgrades, new surveillance systems, four new transportation buses, MAM roof renovations, and high school track renovations.

District's Capital Assets
(net of depreciation)

	August 31, 2016	August 31, 2015
Land	$ 1,864,569	$ 1,864,569
Buildings and improvements	42,364,956	45,323,159
Furniture and equipment	5,153,139	4,941,170
Construction In Progress	59,026,749	36,081,831
Totals at historical cost	$ 108,409,413	$ 88,210,729

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

Long-term Debt. As of August 31, 2016, the District had total general obligation bonded debt outstanding of $114,262,904, a decrease of $2,656,881 over the prior year. Premium on bonds decreased $495,681 from the prior year resulting in an ending balance of $9,390,663. Accretion on CAB's decreased $1,258,115 for fiscal year 2016 resulting in an ending balance of $6,705,018. The net pension liability for fiscal year 2016 had an ending balance of $12,651,041, derived from GASB 68 & 71 and an increase of $5,910,637 from the prior year.

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 $461,312,900, 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 E on pages 37 - 38 of this report.

Economic Factors and Next Year's Budgets and Rates

- The District's tax rate decreased by $0.015 to $1.25 ($1.04 for maintenance and operations and $0.21 for debt service). This is a result of the increased 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 2016-17 budgets of $60,424,785 and $60,424,785 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, 2016

Data Control Codes		1 Governmental Activities	2 Business-type Activities	3 Total
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 1,330,166	$ 257,281	$ 1,587,447
1120	*Current Investments*	40,737,433	--	40,737,433
1225	*Property Taxes Receivable (Net)*	1,445,127	--	1,445,127
1240	*Due from Other Governments*	2,391,824	--	2,391,824
1260	*Internal Balances*	14,877	(14,877)	--
1267	*Due from Fiduciary*	638,559	--	638,559
1290	*Other Receivables (Net)*	162,489	--	162,489
1300	*Inventories*	85,976	--	85,976
	Capital Assets:			
1510	*Land*	1,864,569	--	1,864,569
1520	*Buildings and Improvements, Net*	42,364,956	--	42,364,956
1530	*Furniture and Equipment, Net*	5,153,139	--	5,153,139
1580	*Construction in Progress*	59,026,749	--	59,026,749
1000	Total Assets	155,215,864	242,404	155,458,268
	DEFERRED OUTFLOWS OF RESOURCES:			
	Deferred Loss on Refunding	23,980	--	23,980
1705	*Deferred Outflow Related to Pensions*	7,077,416	--	7,077,416
1700	Total Deferred Outflows of Resources	7,101,396	--	7,101,396
	LIABILITIES:			
2110	*Accounts Payable*	5,083,460	429	5,083,889
2140	*Interest Payable*	565,904	--	565,904
2165	*Accrued Liabilities*	2,432,075	--	2,432,075
2177	*Due to Fiduciary*	71,988	6,581	78,569
2180	*Due to Other Governments*	547	--	547
2300	*Unearned Revenue*	163,030	--	163,030
	Noncurrent Liabilities:			
2501	*Due Within One Year*	2,510,342	--	2,510,342
2502	*Due in More Than One Year*	127,848,243	--	127,848,243
2540	*Net Pension Liability*	12,651,041	--	12,651,041
2000	Total Liabilities	151,326,630	7,010	151,333,640
	DEFERRED INFLOWS OF RESOURCES:			
2605	*Deferred Inflow Related to Pensions*	2,486,677	--	2,486,677
2600	Total Deferred Inflows of Resources	2,486,677	--	2,486,677
	NET POSITION:			
3200	Net Investment in Capital Assets	(879,665)	--	(879,665)
	Restricted For:			
3820	Federal and State Programs	968,601	--	968,601
3850	Debt Service	2,302,478	--	2,302,478
3890	Other Purposes	4,036	--	4,036
3900	Unrestricted	6,108,503	235,394	6,343,897
3000	Total Net Position	$ 8,503,953	$ 235,394	$ 8,739,347

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2016

Data Control Codes	Functions/Programs	1 Expenses	3 Program Revenues: Charges for Services	4 Program Revenues: Operating Grants and Contributions
	Governmental Activities:			
11	*Instruction*	$ 38,474,781	$ 83,516	$ 4,372,906
12	*Instructional Resources and Media Services*	844,920	534	44,646
13	*Curriculum and Staff Development*	1,265,194	554	407,667
21	*Instructional Leadership*	633,484	363	79,871
23	*School Leadership*	3,867,930	33,504	201,568
31	*Guidance, Counseling, & Evaluation Services*	3,110,022	1,924	228,740
32	*Social Work Services*	69,343	49	4,051
33	*Health Services*	490,100	310	25,659
34	*Student Transportation*	2,818,440	1,822	150,916
35	*Food Service*	3,289,378	1,186,036	2,210,899
36	*Cocurricular/Extracurricular Activities*	1,988,220	137,666	85,262
41	*General Administration*	2,468,753	1,582	130,996
51	*Facilities Maintenance and Operations*	6,038,255	28,059	339,645
52	*Security and Monitoring Services*	271,861	236	24,271
53	*Data Processing Services*	1,255,673	909	75,289
61	*Community Services*	85,136	12	16,034
72	*Interest on Long-term Debt*	5,145,524	--	192,641
73	*Bond Issuance Costs and Fees*	6,795	--	--
81	*Capital Outlay*	4,009,867	265	21,945
91	*Contracted Instructional Services between Schools*	3,018,831	2,206	182,652
93	*Payments Related to Shared Services Arrangements*	102,480	20	78,555
99	*Other Intergovernmental Charges*	804,118	--	--
TG	Total Governmental Activities	80,059,105	1,479,567	8,874,213
	Business-type Activities:			
01	After School Care Program	267,743	297,671	10,910
TB	Total Business-type Activities	267,743	297,671	10,910
TP	Total Primary Government	$ 80,326,848	$ 1,777,238	$ 8,885,123
	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			
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
$ (34,018,359)		$ (34,018,359)
(799,740)		(799,740)
(856,973)		(856,973)
(553,250)		(553,250)
(3,632,858)		(3,632,858)
(2,879,358)		(2,879,358)
(65,243)		(65,243)
(464,131)		(464,131)
(2,665,702)		(2,665,702)
107,557		107,557
(1,765,292)		(1,765,292)
(2,336,175)		(2,336,175)
(5,670,551)		(5,670,551)
(247,354)		(247,354)
(1,179,475)		(1,179,475)
(69,090)		(69,090)
(4,952,883)		(4,952,883)
(6,795)		(6,795)
(3,987,657)		(3,987,657)
(2,833,973)		(2,833,973)
(23,905)		(23,905)
(804,118)		(804,118)
(69,705,325)		(69,705,325)
--	$ 40,838	40,838
--	40,838	40,838
(69,705,325)	40,838	(69,664,487)
48,274,987	--	48,274,987
10,419,114	--	10,419,114
312,864	--	312,864
6,966,442	--	6,966,442
3,539,680	--	3,539,680
69,513,087	--	69,513,087
(192,238)	40,838	(151,400)
8,696,191	194,556	8,890,747
$ 8,503,953	$ 235,394	$ 8,739,347

GRANBURY INDEPENDENT SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS
AUGUST 31, 2016

Data Control Codes		10 General Fund	50 Debt Service Fund
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ 337,906	$ 5,642
1120	*Current Investments*	18,415,368	2,069,098
1225	*Taxes Receivable*	2,158,446	330,371
1230	*Allowance for Uncollectible Taxes (credit)*	(923,501)	(120,189)
1240	*Due from Other Governments*	1,553,490	--
1260	*Due from Other Funds*	1,839,489	--
1290	*Other Receivables*	98,827	17,556
1300	*Inventories*	--	--
1000	Total Assets	23,480,025	2,302,478
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ 371,537	$ --
2160	*Accrued Wages Payable*	2,247,275	--
2170	*Due to Other Funds*	43,763	--
2180	*Due to Other Governments*	511	--
2300	*Unearned Revenue*	1,234,945	210,182
2000	Total Liabilities	3,898,031	210,182
	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*	--	2,092,296
3490	*Other Restrictions of Fund Balance*	--	--
	Committed Fund Balances:		
3510	*Construction*	2,400,000	--
3530	*Capital Expenditures for Equipment*	1,200,000	--
3545	*Other Committed Fund Balance*	600,000	--
	Assigned Fund Balances:		
3590	*Other Assigned Fund Balance*	--	--
3600	Unassigned	15,381,994	--
3000	Total Fund Balances	19,581,994	2,092,296
4000	Total Liabilities and Fund Balances	$ 23,480,025	$ 2,302,478

The accompanying notes are an integral part of this statement.

60 Capital Projects Fund	Other Governmental Funds	98 Total Governmental Funds
$ (135,762)	$ 885,494	$ 1,093,280
18,749,713	411,428	39,645,607
--	--	2,488,817
--	--	(1,043,690)
--	838,334	2,391,824
--	119,936	1,959,425
342	312	117,037
--	85,976	85,976
18,614,293	2,341,480	46,738,276
$ 4,273,784	$ 93,700	$ 4,739,021
--	184,800	2,432,075
--	823,697	867,460
--	36	547
--	163,030	1,608,157
4,273,784	1,265,263	9,647,260
--	36,297	36,297
--	968,601	968,601
14,340,509	--	14,340,509
--	--	2,092,296
--	4,036	4,036
--	--	2,400,000
--	--	1,200,000
--	65,532	665,532
--	1,751	1,751
--	--	15,381,994
14,340,509	1,076,217	37,091,016
$ 18,614,293	$ 2,341,480	$ 46,738,276

GRANBURY INDEPENDENT SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
AUGUST 31, 2016

Total fund balances - governmental funds balance sheet	$ 37,091,016
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.	108,409,413
Property taxes receivable unavailable to pay for current period expenditures are deferred in the funds.	1,445,127
The assets and liabilities of internal service funds are included in governmental activities in the SNP.	519,208
Payables for bond principal which are not due in the current period are not reported in the funds.	(114,262,904)
Payables for bond interest which are not due in the current period are not reported in the funds.	(565,904)
Deferred loss on refunding bonds is not reported in the funds.	23,980
Premium on bonds which are not due and payable in the current period are not reported in the funds.	(9,390,663)
Accumulated accretion on capital appreciation bonds is not reported in the funds.	(6,705,018)
Recognition of the District's proportionate share of the net pension liability is not reported in the funds.	(12,651,041)
Deferred Resource Inflows related to the pension plan are not reported in the funds.	(2,486,677)
Deferred Resource Outflows related to the pension plan are not reported in the funds.	7,077,416
Net position of governmental activities - Statement of Net Position	$ 8,503,953

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, 2016

Data Control Codes		10 General Fund	50 Debt Service Fund
	REVENUES:		
5700	*Local and Intermediate Sources*	$ 48,915,018	$ 10,418,013
5800	*State Program Revenues*	9,344,324	192,641
5900	*Federal Program Revenues*	931,256	--
5020	Total Revenues	59,190,598	10,610,654
	EXPENDITURES:		
	Current:		
0011	*Instruction*	31,151,430	--
0012	*Instructional Resources and Media Services*	728,254	--
0013	*Curriculum and Staff Development*	761,496	--
0021	*Instructional Leadership*	497,973	--
0023	*School Leadership*	3,304,842	--
0031	*Guidance, Counseling, & Evaluation Services*	2,630,504	--
0032	*Social Work Services*	64,648	--
0033	*Health Services*	425,754	--
0034	*Student Transportation*	2,493,117	--
0035	*Food Service*	280	--
0036	*Cocurricular/Extracurricular Activities*	1,770,369	--
0041	*General Administration*	2,163,488	--
0051	*Facilities Maintenance and Operations*	5,608,544	--
0052	*Security and Monitoring Services*	460,915	--
0053	*Data Processing Services*	1,243,045	--
0061	*Community Services*	46,925	--
0071	*Principal on Long-term Debt*	--	2,656,881
0072	*Interest on Long-term Debt*	--	6,894,171
0073	*Bond Issuance Costs and Fees*	--	2,000
0081	*Capital Outlay*	359,864	--
0091	*Contracted Instructional Services*		
0091	*Between Public Schools*	3,018,831	--
0093	*Payments to Shared Service Arrangements*	25,620	--
0099	*Other Intergovernmental Charges*	804,118	--
6030	Total Expenditures	57,560,017	9,553,052
1100	Excess (Deficiency) of Revenues Over (Under)		
1100	Expenditures	1,630,581	1,057,602
	Other Financing Sources and (Uses):		
7912	*Sale of Real or Personal Property*	21,504	--
7915	*Transfers In*	--	--
8911	*Transfers Out*	(8,904)	--
7080	Total Other Financing Sources and (Uses)	12,600	--
1200	Net Change in Fund Balances	1,643,181	1,057,602
0100	Fund Balances - Beginning	17,938,813	1,034,694
3000	Fund Balances - Ending	$ 19,581,994	$ 2,092,296

The accompanying notes are an integral part of this statement.

60 Capital Projects Fund	Other Governmental Funds	98 Total Governmental Funds
$ 160,905	$ 1,392,427	$ 60,886,363
--	526,222	10,063,187
--	4,701,579	5,632,835
160,905	6,620,228	76,582,385
29,446	2,541,781	33,722,657
--	4,920	733,174
--	365,649	1,127,145
--	49,956	547,929
--	14,764	3,319,606
--	69,423	2,699,927
--	--	64,648
--	--	425,754
365,201	656	2,858,974
--	2,991,804	2,992,084
--	5,923	1,776,292
--	6,522	2,170,010
--	61,120	5,669,664
--	929	461,844
--	--	1,243,045
--	13,946	60,871
--	--	2,656,881
--	--	6,894,171
--	--	2,000
27,151,174	--	27,511,038
--	--	3,018,831
--	76,860	102,480
--	--	804,118
27,545,821	6,204,253	100,863,143
(27,384,916)	415,975	(24,280,758)
--	--	21,504
--	8,904	8,904
--	--	(8,904)
--	8,904	21,504
(27,384,916)	424,879	(24,259,254)
41,725,425	651,338	61,350,270
$ 14,340,509	$ 1,076,217	$ 37,091,016

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, 2016

Net change in fund balances - total governmental funds	$	(24,259,254)
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:		
Capital outlays are not reported as expenses in the SOA.		24,555,612
The depreciation of capital assets used in governmental activities is not reported in the funds.		(4,348,107)
The gain or loss on the sale of capital assets is not reported in the funds.		12,683
All proceeds from the sale of capital assets are reported in the funds but not in the SOA.		(21,504)
Certain property tax revenues are deferred in the funds. This is the change in these amounts this year.		44,479
Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA.		2,656,881
(Increase) decrease in accrued interest from beginning of period to end of period.		(5,149)
The net revenue (expense) of internal service funds is reported with governmental activities.		261,837
Deferred loss on refunding is amortized in the SOA but not in the funds.		(4,795)
Bond premiums are amortized in the SOA but not in the funds.		495,681
The accretion of interest on capital appreciation bonds is not reported in the funds.		1,258,115
The difference between the prior fiscal year pension contribution de-expended reported on audit versus TRS schedule.		21,384
Pensions expense related to GASB 68 is recorded in the SOA but not in the funds,		(2,382,160)
Pension contributions made after the measurement date but in current FY were de-expended and reduced NPL.		1,098,026
The District's share of the unrecognized deferred inflows and outflows for the pension plan was amortized.		424,033
Change in net position of governmental activities - Statement of Activities	$	(192,238)

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET POSITION
PROPRIETARY FUNDS
AUGUST 31, 2016

Data Control Codes		Nonmajor Enterprise Fund After School Care Program	Internal Service Funds
	ASSETS:		
	Current Assets:		
1110	*Cash and Cash Equivalents*	$ 257,281	$ 236,886
1120	*Investments*	--	1,091,826
	Receivables:		
1290	*Other Receivables (net)*	--	45,452
	Total Current Assets	257,281	1,374,164
1000	Total Assets	257,281	1,374,164
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ 429	$ 344,439
2170	*Due to Other Funds*	21,458	510,517
	Total Current Liabilities	21,887	854,956
2000	Total Liabilities	21,887	854,956
	NET POSITION:		
3900	*Unrestricted*	235,394	519,208
3000	Total Net Position	$ 235,394	$ 519,208

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, 2016

Data Control Codes		Nonmajor Enterprise Fund After School Care Program	Internal Service Funds
	OPERATING REVENUES:		
5700	*Local and Intermediate Sources*	$ 297,671	$ 545,044
5800	*State Program Revenues*	10,910	--
5020	Total Revenues	308,581	545,044
	OPERATING EXPENSES:		
6100	*Payroll Costs*	247,212	--
6300	*Supplies and Materials*	11,882	--
6400	*Other Operating Costs*	8,649	283,207
6030	Total Expenses	267,743	283,207
1300	Change in Net Position	40,838	261,837
0100	Total Net Position - Beginning	194,556	257,371
3300	Total Net Position - Ending	$ 235,394	$ 519,208

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, 2016

	Non-Major Enterprise Funds After School Care Program	Internal Service Funds
Cash Flows from Operating Activities:		
Cash Received from Customers	$ 297,671	$ --
Cash Receipts (Payments) for Quasi-external Operating Transactions with Other Funds	--	542,863
Cash Payments to Employees for Services	(250,322)	--
Cash Payments to Other Suppliers for Goods and Services	(11,670)	--
Other Operating Cash Receipts (Payments)	(8,649)	(385,259)
Net Cash Provided (Used) by Operating Activities	27,030	157,604
Cash Flows from Investing Activities:		
Increase in investments	--	(603,438)
Net Cash Provided (Used) for Investing Activities	--	(603,438)
Net Increase (Decrease) in Cash and Cash Equivalents	27,030	(445,834)
Cash and Cash Equivalents at Beginning of Year	230,251	682,720
Cash and Cash Equivalents at End of Year	$ 257,281	$ 236,886
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:		
Operating Income (Loss)	$ 40,838	$ 261,837
Adjustments to Reconcile Operating Income to Net Cash Provided by Operating Activities		
Change in Assets and Liabilities:		
Decrease (Increase) in Interfund Receivables	--	--
Decrease (Increase) in Receivables	--	(2,181)
Increase (Decrease) in Accounts Payable	204	(128,070)
Increase (Decrease) in Accrued Wages Payable	(14,020)	--
Increase (Decrease) in Interfund Payables	8	26,018
Total Adjustments	(13,808)	(104,233)
Net Cash Provided (Used) by Operating Activities	$ 27,030	$ 157,604

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET POSITION
FIDUCIARY FUNDS
AUGUST 31, 2016

Data Control Codes		Private-purpose Trust Funds	Agency Funds
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ 83,287	$ 803,378
1260	*Due from Other Funds*	9,033	69,536
1000	Total Assets	92,320	872,914
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ --	$ 16,520
2150	*Payroll Deduction & Withholdings*	--	21,070
2170	*Due to Other Funds*	9,127	629,433
2190	*Due to Student Groups*	--	205,891
2000	Total Liabilities	9,127	872,914
	NET POSITION:		
3800	*Held in Trust*	83,193	--
3000	Total Net Position	$ 83,193	$ --

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, 2016

	Private-Purpose Trusts
Additions:	
Investment Income	$ 165
Gifts and Bequests	5,500
Total Additions	5,665
Deductions:	
Scholarship Awards	10,875
Administrative Expenses	1,883
Total Deductions	12,758
Change in Net Position	(7,093)
Net Position-Beginning of the Year	90,286
Net Position-End of the Year	$ 83,193

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:

After School Care Program: This fund is used to account for all resources and expenditures of the after school progarm.

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 convey 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, 2016.

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 resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources 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.

5. New Accounting Standards Adopted

In fiscal year 2016, the District adopted four new statements of financial accounting standards issued by the Governmental Accounting Standards Board (GASB):

-- Statement No. 72, *Fair Value Measurement and Application*
-- Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not Within the Scope of GASB 68, and Amendments to Certain Provisions of GASB 67 and 68*
-- Statement No. 76, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Government*
-- Statement No. 79, *Certain External Investment Pools and Pool Participants*

a. Statement No. 72 requires state and local governments to measure investments at fair value using a consistent definition and valuation techniques; also defines what assets and liabilities governments should measure at fair value and expands fair value disclosures in financial disclosure notes. While the Statement generally requires restatement of prior period balances in the year of implementation, the nature of the District's investments was such that their carrying amount was not affected.

b. Statement No. 73 establishes requirements for defined benefit pensions that are not within the scope of Statement No.68, *Accounting and Financial Reporting for Pensions,* as well as for the assets accumulated for purposes of providing those pensions. It also amends certain provisions of Statement No.67, *Financial Reporting for Pensions Plans,* and Statement 68 for pensions plans and pensions that are within their respective scopes.

b. The GAAP hierarchy prioritizes guidance governments follow when preparing U.S. GAAP financial statements. Statement No. 76 reduces authoritative GAAP hierarchy from four categories to two and lists the order of priority for pronouncements to which a government should look for guidance.

c. Statement No. 79 requires establishes criteria for an internal investment pool to qualify for making the election to measure all of its investments at amortized cost for financial reporting purposes. An external investment pool qualifies for that reporting if it meets the applicable criteria established in this Statement.

B. 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, 2016, the carrying amount of the District's deposits (cash, certificates of deposit, and interest-bearing savings accounts included in temporary investments) was $2,474,112 and the bank balance was $4,573,673. The District's cash deposits at August 31, 2016 and during the year ended August 31, 2016, 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, 2016 are shown below.

Investment or Investment Type	Wtd Average Maturity	Value
Ameritrade		
Cash Equivalents	N/A	$ 20,719
Certificates of Deposit	<2 years	1,263,398
Municipal/State Bonds	<2 years	2,353,411
Federal Agency Bonds	<2 years	1,379,055
TexPool- LGIP	42 days	2,278
Logic- LGIP	33 days	2,656,486
LoneStar (Corporate Overnight Plus)	41 days	27,593,933
Lone Star (Government Overnight)	27 days	5,599
Texas Term (Texas Daily)	Daily	4,471,554
Texas Term (Texas CD Program)	90-365 Days	991,000
Total Investments		$ 40,737,433

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, 2016, 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:

Ameritrade	
Certificates of Deposit	FDIC
Municipal/State Bonds	AA/AAA
Federal Agency Bonds	N/A
TexPool- LGIP	AAAm
Logic- LGIP	AAAm
LoneStar (Corporate Overnight Plus)	AAAm
Lone Star (Government Overnight)	AAAm
Texas Term (Texas Daily)	AAAm
Texas Term (Texas CD 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 exposed to interest rate risk for the investments in municipal/state bonds and federal agency bonds described in Note B-2. The District's investment advisors used the simulation model to calculate the interest rate risk for the bonds noting that due to the short maturity of all of the bonds (less than 2 years) the interest rate risk would be minimal and the affect on the investment values would be insignificant.

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. The District reports investments in local government investment pools following GASB 79 at amortized cost.

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.

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 AAAm or equivalent rating from at least one nationally recognized rating agency. 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. All investments of the pool are stated at fair value in accordance with GASB 72 and are categorized as Level 1 for the fair value hierarchy. Level 1 inputs are quoted prices (unadjusted) in active markets for indentical asssets and liabilities. Due to the fact that amortized cost, which generally approximates the market value of the assets has been deemed to be a proxy for fair value, portfolio assets are valued on the basis of the amortized cost valuation technique.

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 AAAm by Standard and Poor's. Lone Star has no limitations or restrictons on withdrawals. Lone Star has 3 differend funds:
Government Overnight, Corporate Overnight and Corporate Overnight Plus. Government Corporate Overnight maintain a net asset value of one dollar and Corporate Overnight Plus maintains a net asset value of 50 cents. The Government Overnight and Corporate Overnight Funds value all investments at amortized cost and are operated in accordance with GASB 79. The Corporate Overnight Plus Fund values all investments at fair value and is operated in accordance with GASB 72 and are categorized as Level 1 for the fair value hiearchy. Level 1 inputs are quoted prices (unadjusted) in active markets for identical assets and liabilities. Due to the fact that amortized cost, which generally approximates the market value of the assets has been deemed to be a proxy for fair value, portfolio assets are value on the basis of the amortized cost valuation technique.

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 AAAm by Standard & Poor's. TexPool uses amotized cost to value portfolio assets and follows the criteria established by GASB 79 for use of amortized cost. 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. There are no limitations or restrictions on withdrawals.

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, which also serves as the investment advisor. The reported value of the pool is the same as the fair value of the pool shares. Investment options include TexasDAILY, a money market portfolio, is rated AAAm by Standard & Poor's, and TexasTERM CD Purchase Program, a fixed rate, fixed-term investment option enabling investors to invest in FDIC insured CD's from banks throughout the United States. Texas Daily is operated in accordance with GASB 79 and uses amortized cost in the calculation of the net asset value at the conclusion of each business day. There are no limitations or retrictions on withdrawals.

Ameritrade

The Districts investments with Ameritrade consists of certificates of deposit, municipal/state bonds and federal agency bonds, all of which are categorized as Level 2 for the fair value hierarchy, The fair value is obtained via a pricing method used by Bloomberg Professional Services whereby bonds with similar credit qualities, coupons, maturities, state locations, etc are used to obtain a value for the portfolio bonds, as many of the bonds do not trade on a regular basis.

C. Capital Assets

Capital asset activity for the year ended August 31, 2016, 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	36,081,831	59,026,749	36,081,831	59,026,749
Total capital assets not being depreciated	37,946,400	59,026,749	36,081,831	60,891,318
Capital assets being depreciated:				
Buildings and improvements	100,973,097	446,545	--	101,419,642
Equipment	15,683,927	1,110,149	265,739	16,528,337
Land Improvements	11,310,603	54,000	--	11,364,603
Total capital assets being depreciated	127,967,627	1,610,694	265,739	129,312,582
Less accumulated depreciation for:				
Buildings and improvements	(59,140,927)	(3,031,577)	--	(62,172,504)
Equipment	(10,742,757)	(889,359)	(256,918)	(11,375,198)
Land Improvements	(7,819,614)	(427,171)	--	(8,246,785)
Total accumulated depreciation	(77,703,298)	(4,348,107)	(256,918)	(81,794,487)
Total capital assets being depreciated, net	50,264,329	(2,737,413)	8,821	47,518,095
Governmental activities capital assets, net	$ 88,210,729	$ 56,289,336	$ 36,090,652	$ 108,409,413

Depreciation was charged to functions as follows:

Instruction	$	2,448,987
Instructional Resources and Media Services		53,244
Curriculum and Staff Development		81,855
Instructional Leadership		39,791
School Leadership		241,074
Guidance, Counseling, & Evaluation Services		196,072
Social Work Services		4,695
Health Services		30,919
Student Transportation		207,623
Food Services		217,289
Extracurricular Activities		128,997
General Administration		157,589
Plant Maintenance and Operations		411,739
Security and Monitoring Services		33,540
Data Processing Services		90,272
Community Services		4,421
	$	4,348,107

D. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at August 31, 2016, consisted of the following:

Due To Fund	Due From Fund		Amount	Purpose
General Funds	Special Revenue Funds	$	772,215	For transfer of federal receipts
General Funds	Internal Service Funds		510,517	Short-term loans
General Funds	Trust & Agency Funds		541,880	Short-term loans
General Funds	Enterprise Funds		14,877	Short-term loans
Special Revenue Funds	General Funds		23,257	For transfer of federal receipts
Special Revenue Funds	Trust & Agency Funds		96,679	Short-term loans
Trust & Agency Funds	General Funds		20,506	Short-term loans
Trust & Agency Funds	Special Revenue Funds		51,482	Short-term loans
Trust & Agency Funds	Enterprise Funds		6,581	Short-term loans
	Total	$	2,037,994	

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, 2016, consisted of the following:

Transfers From	Transfers To		Amount	Reason
General Fund	Special Revenue Funds	$	8,904	Supplement other fund sources
	Total	$	8,904	

E. Long-Term Obligations

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, 2016, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental activities:					
General obligation bonds	$ 116,919,785	$ --	$ 2,656,881	$ 114,262,904	$ 2,510,342
Premium amortized	9,886,344		495,681	9,390,663	--
Accumulated Accretion on CABs	7,963,133	--	1,258,115	6,705,018	--
Net Pension Liability *	6,740,404	5,910,637	--	12,651,041	--
Total governmental activities	$ 141,509,666	$ 5,910,637	$ 4,410,677	$ 143,009,626	$ 2,510,342

* 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, 2016, are as follows:

	Governmental Activities		
Year Ending August 31,	Principal	Interest	Total
2017	$ 2,510,342	$ 6,936,884	$ 9,447,226
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	3,949,173	5,026,360	8,975,533
2022-2026	23,906,798	20,994,504	44,901,302
2027-2031	26,874,376	15,468,498	42,342,874
2032-2036	29,220,000	9,224,050	38,444,050
2037-2041	20,970,000	2,095,876	23,065,876
Totals	$ 114,262,904	$ 80,660,992	$ 194,923,896

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 3.00% 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 3.00% 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.

F. Commitments Under Noncapitalized Leases

Commitments under operating (noncapitalized) lease agreements for facilities and equipment provide for minimum future rental payments as of August 31, 2016, as follows:

Year Ending August 31,	
2017	$ 168,200
2018	111,453
2019	6,393
Total Minimum Rentals	$ 286,046
Rental Expenditures in 2016	$ 188,967

G. 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 2016, the District participated in the Texas Rural Education Association Risk Management Cooperative (TREA RMC) with coverage in Auto Liability, Auto Physical Damage, General Liability, Property and Educators Legal Liability. TREA RMC was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. All members participating in TSXREA RMC 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.

TREA RMC 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. The Fund uses the services of an independent actuary to determine the adequacy of reserves and fully funds those reserves. For the year ended August 31, 2016, TREA RMC 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 $140,959 incurred 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, 2016, 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 8/31/16	Year Ended 8/31/15
Unpaid claims, beginning of year	$ 452,790	$ 399,215
Incurred claims	8,498	254,676
Claim payments	(140,760)	(201,101)
Unpaid claims, end of fiscal year	$ 320,530	$ 452,790

Unemployment Compensation

During the year ended August 31, 2016, 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, 2015, are available on the TASB Risk Management Fund website and have been filed with the Texas Department of Insurance in Austin.

H. 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 than 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. The 83rd Texas Legislature, General Appropriations Act (GAA) established the employer contribution rates for fiscal years 2014 and 2015. The 84th Texas Legislature, General Appropriations Act (GAA) established the employer contribution rates for fiscal years 2016 and 2017.

Contribution Rates

	2015	2016
Member	6.7%	7.2%
Non-Employer Contributing Entity (NECE - State)	6.8%	6.8%
Employers	6.8%	6.8%

District's 2016 Employer Contributions	$	1,098,027
District's 2016 Member Contributions	$	2,750,768
NECE 2015 On-Behalf Contributions to District	$	1,897,914

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, there are two additional surcharges an employer is subject to:

--- 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.

--- When a school district or charter school does not contribute to the Federal Old-Age, Survivors and Disability Insurance (OASDI) Program for certain employees, they must contribute 1.5% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees.

5. Actuarial Assumptions

The total pension liability in the August 31, 2015 actuarial evaluation was determined using the following actuarial assumptions:

Valuation Date	August 31, 2015
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Market Value
Single Discount Rate	8%
Long-term expected Investment Rate of Return	8%
Inflation	2.5%
Salary Increases including inflation	3.5% to 9.5%
Payroll Growth Rate	2.5%
Benefit Changes during the year	None
Ad hoc post-employment benefit changes	None

The actuarial methods and assumptions are primarily based on a study of actual experience for the four year period ending August 31, 2014 and adopted on September 24, 2015.

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 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 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, 2015 are summarized below:

Teacher Retirement System of Texas
Asset Allocation and Long-Term Expected Real Rate of Return
As of August 31, 2015

	Target Allocation	Long-term Expected Geometric Real Rate of Return	Expected Contribution to Long-term Portfolio Returns *
Global Equity			
U.S.	18%	4.6%	1.0%
Non-U.S. Developed	13%	5.1%	0.8%
Emerging Markets	9%	5.9%	0.7%
Directional Hedge Funds	4%	3.2%	0.1%
Private Equity	13%	7.0%	1.1%
Stable Value			
U.S. Treasuries	11%	0.7%	0.1%
Absolute Return	0%	1.8%	0.0%
Hedge Funds (Stable Value)	4%	3.0%	0.1%
Cash	1%	-0.2%	0.0%
Real Return			
Global Inflat. Linked Bonds	3%	0.9%	0.0%
Real Assets	16%	5.1%	1.1%
Energy & Natural Resources	3%	6.6%	0.2%
Commodities	0%	1.2%	0.0%
Risk Parity			
Risk Parity	5%	6.7%	0.3%
Inflation Expectation			2.2%
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% less than and 1% greater than the discount rate that was used (8%) in measuring the 2015 net pension liability.

	1% Decrease in Discount Rate 7%	Discount Rate 8%	1% Increase in Discount Rate 9%
District's proportionate share of the net pension liability	$ 19,821,787	$ 12,651,041	$ 6,678,244

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

At August 31, 2016, the District reported a liability of $12,651,041 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	$ 12,651,041
State's proportionate share of the net pension liability associated with the District	22,650,417
Total	$ 35,301,458

The net pension liability was measured as of August 31, 2015 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, 2014 through August 31, 2015.

At August 31, 2015 the employer's proportion of the collective net pension liability was 0.0357893%. which was an increase (decrease) of 0.0105551% from its proportion measured as of August 31, 2014.

Changes Since the Prior Actuarial Valuation - The following are changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period:

Economic Assumptions

a. The inflation assumption was decreased from 3.00% to 2.50%

b. The ultimate merit assumption for long-service employees was decreased from 1.25% to 1.00%.

c. In accordance with the observed experience, there were small adjustments in the service-based promotional/longevity component of the salary scale.

d. The payroll growth assumption was lowered from 3.50% to 2.50%

Mortality Assumptions

e. The post-retirement mortality tables for non-disabled retirees were updated to reflect recent TRS member experience. Mortality rates will be assumed to continue to improve in the future using a fully generational approach and Scale BB.

f. The post-retirement mortality tables for disabled retirees were updated to reflect recent TRS member experience. Mortality rates will be assumed to continue to improve in the future using a fully generational approach and Scale BB.

g. The pre-retirement mortality tables for active employees were updated to use 90% of the recently published RP-2014 mortality table for active employees. Mortality rates will be assumed to continue to improve in the future using a fully generational approach and Scale BB.

Other Demographic Assumptions

h. Previously, it was assumed 10% of all members who had contributed in the past 5 years to be an active member. This was an implicit rehire assumption because teachers have historically had a high incidence of terminating employment for a time and then returning to the workforce at a later date. This methodology was modified to add a more explicit valuation of the rehire incidence in the termination liabilities, and therefore these 10% are no longer being counted as active members.

i. There were adjustments to the termination patterns for members consistent with experience and future expectations. The termination patterns were adjusted to reflect the rehire assumption. The timing of termination decrement was also changed from the middle of the year to the beginning to match the actual pattern in the data.

j. Small adjustments were made to the retirement patterns for members consistent with experience and future expectations.

k. Small adjustments to the disability patterns were made for members consistent with experience and future expectations. Two separate patterns were created based on whether the member has 10 years of service or more.

l. For members that become disabled in the future, it is assumed 20% of them will choose a 100% joint and survivor annuity option.

Actuarial Methods and Policies

m. The method of using celled data in the valuation process was changed to now using individual data records to allow for better reporting of some items, such as actuarial gains and losses by source.

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

For the year ended August 31, 2016, the District recognized pension expense of $3,227,320 and revenue of $3,227,320 for support provided by the State.

At August 31, 2016, 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 of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	$ 86,695	$ 486,191
Changes in actuarial assumptions	364,382	451,334
Difference between projected and actual investment earnings	3,115,670	1,545,107
Changes in proportion and differences between the District's contributions and the proportionate share of contributions	2,412,643	4,045
District contributions paid to TRS subsequent to the measurement date	1,098,026	
Total	$ 7,077,416	$ 2,486,677

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

Year Ended August 31		Pension Expense Amount
2017	$	1,702,372
2018	$	604,345
2019	$	604,345
2020	$	1,119,381
2021	$	335,058
Thereafter	$	225,238

I. 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 2016, 2015 and 2014. 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 2016, 2015 and 2014. For the years ended August 31, 2016, 2015, and 2014, the State's contributions to TRS-Care were $382,049, $370,739, and $374,149, respectively, the active member contributions were $248,332, $240,980, and $243,197, respectively, and the District's contributions were $210,127, $203,907, and $205,782, 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, 2016, 2015, and 2014, the subsidy payments received by TRS-Care on behalf of the District were $114,030, $108,752, and $99,998, respectively.

J. Employee Health Care Coverage

During the year ended August 31, 2016, 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.

K. 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 31,2016.

L. Shared Services Arrangements

Shared Services Arrangement - Membership
The District participates in a shared services arrangement ("SSA") for audiology 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.

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, 2016

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*	$ 48,950,989	$ 49,156,859	$ 48,915,018	$ (241,841)
5800	*State Program Revenues*	9,679,309	9,179,309	9,344,324	165,015
5900	*Federal Program Revenues*	835,000	835,000	931,256	96,256
5020	Total Revenues	59,465,298	59,171,168	59,190,598	19,430
	EXPENDITURES:				
	Current:				
	Instruction & Instructional Related Services:				
0011	*Instruction*	31,038,982	31,687,310	31,151,430	535,880
0012	*Instructional Resources and Media Services*	732,272	729,195	728,254	941
0013	*Curriculum and Staff Development*	762,287	803,488	761,496	41,992
	Total Instruction & Instr. Related Services	32,533,541	33,219,993	32,641,180	578,813
	Instructional and School Leadership:				
0021	*Instructional Leadership*	509,079	505,308	497,973	7,335
0023	*School Leadership*	3,413,383	3,361,464	3,304,842	56,622
	Total Instructional & School Leadership	3,922,462	3,866,772	3,802,815	63,957
	Support Services - Student (Pupil):				
0031	*Guidance, Counseling and Evaluation Services*	2,580,368	2,663,216	2,630,504	32,712
0032	*Social Work Services*	65,000	65,000	64,648	352
0033	*Health Services*	380,294	431,690	425,754	5,936
0034	*Student (Pupil) Transportation*	2,791,777	2,817,573	2,493,117	324,456
0035	*Food Services*	--	--	280	(280)
0036	*Cocurricular/Extracurricular Activities*	1,834,462	1,886,259	1,770,369	115,890
	Total Support Services - Student (Pupil)	7,651,901	7,863,738	7,384,672	479,066
	Administrative Support Services:				
0041	*General Administration*	2,382,148	2,345,426	2,163,488	181,938
	Total Administrative Support Services	2,382,148	2,345,426	2,163,488	181,938
	Support Services - Nonstudent Based:				
0051	*Plant Maintenance and Operations*	6,075,771	6,170,008	5,608,544	561,464
0052	*Security and Monitoring Services*	266,179	565,292	460,915	104,377
0053	*Data Processing Services*	1,228,961	1,252,711	1,243,045	9,666
	Total Support Services - Nonstudent Based	7,570,911	7,988,011	7,312,504	675,507
	Ancillary Services:				
0061	*Community Services*	110,302	85,103	46,925	38,178
	Total Ancillary Services	110,302	85,103	46,925	38,178
	Capital Outlay:				
0081	*Capital Outlay*	--	419,414	359,864	59,550
	Total Capital Outlay	--	419,414	359,864	59,550
	Intergovernmental Charges:				
0091	*Contracted Instr. Services Between Public Schools*	4,504,033	3,199,338	3,018,831	180,507
0093	*Payments to Fiscal Agent/Member Dist.-SSA*	--	25,620	25,620	--
0099	*Other Intergovernmental Charges*	790,000	840,000	804,118	35,882
	Total Intergovernmental Charges	5,294,033	4,064,958	3,848,569	216,389
6030	Total Expenditures	59,465,298	59,853,415	57,560,017	2,293,398

GRANBURY INDEPENDENT SCHOOL DISTRICT

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2016

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) Expenditures	--	(682,247)	1,630,581	2,312,828
	Other Financing Sources (Uses):				
7912	*Sale of Real or Personal Property*	--	--	21,504	21,504
8911	*Transfers Out*	--	--	(8,904)	(8,904)
7080	Total Other Financing Sources and (Uses)	--	--	12,600	12,600
1200	Net Change in Fund Balance	--	(682,247)	1,643,181	2,325,428
0100	Fund Balance - Beginning	17,938,813	17,938,813	17,938,813	--
3000	Fund Balance - Ending	$ 17,938,813	$ 17,256,566	$ 19,581,994	$ 2,325,428

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									
	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
District's proportion of the net pension liability (asset)	0.036%	0.025%	--	--	--	--	--	--	--	--
District's proportionate share of the net pension liability (asset)	$ 12,651,041	$ 6,740,404	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --
State's proportionate share of the net pension liability (asset) associated with the District	22,650,417	20,317,343	--	--	--	--	--	--	--	--
Total	$ 35,301,458	$ 27,057,747	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --
District's covered-employee payroll	$ 37,073,919	$ 37,414,889	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	34.12%	18.02%	--	--	--	--	--	--	--	--
Plan fiduciary net position as a percentage of the total pension liability	91.94%	83.25%	--	--	--	--	--	--	--	--

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* 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.

GRANBURY INDEPENDENT SCHOOL DISTRICT

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

	Fiscal Year									
	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
Contractually required contribution	$ 1,098,027	$ 1,060,042	$ 639,757	$ --	$ --	$ --	$ --	$ --	$ --	$ --
Contributions in relation to the contractually required contribution	(1,098,027)	(1,060,042)	(639,757)	--	--	--	--	--	--	--
Contribution deficiency (excess)	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --
District's covered-employee payroll	$ 38,204,900	$ 37,073,919	$ 37,414,889	$ --	$ --	$ --	$ --	$ --	$ --	$ --
Contributions as a percentage of covered-employee payroll	2.87%	2.86%	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.

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The contribution numbers for the 2016 column are based on calculations from the District. The previous years are based on numbers provided by TRS schedules.

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 establishing 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

The changes of assumptions or other inputs that affected measurement of the total pension liability during the measurement period are listed in the Notes to the financial statements.

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, 2016

Year Ended August 31	1 Tax Rates Maintenance	2 Tax Rates Debt Service	3 Assessed/Appraised Value For School Tax Purposes
2007 and Prior Years	$ Various	$ Various	$ Various
2008	1.0062	.165	3,477,564,151
2009	1.04	.130	4,265,084,002
2010	1.04	.115	4,702,405,714
2011	1.04	.100	4,734,719,912
2012	1.04	.110	4,575,984,783
2013	1.04	.105	4,724,336,681
2014	1.04	.105	4,640,328,297
2015	1.04	.225	4,648,744,980
2016 (School Year Under Audit)	1.04	.225	4,613,129,002

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 includes adjustments for frozen values.

10 Beginning Balance 9/1/15	20 Current Year's Total Levy	31 Maintenance Collections	32 Debt Service Collections	40 Entire Year's Adjustments	50 Ending Balance 8/31/16
$ 509,266	$ --	$ 10,432	$ 1,810	$ (4,894)	$ 492,130
79,076	--	4,207	690	872	75,051
88,596	--	3,657	457	(1,065)	83,417
118,260	--	14,557	1,610	(1,985)	100,108
149,313	--	27,547	2,649	(2,623)	116,494
185,465	--	43,866	4,640	27,923	164,882
261,461	--	78,844	7,960	26,899	201,556
304,213	--	83,989	8,480	18,014	229,758
667,310	--	238,341	51,564	(30,198)	347,207
--	58,356,082	47,265,784	10,225,770	(186,314)	678,214
$ 2,362,960	$ 58,356,082	$ 47,771,224	$ 10,305,630	$ (153,371)	$ 2,488,817
$ --	$ --	$ --	$ --	$ --	$ --

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-2

FUND BALANCE AND CASH FLOW CALCULATION WORKSHEET (UNAUDITED)
GENERAL FUND
AS OF AUGUST 31, 2016

Data Control Codes	Explanation	Amount
1	Total General Fund Fund Balance as of August 31, 2016 (Exhibit C-1 object 3000 for the General Fund only)	$ 19,581,994
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)	4,200,000
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)	4,796,668
7	Estimate of two months' average cash disbursements during the fiscal year	9,593,336
8	Estimate of delayed payments from state sources (58XX)	1,224,574
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)	19,814,578
13	Excess (Deficit) Unassigned General Fund Fund Balance (1-12)	$ (232,584)

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-3

NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2016

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 1,294,400	$ 1,218,028	$ (76,372)
5800	*State Program Revenues*	14,000	48,572	34,572
5900	*Federal Program Revenues*	2,113,600	2,162,327	48,727
5020	Total Revenues	3,422,000	3,428,927	6,927
	EXPENDITURES:			
	Current:			
	Support Services - Student (Pupil):			
0035	*Food Services*	3,362,000	2,991,804	370,196
	Total Support Services - Student (Pupil)	3,362,000	2,991,804	370,196
	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	3,422,000	3,051,804	370,196
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	--	377,123	377,123
	Other Financing Sources (Uses):			
7915	*Transfers In*	--	2,777	2,777
7080	Total Other Financing Sources and (Uses)	--	2,777	2,777
1200	Net Change in Fund Balance	--	379,900	379,900
0100	Fund Balance - Beginning	563,798	563,798	--
3000	Fund Balance - Ending	$ 563,798	$ 943,698	$ 379,900

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-4

DEBT SERVICE FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2016

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 10,345,942	$ 10,418,013	$ 72,071
5800	*State Program Revenues*	--	192,641	192,641
5020	Total Revenues	10,345,942	10,610,654	264,712
	EXPENDITURES:			
	Debt Service:			
0071	*Principal on Long-Term Debt*	4,539,888	2,656,881	1,883,007
0072	*Interest on Long-Term Debt*	5,011,164	6,894,171	(1,883,007)
0073	*Bond Issuance Costs and Fees*	5,000	2,000	3,000
	Total Debt Service	9,556,052	9,553,052	3,000
6030	Total Expenditures	9,556,052	9,553,052	3,000
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	789,890	1,057,602	267,712
1200	Net Change in Fund Balance	789,890	1,057,602	267,712
0100	Fund Balance - Beginning	1,034,694	1,034,694	--
3000	Fund Balance - Ending	$ 1,824,584	$ 2,092,296	$ 267,712



SNOWGARRETT 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, 2016, 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 6, 2016.

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.

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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 Indepedent School District in a separate letter dated December 6, 2016.

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

Snow Garrett Williams
December 6, 2016



SNOW GARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance

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 Compliance Supplement* that could have a direct and material effect on Granbury Independent School District's major federal program for the year ended August 31, 2016. Granbury Independent School District's major federal program is 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 federal statutes, regulations, and the terms and conditions of its federal awards 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 the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance 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 its major federal

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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 the Uniform Guidance, 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 the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Respectfully submitted,



Snow Garrett Williams
December 6, 2016

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2016

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 Title 2 U.S. Code of Federal Regulations (CFR) Part 200?	____ Yes	X No	

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.027/84.173	Speial Education Cluster (IDEA)

Dollar threshold used to distinguish between type A and type B programs:	$750,000	
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, 2016

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, 2016

A corrective action plan is not needed.

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
CHILD NUTRITION CLUSTER:			
U. S. Department of Agriculture			
Passed Through State Department of Education:			
School Breakfast Program	10.553	71401601	$ 498,534
National School Lunch Program	10.555	71301601	1,487,427
Total Passed Through State Department of Education			1,985,961
Passed Through Texas Department of Agriculture:			
Commodity Supplemental Food Program (Non-cash)	10.555	11001A	176,366
Total U. S. Department of Agriculture			2,162,327
Total Child Nutrition Cluster			2,162,327
MEDICAID CLUSTER:			
U. S. Department of Health and Human Services			
Direct Program:			
Medical Assistance Program	93.778	Direct	21,689
Total U. S. Department of Health and Human Services			21,689
Total Medicaid Cluster			21,689
SPECIAL EDUCATION (IDEA) CLUSTER:			
U. S. Department of Education			
Passed Through Parker County Co-Op:			
IDEA-B Deaf	84.027	166600011849086601	3,040
IDEA-B Discretionary	84.027	166600111849086673	610
Total CFDA Number 84.027			3,650
Total Passed Through Parker County Co-Op			3,650
Passed Through State Department of Education:			
IDEA-B Formula	84.027	166600011119016600	1,047,873
IDEA-B Formula	84.027	176600011119016600	79,545
Total CFDA Number 84.027			1,127,418
IDEA-B Preschool	84.173	166610011119016610	15,445
IDEA-B Preschool	84.173	176610011119016610	1,114
Total CFDA Number 84.173			16,559
Total Passed Through State Department of Education			1,143,977
Total U. S. Department of Education			1,147,627
Total Special Education (IDEA) Cluster			1,147,627

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
OTHER PROGRAMS:			
U. S. Department of Education			
Passed Through State Department of Education:			
ESEA Title I Part A - Improving Basic Programs	84.010	16610101111901	1,065,381
ESEA Title I Part A - Improving Basic Programs	84.010	17610101111901	84,033
Total CFDA Number 84.010			1,149,414
Career and Technical - Basic Grant	84.048	16420006111901	66,322
Title III Part A English Language Acquisition and Language Enhance	84.365	16671001111901	35,717
Title III Part A English Language Acquisition and Language Enhance	84.365	17671001111901	900
Total CFDA Number 84.365			36,617
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367	16694501111901	182,114
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367	17694501111901	1,089
Total CFDA Number 84.367			183,203
Summer School LEP	84.369	69551502	2,302
Total Passed Through State Department of Education			1,437,858
Total U. S. Department of Education			1,437,858
U. S. Department of Defense			
Direct Program:			
JROTC	12.357	Direct	72,120
Total U. S. Department of Defense			72,120
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 4,841,621

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, 2016

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 Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200 *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.* Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

The District did not elect to use the 10% de minimis cost rate.

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF REQUIRED RESPONSES TO SELECTED SCHOOL FIRST INDICATORS
AS OF AUGUST 31, 2016

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?	$ 6,705,018
SF11	Net Pension Assets (object 1920) at fiscal year-end.	$ --
SF12	Net Pension Liabilities (object 2540) at fiscal year-end.	$ 12,651,041
SF13	Pension Expense (object 6147) at fiscal year-end.	$ 838,717

SNOW GARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

December 6, 2016

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, 2016, 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

Snow Garrett Williams
Certified Public Accountants

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Optimum Fund Balance

As noted in Exhibit C-2, the District increased the General Fund's fund balance in the amount of $1,643,181 resulting in an ending fund balance of $19,581,994. As reflected on Exhibit J-2, the District's optimum fund balance should be approximately $19,814,578. 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 $4,200,000 for construction, capital expenditures for equipment, and other purposes.

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.

GRANBURY ISD
TECHNOLOGY DEPARTMENT

TO: Dr. James Largent, Superintendent

FROM: Amy Wood
DATE: December 5, 2016
RE: Technology Plan

SUMMARY:

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

According to the Texas Education Agency, 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 2017-2018 is based on the GISD 2020 Strategic Plan and on data collected from the Bright Bytes technology survey of teachers, students and parents from every campus in the district. Budget numbers are local dollars combined with bond money that will be utilized during this time frame.

RECOMMENDATION:

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

Respectfully submitted,

Amy Wood
Director of Technology

GISD 2017-18 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	7048
PERCENT ECONOMICALLY DISADVANTAGED	49%
TECHNOLOGY EXPENDITURES	$ 4,819,250

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 creativity, collaboration, critical thinking and communication. 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 Plan, 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 our 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 continues to experience 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 maintained a high level since the implementation of the model classroom. Students report increased opportunities to integrate technology while practicing 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, along with ESC 11, hosts the GISD website which offers quality, current information to staff, students, and the community. The GISD website is maintained by the Public Information Officer. 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 state of the art network operations center (NOC) serves the needs of the district. The NOC utilizes a state of the art hot aisle containment system and a generator to maintain connectivity at all times. An offsite disaster recovery solution is in place. The district provides 2000MB of internet bandwidth and is investigating an increase 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. 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: Maintain a mobile learning unit to provide resources away from school
  - Strategy 5: Increase awareness of connected learning opportunities to facilitate collaboration and global citizenship

- **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 Suite 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** • 83% of students report frequency of computer use in the classroom at least once per week
	ACCESS • 68% of teachers report high quality internet speed
	SKILLS • 205 teachers had direct instruction in technology integration this summer o (Technology Driven Classroom only)
	ENVIRONMENT • 524 classrooms now have an access point • 5545 Chromebooks, 2500 iPads, and 1175 Chromebooks 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 2Gbps 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 2017-June 2018	$ 2,500,000 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 • Partnership with ESC XI Internet Consortium

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 a generator 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 2017-June 2018	$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 or access to mobile labs are available in every classroom for student use, as well a mounted projector, document camera, classroom audio, and teacher station for instructional use. A variety of devices in mobile labs are available for department/grade level use including iPads, Chromebooks and Windows machines. 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 2017-June 2018	$1,500,000 Funding sources include bond funds, and the technology budget. • Chromebooks • iPads • Windows devices • 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** • 91% of teachers believe that using technology enhances student learning • 72% of students believe that using technology enhances their learning
	ACCESS • 89% of students have access to internet at home • 83% of students have access to a device at home
	SKILLS • 80% of students reported ease of collaborating using online documents as easy (up from 58% last year)
	ENVIRONMENT • 61% 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 G Suite (formerly Google Apps for Education) 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 2017-June 2018	$230,000 Funding sources: Technology Budget, IMA, Curriculum Budget, Campus Budgets, Special Education Budget • G Suite • Library Software • Databases • Online Textbooks • BrainPop • OdysseyWare • Reading Eggs • 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 2017-June 2018	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 2017-June 2018	$ 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 • Kajeet filtered hotspots available for checkout

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 is available on the mobile learning unit, as well as district owned devices such as iPads and Chromeboxes. 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 2017 - June 2018	$ 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 connected learning opportunities to facilitate collaboration and global citizenship

Due to the demands of a global workforce for problem solving rather than specific skills, students must be provided learning opportunities in real-world scenarios. Students must have the opportunity to experience and use resources outside their classrooms which are relevant and timely. GISD will also ensure that all students are educated, responsible digital citizens 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 2017 - June 2018	$ 5,000 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** • 67% of students are asked to collaborate online with classmates at least monthly • 51% 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 • 54% of teachers have expressed interest in PD in multimedia skills • 47% of teachers have expressed interest in PD in classroom management with technology
	ENVIRONMENT • 89% of teachers report they get support for technology issues 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 designed in response to 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, classroom management related to technology use, 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 2017- June 2018	$ 75,000 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 G Suite for Education (formerly Google Apps for Education)

GISD has invested heavily in G Suite. This is an investment of time, not money since G Suite is free for educational institutions. GISD utilizes G Suite 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. G Suite is the driving force behind successful technology implementation of the 4Cs. G Suite provides a secure way for students to communicate, collaborate, create, and think critically. Sustaining G Suite 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 2017- June 2018	No specific budget is outlined for G Suite. • Active G Suite account • Integration with Active Directory • Google Academy	• G Suite 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 2017- June 2018	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. GISD social media accounts allow 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. The GISD website, maintained by the Public Information Officer, is the face of the district and remains current at all times. It contains a wealth of information for all visitors.

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 2017- June 2018	$ 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 2017- June 2018	$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.

Director of Human Resources

For:	**Board of Trustees**
Date:	**December 12, 2016**
Action:	**Discussion/Action**

To:	**Dr. James M. Largent, Superintendent**	**From:**	**Wes Jones, HR Director**
		Date:	**December 1, 2016**
		RE:	**Classroom Size Waiver**

SUMMARY:

The provisions and requirements of class Size waivers as required by Texas Education Code (TEA) 25.112. Each school district in Texas is required to conduct a class size enrollment survey for Kindergarten through Grade 4 no later than September. If the survey indicates that any class for Grades K-4 exceeds the allowable class size limit of 22:1. The district must submit the class size waiver request/form and a copy of a current compliance plan that has been approved by the local board of trustees. The plan must include the name(s) of campus(es), campus rating, grade(s), and number of sections exceeding the 22:1 class size ratio; steps to be taken to bring the district into compliance; timeline for completion; any new efforts/progress toward compliance.

GISD is requesting "2" waivers due to increased enrollment.

School	Grade Level	Sections/Students	# of Sections over 22:1	# of Students over 22:1
Mambrino	4th Grade	4/91	1 section	1 student
Oak Woods	4th Grade	4/91	1 section	1 student

Respectfully submitted,

Wes Jones

Wes Jones
Director of Human Resources

GRANBURY ISD

OFFICE OF GRANBURY HIGH SCHOOL PRINCIPAL

For:	**Board of Trustees**
Date:	**December 7, 2016**
Action:	**Action**

TO: Board of Trustees **From: Jeremy Ross**
Date: December 12, 2016
RE: Consider Change to Board Policy EIC (Local) GPA/Class Rank

SUMMARY:

Increasing the AAC multiplier from 1.1 to 1.2 will allow for an increase in weighted grade point average (GPA). Applying the multiplier at 6 credits instead of after 8 credits will allow the students, parents, and school administrators an earlier view of how students are aligned within their class rank. The GPA will be reverted back to unweighted as soon as it is not feasible for the student to obtain the 16 AAC credits, thus allowing for a more accurate GPA/Class rank for the fall college admissions process.

We would like to make these changes (1.2 multiplier and applying it at 6 credits) with the current 9th grade cohort, class of 2020. Those students who are interested in achieving the 16 Advanced Academic Credits (AACs) will still have enough time in their schedule to do so over the remaining three and a half years.

RECOMMENDATION:

It is recommended that the Board approve the change to board policy EIC (Local), amending the Granbury High School system for class rank and GPA.

Respectfully submitted,

Jeremy Ross
Granbury High School Principal

(Your District name

Understanding the "A-F" Ratings

New state law mandates an A-F rating system for campuses and districts.
There are 5 areas that are measured. Below is an explanation of these measures.

55% – STAAR Related



Student Achievement

- % of student STAAR scores at a defined satisfactory standard
- % of student STAAR scores at a defined college-readiness standard



Student Progress

- % of students progressing toward the STAAR passing standard
- % of students progressing toward the STAAR college-readiness standard



Closing Performance Gaps

STAAR performance of students from different race and ethnic groups along with those considered to be living in poverty



35%

Postsecondary Readiness

- Student attendance
- Students taking advanced courses or earning college credit through dual enrollment
- Students graduating on time
- Students who earn an industry certification
- Students graduating with an advanced diploma plan



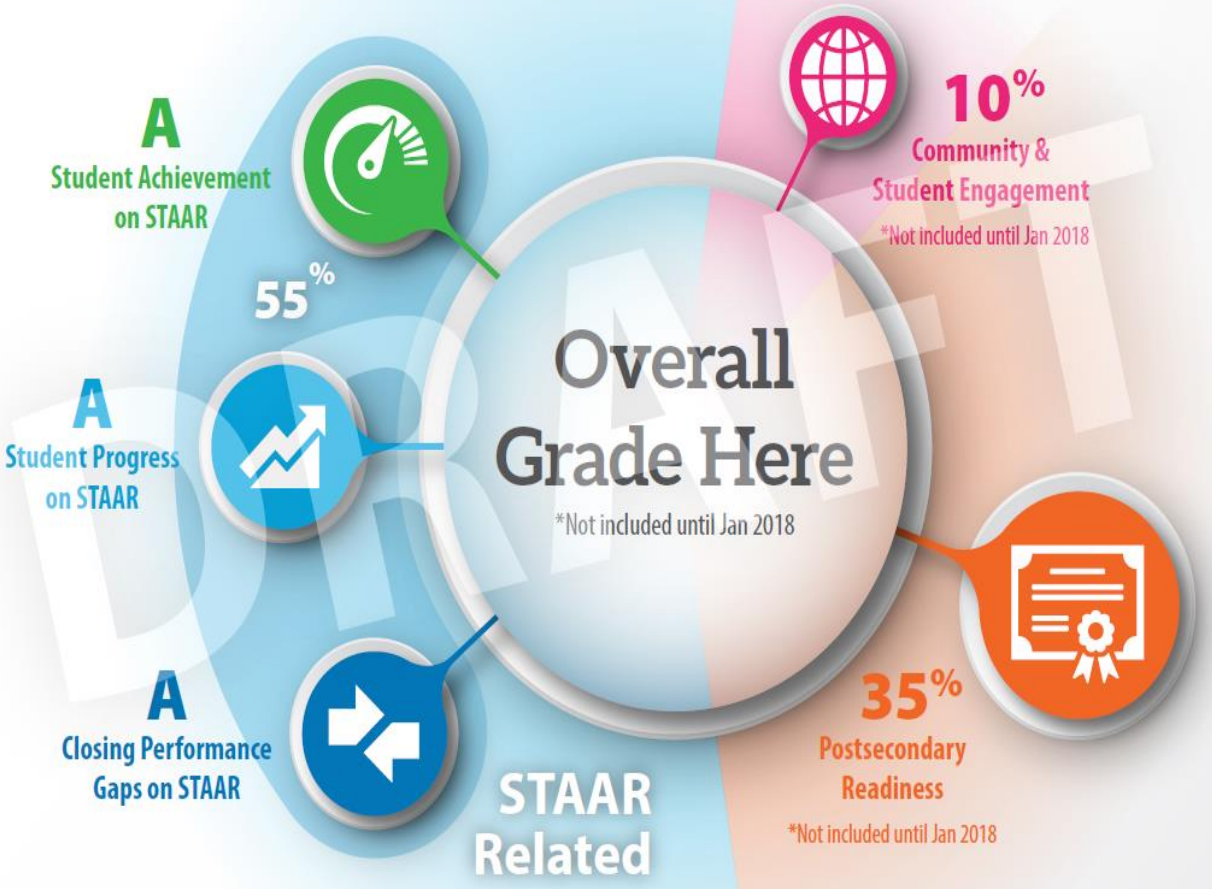
10%

Community and Student Engagement

This will be measured by 3 indicators chosen and rated by the district that evaluate how the schools are meeting local community expectations.

Understanding Your District's "A-F" Ratings

HB2804: New Public School Accountability Rating System



Jan 1, 2017 Preliminary Ratings Presented to Legislature • Spring 2018 Full Implementation of HB2804

For more details on HB2804, please visit http://tea.texas.gov/2804implementation.aspx

School Board Continuing Education Record

School district: GISD

Date last updated: 12/09/16

Name	Tier One		Tier Two	Tier Three	Status
	Local Orientation*	Education Code Orientation or Update	Team-Building and Assessment December 12, 2016	Continuing Education in Assessed Needs Enter hours completed since January 1, 2016	
Nancy Alana	NA	Met Requirements	Met Requirements	Met Requirements	Exceeded
Barbara Herrington	NA	Met Requirements	Met Requirements	Met Requirements	Exceeded
Mark Jackson	NA	Met Requirements	Met Requirements	Met Requirements	Exceeded
Rhonda Rezsofi	Deficient	Deficient	Deficient	Deficient	Deficient
Micky Shearon	NA	Met Requirements	Met Requirements	Met Requirements	Exceeded
Chris Tackett	NA	Met Requirements	Met Requirements	Met Requirements	Exceeded
Barbara Townsend	NA	Met Requirements	Met Requirements	Met Requirements	Exceeded

Applicable for first year board members only

**Please note Mrs. Rezsofi was elected in November 2016 and intends to meet all first-year continuing education requirements in the next 12 months.

School Board Continuing Education Record

School district: GISD

Date last updated: 12/09/16

Name	Tier One		Tier Two	Tier Three	Status
	Local Orientation*	**Education Code Orientation or Update**	**Team-Building and Assessment** Will be completed before the end of the year requirement	**Continuing Education in Assessed Needs**	
Nancy Alana	NA	Met Requirements		Exceeded	Exceeded Will have exceeded all requirements before year's end
Barbara Herrington	NA	Met Requirements		Deficient	Deficient
Mark Jackson	NA	Met Requirements		Exceeded	Exceeded Will have exceeded all requirements before year's end
**Rhonda Rezsofi	Deficient	Deficient		Deficient	Exceeded Will have exceeded all requirements before year's end
Micky Shearon	NA	Met Requirements		Exceeded	Exceeded Will have exceeded all requirements before year's end
Chris Tackett	NA	Met Requirements		Exceeded	Exceeded Will have exceeded all requirements before year's end
Barbara Townsend	NA	Met Requirements		Exceeded	Exceeded Will have exceeded all requirements before year's end

*The Board had Team Building Training scheduled for today, December 12, 2016. Upon no delay of the board, the training had to be cancelled. The training is being reschedule before the year's end. At that time, the Board will have exceeded all required training by the required date.

**Please note Mrs. Rezsofi was elected in November 2016 and intends to meet all first-year continuing education requirements in the next 12 months.

GRANBURY ISD

Maintenance and Facilities Department Board Report

Randy Leach, Director of Maintenance and Facilities

Board of Directors

December 12, 2016

Maintenance Personnel

Name	Position	Years with District
Karen Johnson	Secretary	10
Scott Campbell	Supervisor	29
Rick Schulte	HVAC Supervisor	16
Steve Thompson	General Maintenance Supervisor	14
Kevin Cummings	Grounds & Athletic Fields Supervisor	5
James Starkes	Athletic Fields - Manager	14
John Minter	Electrician	1
James Garlick	HVAC - Electrician	15
	HVAC / Electrical	
Don Zimmerman	Carpenter	17
Todd Knapp	Carpenter	7
Daniel Bryant	Plumber	6

Name	Position	Years with District
Donald Burns	General Maintenance	16
Mark Davis	General Maintenance	7
James Marten	General Maintenance	7
Harlan Albertson	General Maintenance	5
Lester Jones	General Maintenance	1
Martin Briones	Groundskeeper	16
Jody Jones	Groundskeeper	16
Antonio Mojica	Groundskeeper	4
Chad Pasadava	Groundskeeper	-1
Kevin Timmons	Groundskeeper	-1
Darrell Wilkerson	Groundskeeper	-1
Garry Witt	Groundskeeper	-1

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)	$ 204,546
Object 6300 (Supplies)	$ 277,484
Object 6400 (Travel)	$ 4,335
Object 6600 (Equipment)	$ 45,200
TOTAL	**$ 531,565**

Facilities Responsibilities

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

Energy Conservation

- **Automated HVAC Systems (The following have been upgraded to the Tracer ES Expansion system):**
  - Granbury High School
  - Acton Middle School
  - Granbury Middle School
  - Mambrino
  - Acton Elementary
  - New Admin (CNG)
- **Utility Tracking –** UtilityDirect Software
- **Energy Audits –** Campus/Dept Walk Through

Energy Conservation Project (2013)

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 2016-17

- Electric $1,318,650
- Natural Gas $ 183,500
- Water $ 173,000

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
Administration				34	34
AES	1		11		11
AG Barn				16	16
AMS		0.5		56	56
EES				1	1
GHS		2	64	69	133
GHS Athletics	1		11	12	23
GMS		0.5		56	56
MAM			3		3
Transportation	1		11		11
TOTAL	**3**	**3**	**100**	**244**	**344**

* Located at Technology

Phase 1: Granbury High School – Initial Upgrade

Phase 2: Granbury and Acton Middle

Phase 3: K-5

Facilities

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

Facilities (cont.)

- **Event 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 2016-17

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

2015-2016 ACCOUNTABILITY

TEXAS ACADEMIC PERFORMANCE REPORT

RON HOLMGREEN

ASSISTANT SUPERINTENDENT

DECEMBER 12, 2016

ACCOUNTABILITY DESIGN

- Year 4 of this accountability system and will change next year
- Preliminary A-F rating this year, legislated for next year
- Combines multiple systems (State and PBM)
- TAPR Public reporting is required
- TAPR report is available on our GISD website

ACCOUNTABILITY RATINGS

- GISD – Met Standard
- All campuses – Met Standard
- Bilingual/ESL Education, CTE, SPED – Stage 1 (PBM)
- 7 campuses earned distinctions
- 7 campuses addressing safeguards

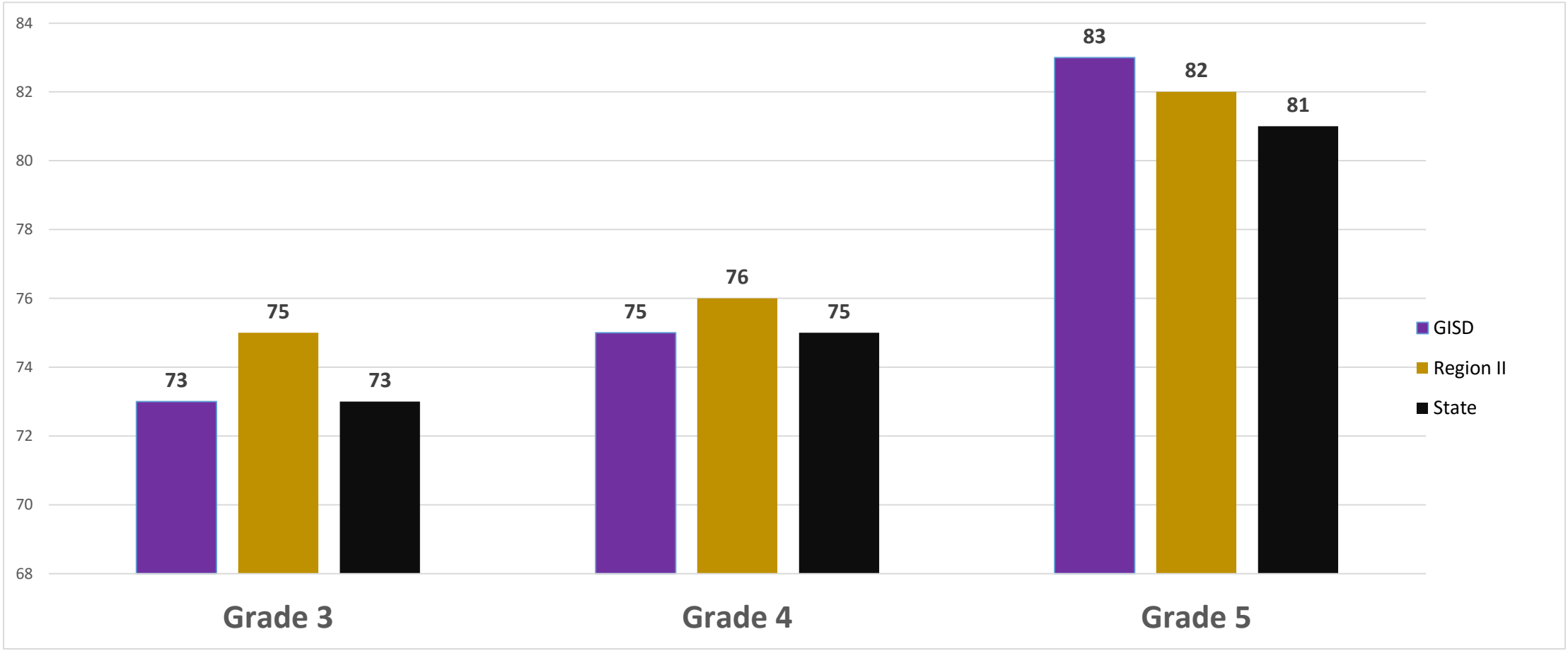
2015-2016 DEMOGRAPHICS

- Total Student Enrollment – 6,971
- African American – 0.6%
- Hispanic – 23.7%
- White – 72.3%
- American Indian – 0.7%
- Asian – 0.7%
- Two or More Races – 1.8%
- Economically Disadvantaged – 49.7%
- English Language Learners – 7.4%
- At-Risk – 35.7%

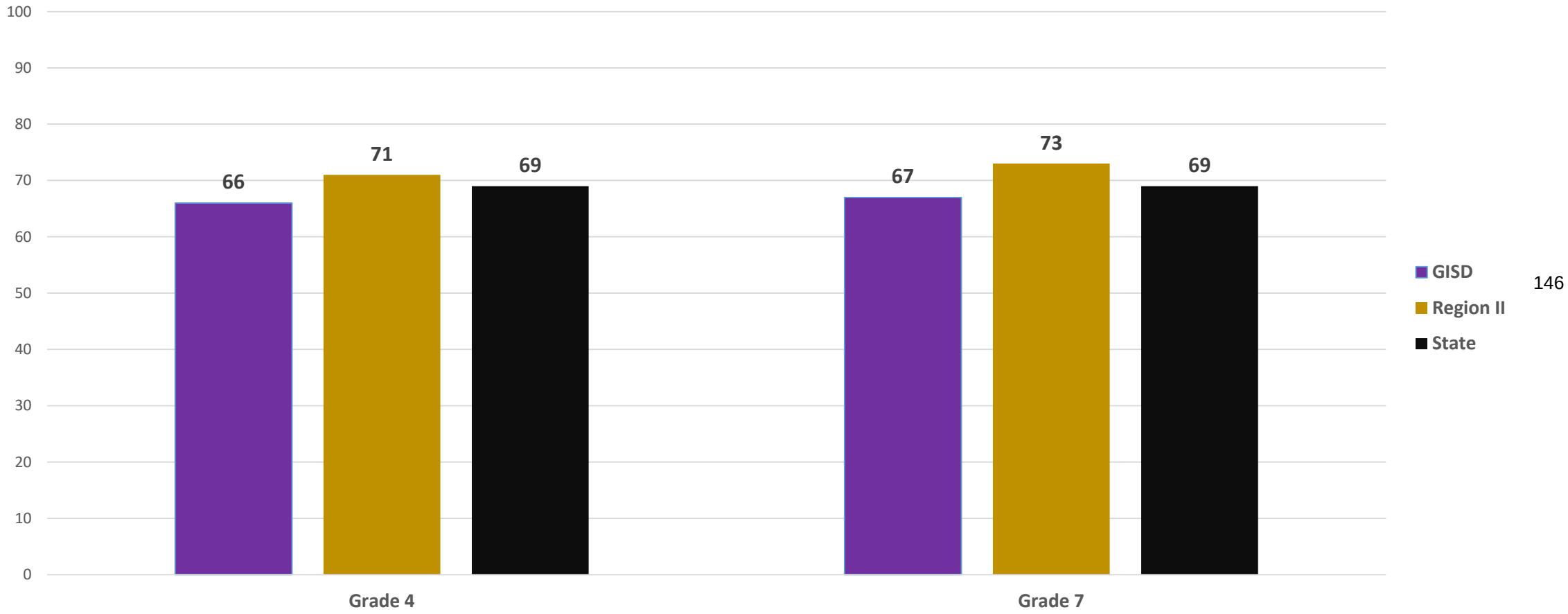
2015-2016 FOCUS

- Writing at elementary and middle school
- Reading focus at elementary and middle school
- Math rigor continues across the district
- Completion/graduation focus at high school level
- Safeguards, PBM, and Federal Program requirements continue monitoring

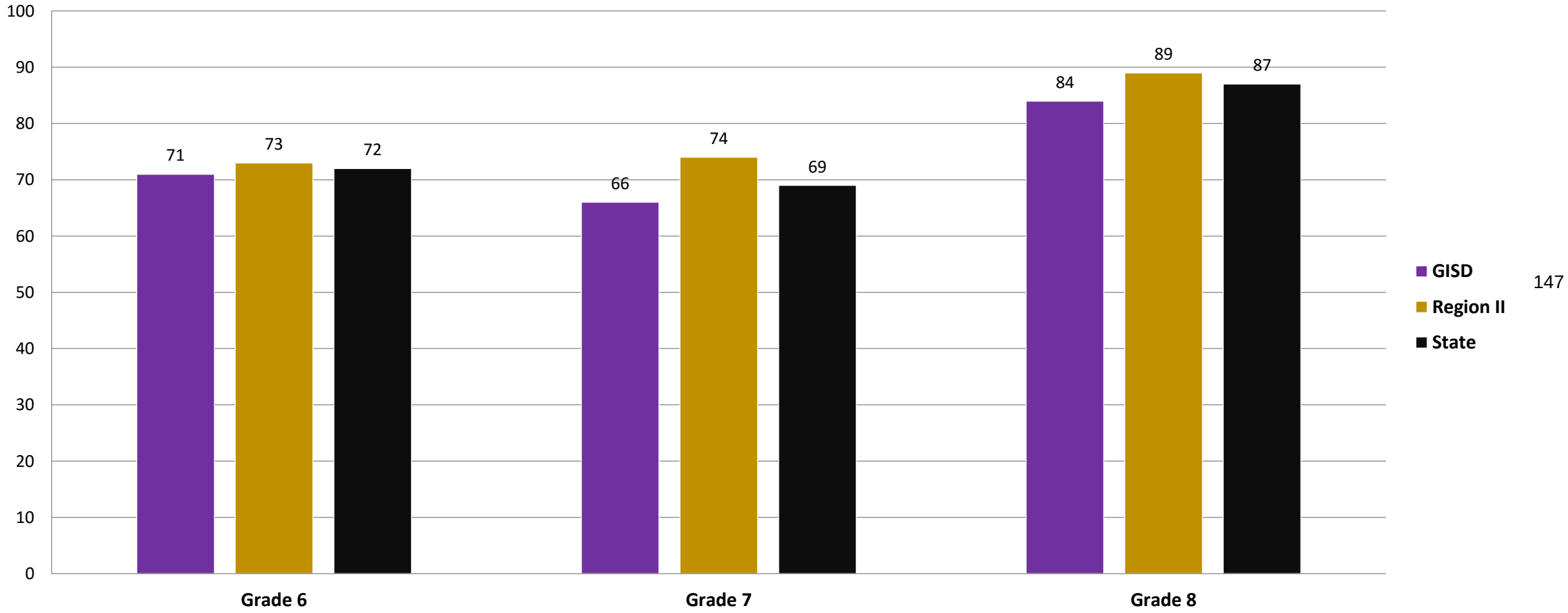
GRADE 3-5 STAAR READING



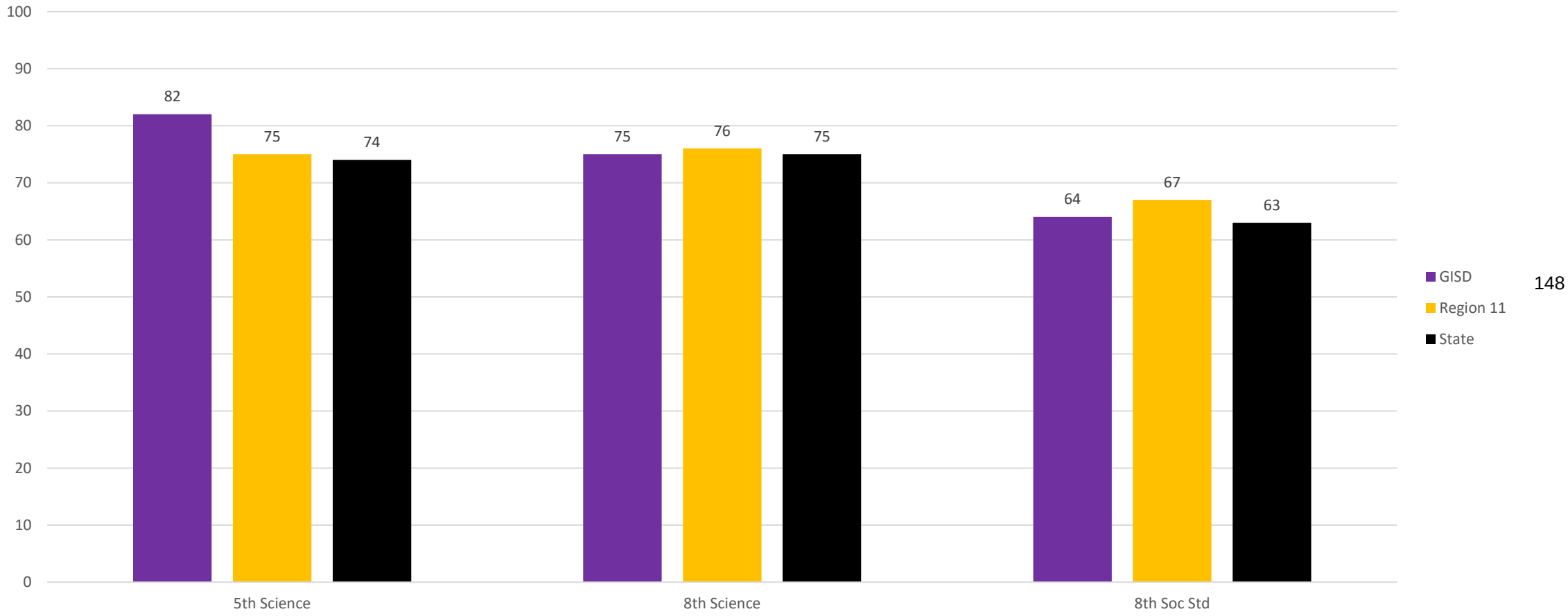
GRADE 4 and 7 STAAR WRITING



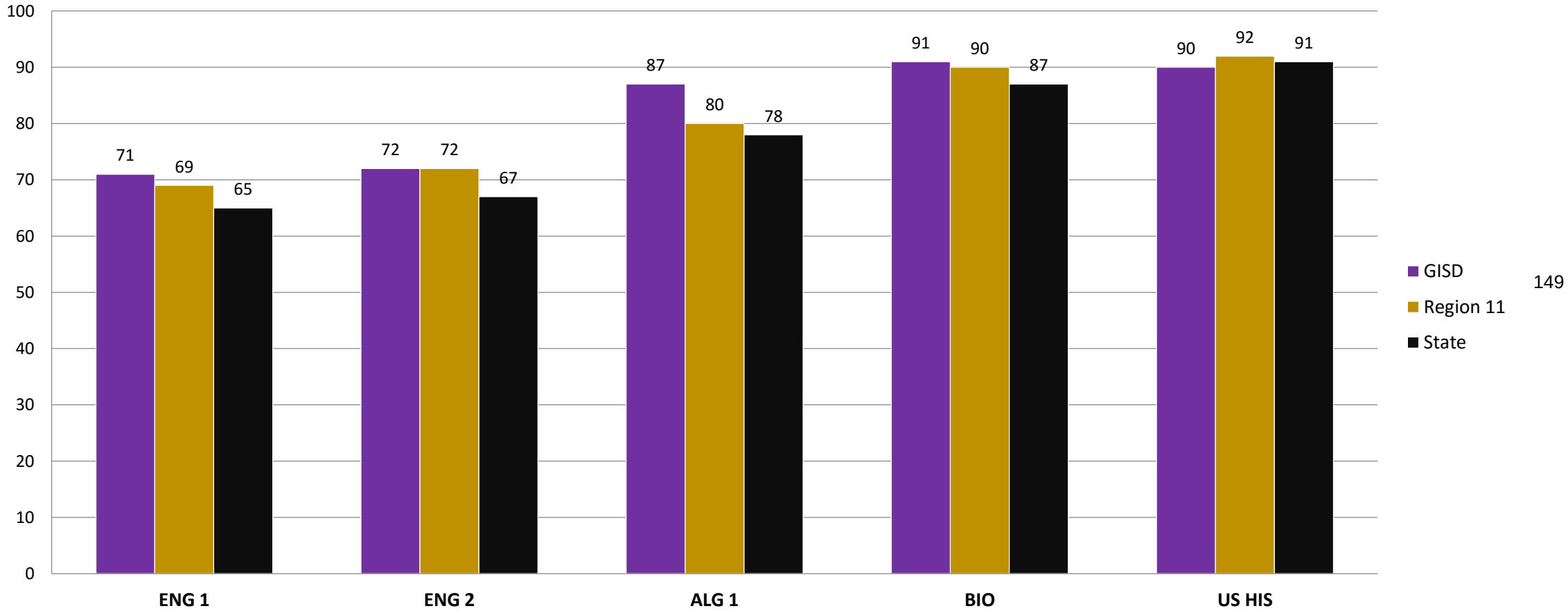
GRADE 6 – 8 STAAR READING



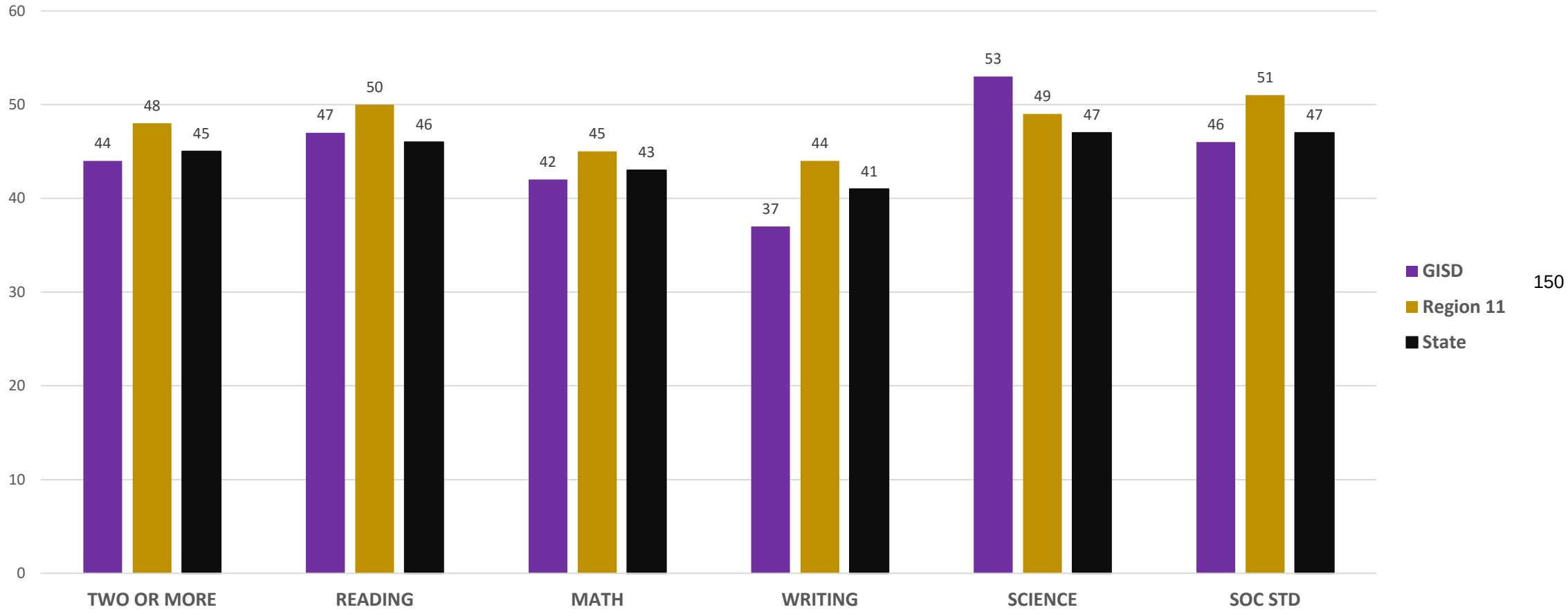
5th/8th SCIENCE and SOCIAL STUDIES



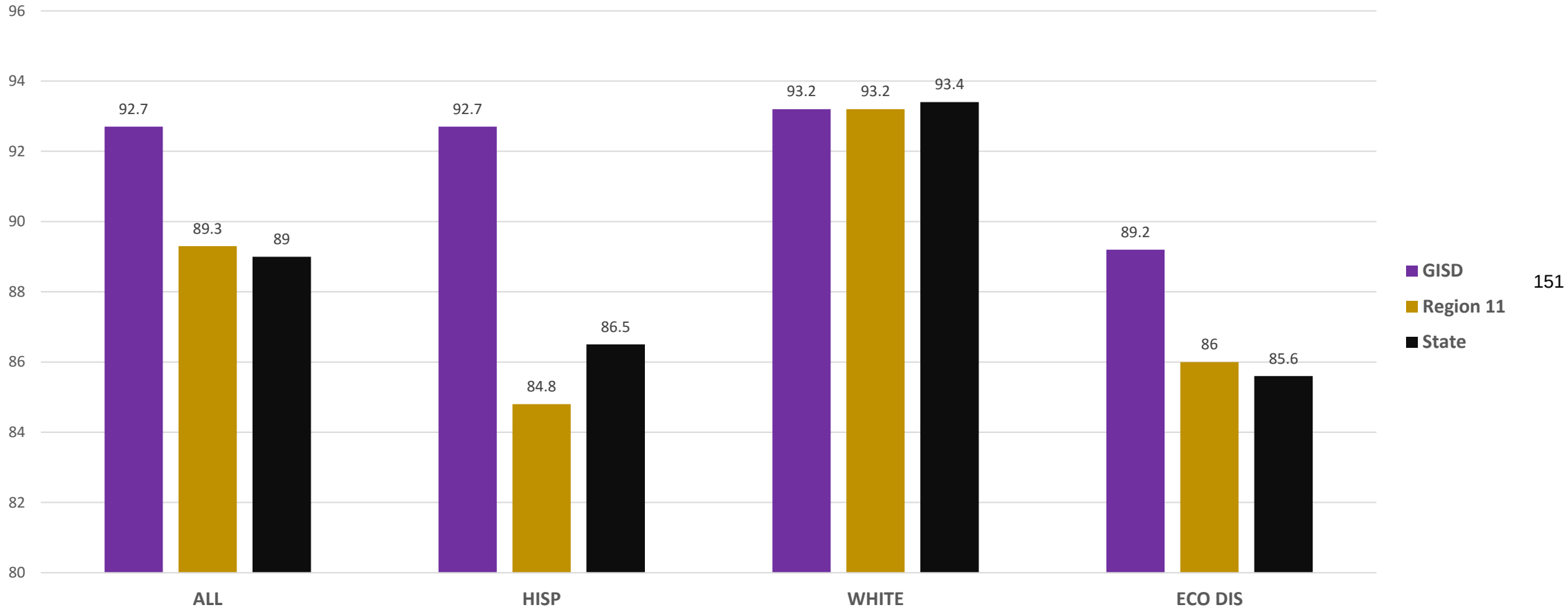
STAAR END OF COURSE



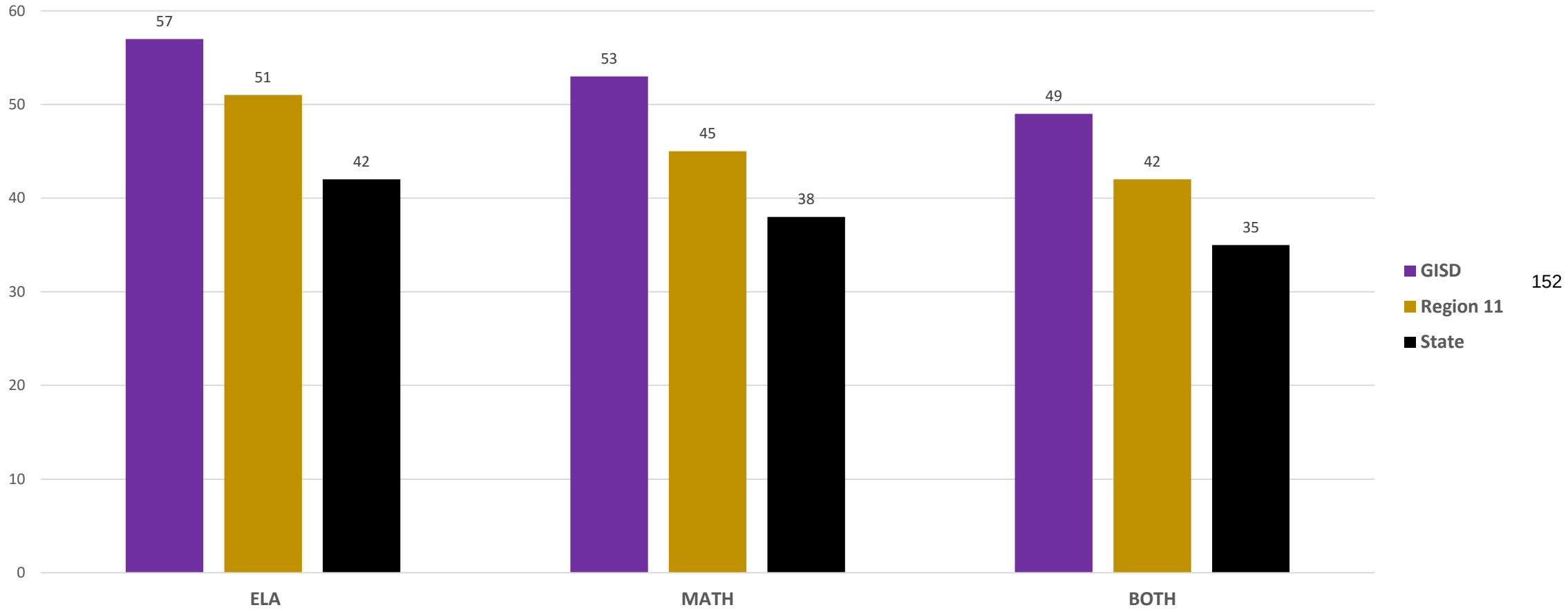
STAAR POSTSECONDARY READINESS ALL GRADES



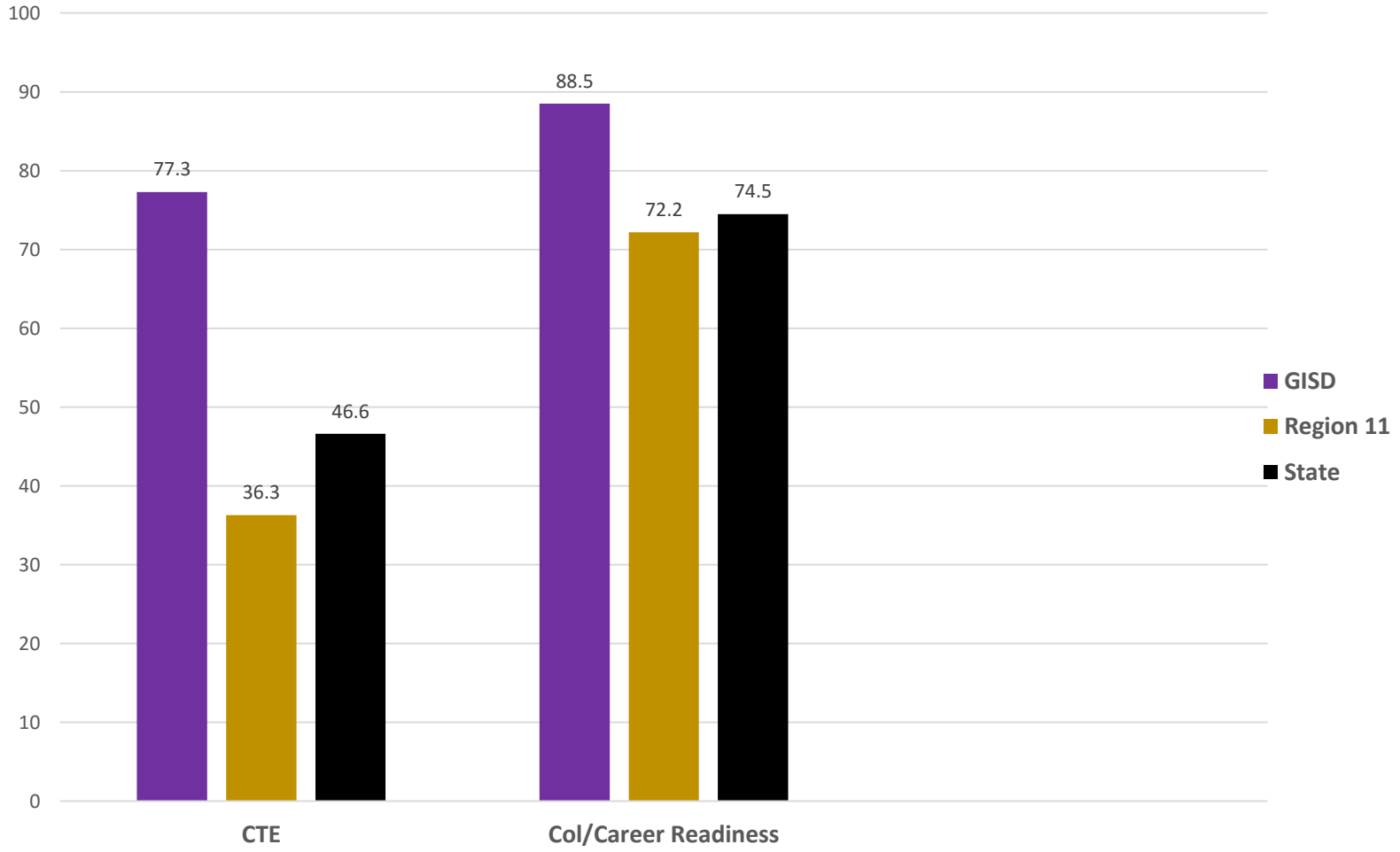
4 YEAR GRADUATION RATE
CLASS OF 2015



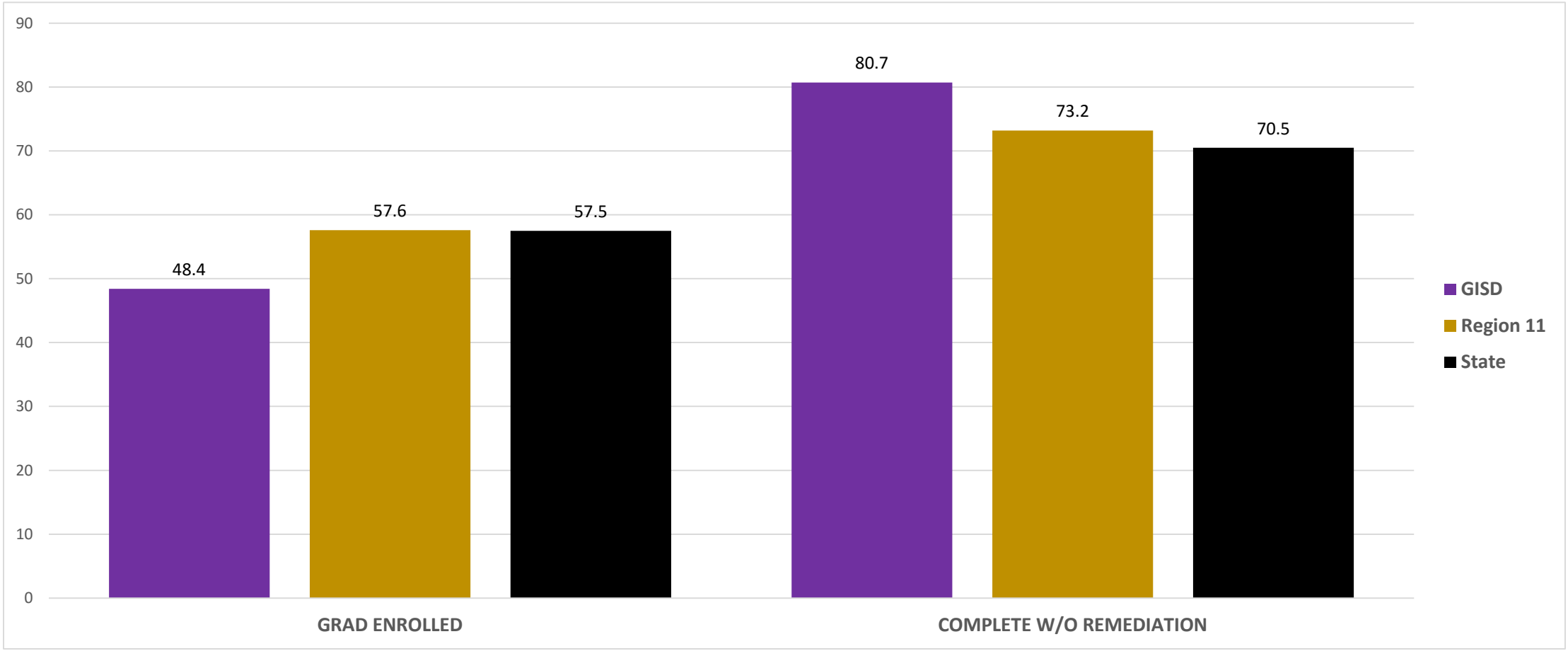
COLLEGE READY GRADUATES



CTE COHERENT SEQUENCE and COLLEGE/CAREER READY GRADUATES



INSTITUTES OF HIGHER EDUCATION INDICATORS 2014



2015-2016 FOCUS RESULTS

- Reading and Writing focus at 3-8
- On-line issues with English Language Arts, EOC exams
- College readiness indicators well above Region and the State
- Graduation rate for Hispanic students is over 6% greater than State
- 5th grade Science is over 7% greater than Region and the State
- 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 this year)
- AMS and GMS – Algebra 1 and English 1 students do not calculate for math/reading progress

2016-2017 FOCUS

- Continue focus in reading and writing at all levels
- Increase attention at middle schools for performance and rigor
- Increase rigor at the elementary level
- Monitor Safeguards and PBMAS requirements

2017 and BEYOND ISSUES

- Legislative year
- Accountability Reforms through HB 2804 (A-F grades)
- Second round of ETS administering STAAR tests
- Individual High School Graduation Committee (SB 149) ends after this school year
- District of Innovation

STATE OF THE DISTRICT SUMMARY

- Middle Schools implementing double block for ELA; increased results
- AVID will be implemented at middle schools next year
- Enrollment increased by 128 students over last year
- Graduation rates surpassed the Region and the State
- SAT scores higher than Region and the State
- GISD students are far more college and career ready than the Region and the State

2015-2016 ACCOUNTABILITY

TEXAS ACADEMIC PERFORMANCE REPORT

RON HOLMGREEN

ASSISTANT SUPERINTENDENT

DECEMBER 12, 2016

COURSE CATALOG 2017-2018

STARS

ACCELERATED HIGH SCHOOL



301 N. HANNAFORD ST.
GRANBURY, TX 76048
(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 Zara Griffin

2017-2018

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

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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. Because STARS HS is an accelerated program and students finish courses at their own pace, traditional report cards are not provided. At the end of each six weeks, parents are provided with a progress report each six weeks to inform parents regarding their student's progress toward completing the classes in which they are enrolled.

Registration Information:
- Upon enrollment at STARS HS, each student is provided with an individualized graduation plan. The sequence of courses will depend on class size and availability at the time of enrollment. Schedules will change frequently as the student completes courses required for graduation.
- 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

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.

**For a student to graduate on this plan at STARS HS, they would need to have met all advanced measures at their previous campus. STARS HS does not offer advanced courses.*

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.

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.

Description of Courses

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.

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:															

2017-2018

Course Catalog

Granbury Middle School
2000 Crossland Road
Granbury, TX 76048,



Acton Middle School
1300 James Road
Granbury, TX 76049

www.granburyisd.org

Grades 6-8

Granbury ISD

2017-2018

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 Brandon Wilkerson

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 a college readiness assessment.

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 a college readiness assessment 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

6th CAREER LEADERSHIP
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 will use this information to explore educational requirements for a variety of chosen career paths. This course builds leadership skills through role plays, group activities, speeches, and projects and teaches students to take responsibility, express themselves, and handle problems and decisions when they arise.

6th 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.

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 ACCELERATED ELA
This rigorous course is designed for students who love ELA! In this course, students will learn all of the same TEKS as a standard ELA course, but they will engage in additional challenges such as PBL projects, college-prep research, SAT/ACT preparation, and advanced crafting for writers. Outstanding performance in 6th grade ELA is highly recommended.

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 ACCELERATED MATH
This rigorous and challenging course is designed for students who love math! It offers the opportunity for students to accelerate into Algebra 1 in 8th grade. In this course, students will learn both 7th and 8th grade standards (TEKS). Therefore, a strong foundation and understanding in mathematics is essential. Outstanding performance in 6th grade math is highly recommended. *Successful completion of this course is required for enrollment in Algebra 1 in the 8th grade.*

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

7th CAREER LEADERSHIP
The career development process is unique to each individual and evolves throughout one's life. Students explore college and career planning with specific career clusters that fold into the high school level endorsements. Students will further their leadership development and set realistic goals both personally and professionally.

7th PRINCIPLES OF EMERGING TECHNOLOGY
In this course students will further their use of creative thinking and integration of the innovative processes, expand collaboration in personal learning networks and expand communication both locally and globally to develop digital products that reflect solutions to new and personal real-world problems and incorporate developing technology skills. Students will continue to 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.

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 STAAR test and have a recommendation from your language arts teacher to take this class. Successful completion of this class will take the place of Spanish I in high school.

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

GRANBURY
HIGH SCHOOL



GRADES 9-12

2017-18

2000 West Pearl Street
Granbury, TX 76048
www.granburyisd.org
817-408-4600

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 **Bryn Vandemark**.*

2017-2018

Course Catalog

Grades 9-12

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. We are extremely lucky to have the staff and the course offerings that will get you an endorsement in the area(s) of your choice: STEM (Science, Technology, Engineering, Math), Public Services, Business and Industry, Arts and Humanities, and Multidisciplinary Studies. You can read more about endorsements on page 3 of this publication.

As you chart your course for your future, take a close look at your Advanced Academic Credit (AAC) options. Keep in mind that you need sixteen AACs upon graduation for a 10% bonus on your cumulative grade-point-average. Numerous pathways can be taken over the course of your high school career in order to gather sixteen AACs! Go for it!

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

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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 ISD operates on a traditional 8-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. **Choose an Endorsement.** Endorsement areas offer you a chance to guide your learning in the context of your personal career interests.
2. **Update your four-year plan** using your 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 August 1 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 October 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.

Automatic Admission:

Each institution of higher education shall admit an applicant for admission to the institution as undergraduate student if the applicant:

1) Is the child of a public servant listed in Section 615.003, Government Code, who was killed or sustained a fatal injury in the line of duty; and
2) Meets the minimum requirement, if any, established for purposes of this subsection by the governing board of the institution for high school or prior college-level grade point average and performance on standardized tests

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 prior to entering the 9th grade. Students will be permitted to change their endorsement with counselor guidance.

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 4, with at least one advanced choice:
Intro to Engineering Design
Engineering Science
Aerospace*
Civil Engineering and Architecture*
Engineering Design and Development*

Denotes advanced courses for **endorsement requirement only.*

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 (cannot be split)

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 3 credits in the same discipline:
- Art 2 Drawing 1
- Art 2 Painting 1
- Art 2 Photo 1
- Art 2 Ceramics 1
- Art 2 Design 2
- Honors Art 3 Drawing 2
- Honors Art 3 Painting 2
- Honors Art 3 Design 2
- Art 3 Photo 2
- Art 3 Ceramics 2
- AP Art 4 Drawing
- AP Art 4 Two-Dimensional Design
- Art 4 Advanced Photography
- Art 4 Ceramics

PUBLIC SERVICES

Public Services requires the completion of one additional mathematics course and one additional science course

Health Science:
Choose 3 credits, with at least one advanced choice:
- Principles of Health Science
- Medical Terminology*
- Pharmacology
- Health Science Theory*
- Health Science Clinical
- Practicum in Health Science (EMT or Pharm Tech)*
- Anatomy and Physiology*

Plus one additional CTE Credit

Education and Training
Choose 3 credits, with at least one advanced choice:
- Child Development
- Principles of Education and Training
- Instructional Practices*
- Practicum in Education and Training*

Plus one additional CTE Credit

Law Public Safety, Corrections, and Securities:
Choose 3 credits, with at least one advanced choice:
- Principles of Law, Public Safety, Corrections, and Securities
- Law Enforcement I
- Law Enforcement II*
- Criminal Investigation*
- Forensic Science*
- Forensic Psychology
- Practicum in Law, Public Safety, Corrections and Security*

Plus one additional CTE Credit

JROTC
Four courses in JROTC

Denotes advanced courses for **endorsement requirement only.*

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:

Vet Med Sequence

- *Choose 4 credits, with at least one advanced choice*:
  - Principles of Ag, Food, and Natural Resources
  - Livestock Production
  - Mathematical Applications in Ag, Food, and Natural Resources*
  - Veterinary Medical Applications*
  - Advanced Animal Science*
  - Practicum in Ag, Food, and Natural Resources (Vet Med)

Horticulture Sequence

- *Choose 4 credits, with at least one advanced choice*:
  - Principles of Ag, Food, and Natural Resources
  - Greenhouse Operation and Production
  - Horticulture*
  - Floral Design
  - Mathematical Applications in Ag, Food, and Natural Resources*
  - Practicum in Ag, Food, and Natural Resources*

Welding Sequence

- *Choose 4 credits, with at least one advanced choice*:
  - Principles of Ag, Food, and Natural Resources
  - Ag Mechanics and Metal Tech
  - Agricultural Structures Design and Fabrication
  - Mathematical Applications in Ag, Food, and Natural Resources (Welding)

Arts A/V Technology:

Graphics Sequence

- *Choose 4 credits, with at least one advanced choice*:
  - Principles of Arts and A/V
  - Graphic Design and Illustration 1
  - Graphic Design and Illustration 2*
  - Practicum in Graphic Design and Illustration*

Video Production Sequence

- *Choose 4 credits, with at least one advanced choice*:
  - Principles of Arts and A/V
  - Audio Video Production 1
  - Audio Video Production 2*
  - Practicum in A/V Production*

Business Management and Administration:

- *Choose 4 credits, with at least one advanced choice*:
  - Principles of Business, Marketing, and Finance
  - Banking and Financial Services
  - Business Information Management 1
  - Accounting 1
  - Accounting 2*
  - Financial Analysis*

Marketing:

- *Choose 4 credits, with at least one advanced choice*
  - Principles of Business, Marketing, and Finance
  - Advertising
  - Sports and Entertainment Marketing
  - Entrepreneurship*
  - Practicum in Marketing*
  - *One additional CTE credit*

Denotes advanced courses for **endorsement requirement only.*

BUSINESS AND INDUSTRY *cont.*

Business and Industry requires the completion of one additional mathematics course and one additional science course

Information Technology:

- *Choose 4 credits, with at least one advanced choice*:
  - Principles of Information Technology
  - Computer Programming 1
  - Computer Programming 2*
  - Practicum in Information Technology*
  - *One additional CTE credit*

Hospitality and Tourism:

Culinary Arts Sequence

- *Choose 4 credits, with at least one advanced choice*:
  - Principles of Hospitality and Tourism
  - Introduction to Culinary Arts
  - Culinary Arts*
  - Advanced Culinary Arts*
  - Practicum in Culinary Arts*

Childcare/Daycare Sequence

- *Choose 4 credits, with at least one advanced choice*:
  - Principles of Hospitality and Tourism
  - Dollars and Sense
  - Interpersonal Studies
  - Child Development (Daycare Assistants)
  - Family and Community Services*
  - Child Guidance*

Transportation, Distribution, and Logistics:

- *Choose 4 credits, with at least one advanced choice*:
  - Automotive Basics
  - Automotive Technology 1: Maintenance and Light Repair*
  - Automotive Technology 2: Automotive Service*
  - Practicum in Transportation Systems*

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

Denotes advanced courses for **endorsement requirement only.*

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
- 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
- Weatherford College Math 2412/2413/2414/2415 and Weatherford College Phys 2425/2426 can be 4th year advanced math/science 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 2311/2331
- 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, honors, 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 College Board has mandated that schools no longer use the Pre-AP prefix for their advanced courses, these courses now have the Honors prefix.

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 maintain the 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

Honors English 2
Honors Geometry
Honors World Geography
Honors Biology

ADVANCED ACADEMIC CREDITS AVAILABLE TO GRADE 10

Honors English 2
AP English 3
DC English 3
Honors Geometry
Honors Algebra 2
AP World History
Honors Chemistry
Honors Spanish 3
Honors Art 3 Draw

ADVANCED ACADEMIC CREDITS AVAILABLE TO GRADE 11

AP English 3
AP English 4
DC English 3
DC English 4
Honors Algebra 2
Honors Pre-Calculus
AP US History
AP European History
DC US History
AP Physics 1
AP Chemistry
AP Biology
DC Biology1/Biology 2
Forensics
Honors Spanish 3
Honors French 3
AP Spanish 4
American Sign Language 3
Honors Art 3 Draw

ADVANCED ACADEMIC CREDITS AVAILABLE TO GRADE 12

AP English 4
DC English 4
Honors 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 Biology1/Biology 2
Forensics
AP Environmental Science
AP Spanish 4
AP Spanish 5
AP French 4
AP Art
AP Music Theory

EXAMPLES OF CTE ADVANCED ACADEMIC CREDITS

AG:
- Practicum in A/F/N

Arts/AV:
- Graphic Design and Illustration 2
- AV Production 2
- Practicum in AV

Education:
- Practicum in Education

Health Science:
- Health Science Theory
- Medical Terminology (Full Year Course Only)
- Anatomy and Physiology
- Practicum (EMT or Pharmacy Tech)

Information Technology:
- Computer Technician
- Advanced Computer Programming

Law:
- Forensics
- Law Enforcement 2
- Practicum in Law, Public Safety, Corrections and Security

STEM:
- Intro to Engineering Design
- Engineering Science
- Civil Engineering
- Aerospace Engineering
- Engineering Design/Development

FIDELITY POINTS

Additional Advanced Credits/Fidelity Points allowed for a comprehensive, competitive extracurricular activity tied to a class (Athletics, Band, Dance, Cheer, Choir, etc.). Fidelity points apply only to courses completed in grades 9-12.

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.

Description of Courses

	• **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**
	• **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**
	201

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.

Honors 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 Honors English 2 and



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. 1301 must be completed prior to 1302.

English 4 (0140)
1 credit – Grades 11-12
Prerequisites: Successful Completion of 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

English

Advanced Placement English 4 (0145)
1 credit - Grades 11-12
Prerequisites: Successful Completion of English 1, English 2, and English 3



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: Successful Completion of English 1, English 2, and English 3, 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: Successful Completion of English 1, English 2, and English 3, TSI Assessment and registration with Weatherford College, and 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: Successful Completion of English 1, English 2, and English 3, TSI Assessment and registration with Weatherford College, and 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: None
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: Successful completion of English 1, 2 and 3 if used as a 4th English



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.

Description of Courses

English Electives

Journalism Yearbook Production 1 (0168)
1 credit – Grades 10-12
Prerequisites: None

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 (0169)
1 credit - Grades 10-12
Prerequisites: None

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 3 (0166, 0167)
1 credit - Grades 10-12
Prerequisites: None
AAC

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. AAC limited to 1 upon completion of 3 years of Yearbook in grades 9-12.

Debate 1 (0175)
1 credit - Grades 9-12
Prerequisite: None

This course is designed for competitive debate in standard forms. Curriculum includes researching current NFL, TFA, and UIL topics for debate, organizing and structuring cases, practicing fundamental debate techniques, and effectively using the basic processes of logic and reasoning as well as advancing skills in speaking. Students will be required to attend and compete in tournaments or equivalent activities, earn membership in National Forensic League and achieve a minimum number of points toward NFL distinction per semester on a graded scale.

Debate 2 (0176)
1 credit - Grades 10-12
Prerequisites: None

This course is designed for competitive debate in standard forms. Curriculum includes researching current NFL, TFA, and UIL topics for debate, organizing and structuring cases, practicing fundamental debate techniques, and effectively using the basic processes of logic and reasoning as well as advancing skills in speaking. Students will be required to attend and compete in tournaments or equivalent activities, earn membership in National Forensic League and achieve a minimum number of points toward NFL distinction per semester on a graded scale.

Debate 3 (0177)
1 credit - Grades 10-12
Prerequisites: Successful completion of English 1, 2 and 3 if used as a 4th English

This course is designed for competitive debate in standard forms. Curriculum includes researching current NFL, TFA, and UIL topics for debate, organizing and structuring cases, practicing fundamental debate techniques, and effectively using the basic processes of logic and reasoning as well as advancing skills in speaking. Students will be required to attend and compete in tournaments or equivalent activities, earn membership in National Forensic League and achieve a minimum number of points toward NFL distinction per semester on a graded scale.

Debate 4 (0178)
1 credit - Grades 10-12
Prerequisites: None
AAC

This course is designed for competitive debate in standard forms. Curriculum includes researching current NFL, TFA, and UIL topics for debate, organizing and structuring cases, practicing fundamental debate techniques, and effectively using the basic processes of logic and reasoning as well as advancing skills in speaking. Students will be required to attend and compete in tournaments or equivalent activities, earn membership in National Forensic League and achieve a minimum number of points toward NFL distinction per semester on a graded scale. AAC limited to 1 upon completion of 4 years of Debate in grades 9-12.

Mathematics

Algebra 1 (0210)
1 credit - Grades 9
Prerequisites: Mathematics Grade 8 or its equivalent



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.

Honors 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.

Honors 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.

Honors 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
Recommended 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: 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: Algebra 2



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

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

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
Recommended Prerequisites: 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: 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: 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 9-11
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.

Honors Biology (0315)
1 credit – Grades 9-11
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
Recommended Prerequisites: Biology and Chemistry



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 Biology 1/Biology 2 (SR &D 3) (0328)
1 credit (4 College Credits per semester) - Grades 11-12
Prerequisites: TSI assessment and registration with Weatherford College



Zoology – Semester A **(BIOL 1408 & BIOL 1409)**
An introduction to the nature of science, the fundamental principles of living organisms including characteristics of life, the molecular and cellular basis of life, genetics, reproduction, and evolution, for non-science majors. An emphasis will be placed on how these topics are related to current issues and problems facing modern society. Course can count as 4th year science. Students will receive 4 hours of college credit per semester.

Integrated Physics and Chemistry (0305)
1 credit - Grade 9-10
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 and 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.

Honors Chemistry (0335)
1 credit - Grades 10-11
Prerequisites: One unit of high school science and Algebra I
Recommended Prerequisite: Completion or concurrent enrollment in a second year of math



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
Recommended 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 10-12
Prerequisites: Biology I and a second science credit
Recommended Prerequisite: A course from the Health Science Cluster



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

Physics (0360)
1 credit - Grades 09-12
Recommended Prerequisites: Algebra 1 or Concurrent Enrollment in Algebra 1



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
Recommended Prerequisites: Algebra 1, 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
Recommended Prerequisites: AP Physics 1 or comparable physics introductory course 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: Biology
Recommended Prerequisites: Chemistry or Concurrent Enrollment in Chemistry



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 Systems (0385)
1 credit – Grades 11-12
Prerequisites: One unit of High School Science



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
Recommended Prerequisites: Algebra 1, 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

Forensics (9660)
1 credit – Grades 11-12
Prerequisite: Biology and Chemistry



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



The Aviation science course is an inquiry based course designed to give students the basic fundamentals of flight and aviation. Students will become familiar with information related to licensure as a pilot and cover topics including history of flight, navigation, meteorology, airplane mechanics, control surfaces, and careers in aviation.

Advanced Animal Science (9010)
1 credit – Grades 12
Prerequisites: None



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.

Astronomy
1 credit – Grades 11-12
Recommended Prerequisites: One unit of High School Science



Astronomy offers multiple opportunities to study "real world" science such as the Earth-Moon system, our sun and solar system, star life-cycles, constellations, galaxies, and the universe. In addition, the contributions of astronomy to civilization, contributions of scientists, and the history of space exploration are also explored.

Social Studies

World Geography Studies (0400)
1 credit - Grade 9-12
Prerequisites: None



Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography.

Honors World Geography Studies (0405)
1 credit – 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 9-12
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 9-12
Prerequisites: None



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 09-12
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: None



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

Advanced Placement European History (0430)
1 credit – Grades 11-12
Prerequisites: None

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 9-12
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 9-12
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 9-12
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 9-12
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 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 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 9-12
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 9-12
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 9-12
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 aid.

Foreign Language

Spanish 1 (0600)
1 credit - Grades 9-12
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 9-12
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 Honors for Spanish Speakers 3. Students must be recommended by their teacher or counselor to participate in this course.

Honors Spanish 3 (0610)
1 credit - Grades 10-12
Prerequisites: Spanish 1, Spanish 2



This course offers advanced conversational and writing skills and literature.

Honors 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 9-12
Prerequisite: Spanish 3 or equivalent proficiency



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 9-12
Prerequisites: Spanish 3 or equivalent proficiency



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 9-12
Prerequisite: Spanish 4 or equivalent proficiency



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: Spanish 4 or equivalent proficiency



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.

Foreign Language

French 1 (0640)
1 credit - Grades 9-12
Prerequisites: None



French 1 introduces the vocabulary, grammar and language skills necessary for a basic study of French.

French 2 (0645)
1 credit - Grades 9-12
Prerequisite: French 1



French 2 continues the development of skills necessary for the more complex strategies of the French language.

Honors French 3 (0650)
1 credit - Grades 9-12
Prerequisites: French 1 and French 2



French 3 focuses on advanced conversational and writing skills.

Advanced Placement French 4 (0660)
1 credit – Grades 9-12
Prerequisites: French 3 or equivalent proficiency



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) 1 (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) 2 (0675)
1 credit – Grades 9-12
Prerequisite: ASL 1



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 1.

Honors American Sign Language (ASL) 3 (0680)
1 credit – Grades 9-12
Prerequisites: ASL 1 and 2



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.

Honors American Sign Language (ASL) 4 ()
1 credit – Grades 9-12
Prerequisites: ASL 1, 2, and 3



This advanced level course, conducted in ASL, furthers the study of ASL grammar and literature as well as deaf history, culture and community. Students will also be afforded opportunities to further their sign fluency with other ASL learners and will be encouraged to become involved in the local deaf community. Students will also explore professions which utilize ASL skills including interpreting aspects of ASL. Students will also develop an understanding of the importance of technology and products and their role in linking the hearing and deaf communities. This is a full year course.

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 9-12
Prerequisites: Theatre Arts 1, Theatre Arts 2

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 9-12
Prerequisites: Theatre Arts 1, Theatre Arts 2, Theatre Arts 3

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. A limit of 1 AAC can be earned for fidelity for 4 years in grades 9-12.

Theatre Production 1, 2, 3, and 4 (0760, 0761, 0762, 0763)
1 credit – Grades 09-12
Prerequisites: Appropriate corresponding level of course

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 9-12
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 (0771)
1 credit – Grades 9-12
Prerequisite: Technical Theatre 1

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.

Technical Theatre 3 (0772)
1 credit – Grades 9-12
Prerequisite: Technical Theatre Arts 1 and 2

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.

Technical Theatre 4 (0773)
1 credit – Grades 9-12
Prerequisite: Technical Theatre Arts 1, 2 and 3

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. A limit of 1 AAC can be earned for fidelity for 4 years in grades 9-12.

Description of Courses

Fine Arts

Choir

Choir 1 (0720)
1 credit – Grades 9-12
Prerequisite: None



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 (Concert) (0721) (0722)
1 credit - Grades 9-12
Prerequisites: Choir 1



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.

Choir 3
1 credit – Grades 10-12
Prerequisites: Choir 1, Choir 2, and Choir 3



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.

Choir 4
1 credit – Grades 10-12
Prerequisites: Choir 1, Choir 2, and Choir 3



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.

Choir 5
1 credit – Grades 10-12

Advanced Placement Music Theory (0724)
1 credit – Grades 10-12
Prerequisites: Choir 1 and Choir 2



The course includes a study of all aspects of music: reading music, rhythms, performance, composing, and critical listening. It targets choir students who plan to major in music in college. Students work to be prepared for the AP Music Theory Test.

Fine Arts

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 Drawing 1 (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 1 (0736)
1 credit – Grades 9-12
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 1 (0732)
1 credit – Grades 9-12
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 1 (0734)
1 credit - Grades 9-12
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 Photo 1 (0735)
1 credit – Grades 9-12
Prerequisites: Art 1



Introduces the aesthetic and technical theories and techniques of digital photography. Topics include camera and lens operation, exposure, white balance, composition, lighting, creativity, image editing software and printing. Course requires SD memory cards.

Honors Art 3 Drawing 2
1 credit - Grades 10-12
Prerequisite: Art 2 Drawing 1



This advanced course provides instruction in the 2-dimensional process of Drawing. The course explores a variety of tools, media, techniques and theories. You will also be required to participate in weekly critiques. The styles and subject matters are design to prepare students in assembling a portfolio for entering the Senior level course.

Honors Art 3 Painting 2
1 credit - Grades 10-12
Prerequisite: Art 2 Painting 1



This advanced course provides instruction in the 2-dimensional process of Painting. The course explores a variety of tools, media, techniques and theories. You will be required to participate in weekly critiques. The styles and subject matters are designed to prepare students in assembling a portfolio for entering the Senior level course.

Fine Arts

Art

Honors Art 3 Print Design 2
1 credit – Grades 10-12
Prerequisite: Art 2 Design 1



This advanced course provides instruction in the principles of design and development of the media and techniques used in commercial art. Emphasis will be on creating a portfolio focused on design schemes. Careers in Illustration, Advertising, Interior and Exterior Design will be explored. Additional focus will be given to the construction of Model making. The projects are designed to prepare students in assembling a portfolio for entering the Senior level course.

Art 3 Ceramics 2
1 credit - Grades 10-12
Prerequisite: Art 2 Ceramics 1



This advanced course provides instruction in Ceramics techniques which include throwing and hand built works. Students will create original designs that incorporate the elements of art and principles of design. Emphasis will be upon creating a portfolio focused on individual studies and work, to progress to the AP level. History and careers will also be explored. Additional supplies will be required.

Art 3 Photo 2 (0738)
1 credit - Grades 10-12
Prerequisite: Art 2 Photo 1



Continues the study of aesthetic and technical theories and techniques of digital photography. Topics include intermediate level exposure, composition, lighting, creativity and image editing and correction techniques, introduction to black and white film and darkroom printing. Students begin to develop a personal photographic style. Course requires SD memory cards. A Digital SLR camera is recommended. A 35mm film camera is also recommended, though film cameras are available for check out.

Advanced Placement Art 4 Drawing (0739)
1 credit - Grades 11-12
Prerequisites: Art 3 Drawing 2



AP Art 4 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

Advanced Placement Art 4 Two-Dimensional Design Portfolio (0741)
1 credit – Grades 11-12
Prerequisites: Art 3 Painting 2 or Art 3 Design 2



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.

Art 4 Advanced Photography (0748)
1 credit – Grades 11-12
Prerequisites: Art 3 Photo



For the student who has chosen to use photography as a form of creative expression. Students further refine their aesthetic and technical skills while developing a personal style. Students are directed toward personal projects that result in a portfolio of coherent images. Course requires a Digital SLR camera.

Fine Arts cont.

Floral Design (9365)
1 credit – Grades 10-12
Prerequisites: None
***FINE ARTS CREDIT OPTION**



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. **Texas State Floral Certification may be offered.**

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.

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: Appropriate corresponding level of course



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. A limit of 1 AAC can be earned for fidelity for 4 years in grades 9-12.

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
- An Advanced Academic Credit (AAC) can be earned for the 4th year of successful completion of athletics in grades 9-12.

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



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. Start building a better world—and a better you—today.
To learn more about Project Lead the Way, go to www.pltw.org

Introduction to Engineering Design (IED) (9750)
1 credit – Grades 9-12
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.

Engineering Science (9755)
1 credit – Grades 10-12
Prerequisite: Algebra 1 and Biology, Chemistry, IPC or Physics
GISD Requirement: IED

Engineering Science 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. Engineering Science 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, Engineering Science 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
GISD Requirement: Engineering Science or concurrent enrollment in Engineering Science

This class is reserved for students interested in competing and supporting the F1 in Schools team. A fidelity AAC may be earned after successful completion of year 3.

Civil Engineering and Architecture (CEA) (9785)
1 credit – Grades 11-12
GISD Requirement: Engineering Science

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.

Aerospace Engineering (AERO)
1 credit – Grades 11-12
GISD Requirement: Engineering Science

This course propels students' learning in the fundamentals of atmospheric and space flight. Students will explore the history and evolution of aviation and aerospace, the fundamental aircraft controls, the physics of flight, the aerodynamics of the airfoil, navigation, propulsion systems, GPS systems, materials/composites, frame design, orbital mechanics, space exploration, and more. The students will also work with Eagles Nest Project to build an RV12 airplane. Several field trips will also be associated with this class to investigate airplanes, airports, aviation industries and expos around the area as an important part of the curriculum.

Career and Technical Education

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

Engineering Mathematics (9780)
1 credit – Grades 11-12
Prerequisites: Algebra 2

Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, apply concepts of truss design and analysis, spatial applications, and electrical measurement. The student will use computer aided drafted design for manufacturing processes and materials engineering, mechanical drives, pneumatics, and process control systems.

Engineering Design and Development (EDD) (9775)
1 credit – Grades 11-12
GISD Requirement: CEA or AERO

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. Students will also have the opportunity to learn SolidWorks and become certified and learn various manufacturing processes including CNC and 3D printing.

Description of Courses

Career and Technical Education

PUBLIC SERVICES – HEALTH SCIENCE

Principles of Health Science (9450)
½ credit – Grades 9-10
Prerequisite: Medical Terminology

This course provides a foundation in health science careers and will hear multiple guest speakers. 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.

Medical Terminology (9455)
1 credit – Grades 9-12
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.

Health Science Theory (9460)
1 credit – Grades 10-12
Prerequisite: Principles of Health Science and Biology
GISD Requirement: Medical Terminology
Corequisite: Health Science Clinical

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.

Health Science Clinical
1 credit – Grades 10-12
Prerequisite: Principles of Health Science and Biology
GISD Requirement: Medical Terminology
Corequisite: Health Science Theory

This course is intended for EMT students and will apply the concepts learned in Health Science Theory. 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, Comply with LGMC dress and appearance standards. Students must provide scrubs.

Pharmacology
1 credit – Grades 11-12
Prerequisite: Biology and Chemistry
Recommended Prerequisite: A course from the Health Science Cluster
GISD Requirement: Medical Terminology

This course is intended for Pharmacy Technician students. The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. This course will discuss various effects of drugs as well as explain the relationship between drug dosage and time. Students will learn about the various names by which drugs are known, their classes, their forms, and their routes of administration. We will also discuss the mathematical knowledge and skills needed to solve problems with systems of measurement used in pharmacy. This class covers the ethical and legal responsibilities of pharmacists and pharmacy technicians, as well as discuss how to practice safety in dispensing and administering pharmaceutical agents and prevent personal and client illness and injury.

Career and Technical Education

PUBLIC SERVICES – HEALTH SCIENCE

Practicum in Health Science (Pharmacy Tech Certification) (9465)
2 credits – Grades 11-12
Prerequisites: Principles of Health Science Theory and Biology
GISD Requirement: Medical Terminology



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 – Grades 11-12
Prerequisites: Principles of Health Science Theory and Biology
GISD Requirement: Medical Terminology



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. Students must enroll and meet all WC requirements. Prior to the EMT exam, the student must complete ride-along requirements. Students are responsible for the cost of the ride-along hours and EMT exam.

Anatomy & Physiology*(9470)
1 credit – Grades 11-12
Prerequisites: Biology I and a second science credit
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.

Description of Courses

Career and Technical Education

PUBLIC SERVICES – EDUCATION AND TRAINING

Principles of Education and Training (9565)
1 credit – Grades 9-10
Prerequisites: None



This course is intended for students who are interested in teaching or other educational careers. Students are introduced to the foundations of teaching and instruction. Students learn about children, behaviors, and learning styles. This pathway leads students into job shadowing programs in our elementary schools.

Child Development (9560)
1 credit – Grades 10-12
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.

Instructional Practices (9325)
2 credits – Grades 11-12
GISD Requirement: Child Development



This is a combination classroom and field-based internship in an elementary/intermediate 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/intermediate 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.***

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Practicum in Education and Training (9335)
1 Credits – Grade 12
Prerequisite: Instructional Practices



Education students have the opportunity to shadow an elementary/intermediate teacher in a pre-student teaching role. This is the capstone course for Education and Training and places a high school student in an elementary/intermediate classroom to learn all aspects of teaching from a veteran teacher. Students are required to volunteer in an elementary/intermediate classroom 10 hours per week.

Extended Practicum in Education and Training
1 Credits – Grade 12
Corequisite: Practicum in Education and Training



This course is designed for students who have time in their schedule to spend more time at an elementary/intermediate campus. Students must have own transportation.

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
Recommended 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 10-12
Recommended 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.

Criminal Investigation (9655)
1 credit – Grade 10-12
Recommended Prerequisite: Principles of Lay, Public Safety, Corrections, and Security
GISD Requirement: Law Enforcement II

Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

Forensic Science (9660)
1 credit – Grades 11-12
Prerequisite: Biology and Chemistry
***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 be provided a foundational understanding of psychology and how it 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.

Career and Technical Education

PUBLIC SERVICES – LAW, PUBIC SAFETY, CORRECTIONS AND SECURITIES

Practicum in Law, Public Safety, Corrections and Security
2 credits – Grade 11-12
GISD Requirement: Law Enforcement II



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. Students may be required to provide transportation to Practicum site.

Extended Practicum in Law, Public Safety, Corrections and Security
2 credits – Grade 11-12
Corequisite: Practicum in Law, Public Safety, Corrections and Security
GISD Requirement: Law Enforcement II



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. Students may be required to provide transportation to Practicum site.

Career and Technical Education

BUSINESS AND INDUSTRY – AGRICULTURE, FOOD, AND NATURAL RESOURCES

VETERINARY MED SEQUENCE:

Principles of Agriculture, Food & Natural Res. (9000)
1 credit – Grades 9-12
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
GISD Requirement: 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: Equine Science, 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: Biology and Chemistry or IPC; Algebra 1 and Geometry; and either Small Animal Management, Equine Science 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 (Vet Med) (9025)
3 credits – Grades 12
GISD Requirement: 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.**

Extended Practicum in Agriculture, Food, and Natural Resources (Vet Med)
3 credits – Grades 12
Corequisite: Practicum in AFN

This is an extended time for students to work independently on a project within the classroom or outside the classroom, under the supervision of the classroom teacher or practicum mentor/employer.

Mathematics in AFN
1 credit – Grades 10-12
Prerequisites: 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.

Wildlife, Fisheries & Ecology Management (9360)
1 Credit – Grades 9-12
Prerequisite: None

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.**

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Career and Technical Education

BUSINESS AND INDUSTRY – AGRICULTURE, FOOD, AND NATURAL RESOURCES

HORTICULTURE SEQUENCE

Floral Design (9365)
1 credit – Grades 9-12
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. ***Can count as a Fine Arts credit for graduation requirements.***

Greenhouse Operation and Production
1 credit – Grades 10-12
GISD Requirement: Floral Design



Students will experience classroom instruction and greenhouse operation. Students will transfer knowledge from Floral Design and learn to grow and nurture seeds and plants. Agriculture production, processing, marketing and distribution will lay the foundation for successful greenhouse operation.

Horticulture Science
1 credit – Grades 10-12
GISD Requirement: 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.

Agriculture Laboratory and Field Experience
1 credit – Grades 11-12
Recommended Prerequisite: One AFN Credit
Corequisite: Enrollment in an AFN course, other than Principles of AFN



This course provides an enhancement opportunity for students to develop the additional skills necessary to pursue industry certification and may not be taken as a stand-alone course.

Career and Technical Education

BUSINESS AND INDUSTRY – AGRICULTURE, FOOD, AND NATURAL RESOURCES

WELDING SEQUENCE

Agricultural Mechanics & Metal Tech. (9050)
1 credit – Grades 10-12
Recommended 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 Structures Design and Fabrication (9055)
1 credit – Grades 11-12
Recommended Prerequisite: Ag Mechanics & Metal Tech

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 AFN (Welding) (9060)
2 credits – Grades 11-12
Prerequisites: Any AFN Course

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.

Extended Practicum in AFN (Welding)
1 credits – Grades 11-12
Corequisites: Practicum in AFN

This is an extended time for students to work independently on a project within the classroom or outside the classroom, under the supervision of the classroom teacher or practicum mentor/employer.

Professional Standards in Agribusiness (9070)
1 credit – Grades 9-12
Prerequisites: Officer Election

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

Principles of Arts and AV (9200)
1 credit – Grade 9
Prerequisites: None

This is an extended time for students to work independently on a project within the classroom or outside the classroom, under the supervision of the classroom teacher or practicum mentor/employer.

GRAPHIC DESIGN AND ILLUSTRATION SEQUENCE

Graphic Design and Illustration 1 (9150)
1 credit – Grades 10-12
Recommended Prerequisites: Principles of Arts and AV

In this fast-paced class, student will analyze current and emerging technologies in graphic design. Students will create and design projects that address customer needs and industry standards. Students will learn color theory, art principles, and layout and design concepts. Students will work with Adobe Photoshop. Adobe Certification may be offered.

Graphic Design and Illustration 2 (9155)
1 credit – Grades 10-12
Prerequisites: Graphic Design and Illustration 1
Corequisite: Graphic Design and Illustration Lab 2

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 should be self-motivated and be able to manage time wisely. 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. Adobe Certification may be offered.

Graphic Design and Illustration Lab 2 (9155)
1 credit – Grades 10-12
Prerequisites: Graphic Design and Illustration 1
Corequisite: Graphic Design and Illustration 2

This course is paired with Graphic Design and Illustration 2 and may not be taken as a standalone course.

Practicum in Graphic Design and Illustration (9195)
2 Credit – Grades 10-12
Prerequisite: Graphic Design and Illustration 2 and Graphic Design and Illustration Lab 2

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 Hood County 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.

Extended Practicum in Graphic Design and Illustration
1 Credit – Grades 10-12
Prerequisite: Graphic Design and Illustration 1 or 2

This one credit, independent study course is designed for Practicum students to have extended independent study within the classroom or outside the classroom on assignment with a GISD customer. The student could also work on other Adobe certifications during this time. Cannot be taken as a standalone course.

Career and Technical Education

BUSINESS AND INDUSTRY – ARTS AND AV

VIDEO SEQUENCE

Audio Video Production 1 (9205)
1 credit – Grades 9-12
Recommended Prerequisites: Principles of Arts and AV



This hands-on class is an exciting introduction into the world of video production. Students learn the various ins and outs of the media industry including both remote and in-studio production. With state-of-the-art equipment, students will produce commercials, public service announcements, music videos, and news stories. In addition, students will learn the production process, including concept brainstorming, storyboarding, directing, recording, video editing, and special effects.

Audio Video Production 2 (9210)
1 credit – Grades 10-12
Prerequisite: Audio Video Production 1



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 work as employees in a real-world television studio on campus where they will serve as the production crew for the high school channel. Students will also work individually and on teams producing video projects for the school district, student activities, special community events, and non-profit organizations. This advanced course is designed to significantly challenge students and is recommended for students who are self-motivated and willing to push themselves. 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. This class is paired with Audio/Video Production 2 Lab.

Audio Video Production Lab 2
1 credits – Grades 10-12
Prerequisite: Audio Video Production 1



This course must be paired with Audio/Video Production 2.

Practicum in Audio/Video Production (9215)
2 credits – Grade 11-12
Prerequisite: Audio Video Production 2 and Audio Video Production Lab 2



This is an independent study course designed and structured to work as an open and largely self-directed course that allows students to expand and deepen the skills they learned in Audio/Video Production 1 and 2. A wide variety of production projects will be produced during the year. All students will compile a portfolio (video resume) of their work.

Extended Practicum in Audio/Video Production
1 credit – Grade 11-12
Prerequisite: Audio Video Production 2 and Audio Video Production Lab 2



This one credit, independent study course is designed for Practicum students to have extended independent study within the classroom or outside the classroom on assignment with a GISD customer. The student could also work on other Adobe certifications during this time. **Must be taken as an extension of an Audio/Video Production class. Cannot be taken as a standalone course.

Career and Technical Education

BUSINESS AND INDUSTRY – BUSINESS MANAGEMENT AND ADMINISTRATION

Principles of Business, Marketing, and Finance (9505)
1 credit – Grades 9-11
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
Recommended 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 1 (9250)
1 credit – Grades 9-12
Prerequisites: None

Students will learn the foundation of the Microsoft Products, Word, Power Point, Excel, Publisher, Outlook and Database. These are necessary skills for all post-high school education as well as most career options. Students interested in earning MOS certification will be provided preparation and skills necessary to become MOS certified.

Accounting I (9405)
1 credit – Grades 10-12
Recommended Prerequisites: Principles of Business, Marketing, and Finance

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 11-12
Prerequisites: Accounting 1

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making. Students will also learn automated accounting systems utilizing QuickBooks and will have the opportunity to earn QuickBook certification.

Financial Analysis (9260)
1 credit – Grades 12
Prerequisites: Accounting 1

In Financial Analysis, students will apply knowledge and technical skills in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students will develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.

Career and Technical Education

BUSINESS AND INDUSTRY – BUSINESS MANAGEMENT AND ADMINISTRATION

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



Career Preparation 1 is a work-based learning experience that combines classroom instruction with the student's paid employment experience to develop a variety of employability and job-specific skills for a fast-changing workplace. The Career Preparation program supports strong partnerships between the school, businesses, and the community. Students will develop resumes, strengthen interview skills, investigate potential careers, discover strategies for improving human relations in the workplace, and cultivate an understanding of budgeting and financial topics through real world examples. Students will leave with a portfolio of items necessary for career and workplace success beyond high school.

Career Prep II (9425)
3 credits – Grade 12
Prerequisite: Career Prep I



Career Preparation 2 provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development.

Career and Technical Education

BUSINESS AND INDUSTRY – MARKETING

Principles of Business, Marketing, and Finance (9505)
1 credit – Grades 9-11
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.

Advertising (9705)
½ credit – Grades 9-12
Recommended Prerequisites: Principals of Business, Marketing and Finance

Advertising teaches 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 student the opportunity to learn how to market products and services.

Sports and Entertainment Marketing (9710)
½ Credit – Grades 10-12
Recommended Prerequisites: Principals of Business, Marketing and Finance

Have you ever dreamed of working with athletes and celebrities? This growing market of professional sports and entertainment management will teach you the steps in working in this 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 10-12
Recommended Prerequisites: Principals of Business, Marketing and Finance

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!

Practicum in Marketing
2 Credits – Grades 11-12
Recommended Prerequisites: Principals of Business, Marketing and Finance

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.

Extended Practicum in Marketing
1 Credit – Grades 11-12
Recommended Prerequisites: Principals of Business, Marketing and Finance
Corequisite: Practicum in Marketing

This one-credit course is designed for students enrolled in the Practicum in Marketing and time in their schedule to work another period in the School Store, under the guidance of the Marketing teacher.

Career and Technical Education

BUSINESS AND INDUSTRY – INFORMATION TECHNOLOGY

Principles of Information Technology (9630)
1 credit – Grade 9-10
Prerequisites: None

This is a game development foundation course where students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment while gaining the foundation of game development. IC3 certification may be offered.

Computer Programming 1
1 credit – Grades 10-12
Recommended Prerequisites: Principles of Information Technology; Algebra 1

Students will acquire knowledge of structured programming techniques and concepts appropriate to developing executable games and creating appropriate documentation by learning Game Development with the Java language.

Computer Programming 2
1 credit – Grades 11-12
Recommended Prerequisites: Principles of Information Technology and Computer Programming 1

Students will expand their knowledge and skills in structural programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions using C# and game development.

Practicum in Information Technology
2 credits – Grade 12
Prerequisites: A minimum of 2 high school IT courses

Students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems using HTML, HTML5, and JavaScript. Students will demonstrate industry skills throught JavaScript game development and Microsoft Technology Associate (MTA)-HTML5 App Development Fundamentals certifications may be offered. Students may earn credit in a variety of settings including job shadow or work in a related field, or the student may work through extended learning in the classroom. Students may be required to provide transportation.

Extended Practicum in Information Technology
1 credit – Grade 12
Prerequisites: A minimum of 2 high school IT courses
Corequisite: Practicum in Information Technology

Students have the ability to extend the Practicum Course for one additional class period, under the guidance and supervision of the Information Technology teacher. Students may be required to provide transportation and may job shadow or work off campus.

Career and Technical Education

BUSINESS AND INDUSTRY – HOSPITALITY AND TOURISM

CULINARY ARTS SEQUENCE

Principles of Hospitality and Tourism (9500)
1 credit – Grades 9-12
Prerequisites: None

This is a classroom based course. The Hospitality/Tourism industry encompasses lodging, travel and tourism, recreation, and food/beverage operations. This 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).

Introduction to Culinary Arts (9510)
1 credit – Grades 9-10
Recommended Prerequisites: Principles of Hospitality and Tourism

A blend of classroom and laboratory experience will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. Students will be provided insight into the operation of a well-run restaurant. The course provides 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 (9515)
2 credits – Grades 11-12
Recommended Prerequisites: Principles of Hospitality and Tourism; Introduction to Culinary Arts

A blend of classroom and laboratory experience will teach students the fundamentals and principles of the art of cooking, the science of baking, and analyze management, 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. Students will complete a professional career portfolio. 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).

Advanced Culinary Arts
2 credits – Grades 10-12
Prerequisites: Culinary Arts

Classroom and laboratory lessons will extend content and enhance skills accomplished in Culinary Arts through instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment. Students will prepare and serve restaurant quality meals. Students will maintain industry records while maintaining the school associated Bistro, while maintaining compliance with the Texas Health Code. Students will expand their professional career portfolio. 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).

Practicum in Culinary Arts
2 credits – Grades 11-12
Prerequisites: Culinary Arts
GISD Requirement: Advanced Culinary Arts

Students will manage the Culinary kitchen and Bistro under the supervision of the classroom teacher.

Extended Practicum in Culinary Arts
1 credit – Grades 11-12
Prerequisites: Culinary Arts and concurrent enrollment in Practicum in Culinary Arts
GISD Requirement: Advanced Culinary Arts

Students will manage the Culinary kitchen and Bistro under the supervision of the classroom teacher

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Career and Technical Education

BUSINESS AND INDUSTRY – HOSPITALITY AND TOURISM

CHILDCARE/DAYCARE SEQUENCE

Principles of Hospitality and Tourism (9500)
1 credit – Grades 9-12
Prerequisites: None

This is a classroom based course. The Hospitality/Tourism industry encompasses lodging, travel and tourism, recreation, and food/beverage operations. This 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).

Dollars and Sense
½ Credit – Grades: 11-12
Recommended Prerequisites: Principles of Human Services

Dollars and Sense focuses on consumer practices and responsibilities, money management processes, decision-making skills, impact of technology, and preparation for human services careers.

Interpersonal Studies (9565)
½ credit – Grades 9-12
Recommended Prerequisites: Principles of Hospitality and Tourism or Principles of Human Services

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 community and state services. This pathway leads students to a Certified Day Care Assistant.

Lifetime Nutrition and Wellness (9508)
½ credit – Grades 9-12
Recommended Prerequisites: Principles of Hospitality and Tourism or Principles of Human Services

This course concentrates on nutrition, food choices, and food management skills for individuals and families. Students learn to make informed choices that promote wellness, especially for children and families. Students will learn about careers related to hospitality, child care, and human services.

Child Development (Daycare Sequence)
1 credit – Grades 10-12
Recommended Prerequisites: Principles of Human Services

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.

Family and Community Services
1 credit – Grades 10-11
Recommended Prerequisites: Principles of Human Services
GISD Requirement: Child Development

This course involves students in meaningful community and school-based activities through direct service or service-learning experiences. Students will be provided opportunities to interact and serve our community, school and students through volunteer service. Organizational and leadership skills are targeted trainings for this class.

Child Guidance
2 credits – Grades 10-12
Recommended Prerequisites: Principles of Human Services; Child Development
GISD Requirement: Family and Community Services

Certified Daycare Assistant curriculum and testing will be available.

Career and Technical Education

BUSINESS AND INDUSTRY – TRANSPORTATION, DISBRIBUTION AND LOGISTICS

Automotive Basics (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 1 (9805)
1 credit – Grades 9-12
Recommended Prerequisites: Automotive Basics

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.

Automotive Technology 2 (9815)
2 credits – Grades 11-12
Prerequisites: Automotive Technology 1

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.

Advanced Transportation Systems Laboratory
1 credit – Grades 11-12
Corequisites: Automotive Technology 2

This course allows students to extend the Automotive Technology 2 class into a 3rd period in order to further understanding and work toward certification.

Practicum in Transportation Systems
2 credits – Grades 11-12
GISD Requirement: Automotive Technology 2

The Practicum in Transportation Systems is a capstone course that allows students to work in a paid or unpaid internship in the automotive industry. A student could be released 1-2 periods per day in order to work in an automotive-related internship. A student could also extend their learning in the automotive classroom and laboratory, focusing on certifications and furthering technical knowledge.

Extended Practicum in Transportation Systems
1 credit – Grades 11-12
Corequisite: Practicum in Transportation Systems

This course allows students to add an additional period to extend their learning in an internship or classroom/laboratory experience under the guidance of the auto tech teacher.

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.

Planning Tool

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 INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 12, 2016
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 5, 2016
RE: November 30, 2016 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended November 30, 2016 for the general operating fund.

The statement for the period ended November 30, 2016, includes only those transactions that occurred between the period of September 1, 2016, and November 30, 2016. Revenue collected to date equals 12.58% of the budgeted amount compared to 15.50% last year. Expenditures to date represent 23.02% of the budget compared to 24.36% last year.

Respectfully submitted,

D Williams

Assistant Superintendent for Finance and Operations

Staff Persons Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: December 5, 2016

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED NOVEMBER 30, 2016

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES						
5700	LOCAL					
	PROPERTY TAXES	50,355,627	3,428,664	46,926,963	6.81%	9.30%
	INVESTMENT INCOME	90,000	12,528	77,472	13.92%	32.87%
	OTHER LOCAL INCOME	422,046	149,088	272,958	35.33%	55.72%
5800	STATE					
	STATE FUNDING	8,612,158	3,918,499	4,693,659	45.50%	45.04%
5900	FEDERAL					
	FEDERAL PROJECTS	955,000	96,066	858,934	10.06%	14.15%
	TOTAL REVENUES	**60,434,831**	**7,604,844**	**52,829,987**	**12.58%**	**15.50%**
EXPENDITURES						
11	INSTRUCTION	32,859,495	7,910,141	24,949,354	24.07%	25.99%
12	INSTRUCTIONAL RESOURCES & MEDIA	735,824	172,242	563,582	23.41%	24.14%
13	CURRICULUM & STAFF DEVELOPMENT	833,687	181,939	651,748	21.82%	25.88%
21	INSTRUCTIONAL LEADERSHIP	627,072	146,733	480,339	23.40%	23.69%
23	SCHOOL LEADERSHIP	3,485,398	827,243	2,658,155	23.73%	24.45%
31	GUIDANCE/COUNSELING	2,636,383	643,145	1,993,238	24.39%	25.69%
32	SOCIAL WORK SERVICES	65,000	64,648	352	99.46%	99.46%
33	HEALTH SERVICES	419,854	84,077	335,777	20.03%	27.37%
34	TRANSPORTATION	2,847,082	668,524	2,178,558	23.48%	28.46%
35	FOOD SERVICE	0	0	0	0.00%	0.00%
36	CO-CURRICULAR/EXTRACURRICULAR	1,911,574	501,383	1,410,191	26.23%	24.75%
41	GENERAL ADMINISTRATION	2,426,686	553,486	1,873,200	22.81%	24.59%
51	PLANT MAINTENANCE	6,134,440	1,641,704	4,492,736	26.76%	31.68%
52	SECURITY & MONITORING SERVICES	281,286	86,234	195,052	30.66%	29.17%
53	DATA PROCESSING	1,282,792	410,230	872,562	31.98%	31.54%
61	COMMUNITY EDUCATION	109,587	14,152	95,435	12.91%	9.19%
71	DEBT SERVICE	0	0	0	0.00%	0.00%
81	FACILITIES CONSTRUCTION & ACQUISITION	0	0	0	#DIV/0!	0.00%
91	CONTR INSTRUCTIONAL SERVICES	2,913,171	0	2,913,171	0.00%	0.00%
93	PAYMENTS TO FISCAL AGENT	25,500	0	25,500	0.00%	39.42%
99	OTHER INTER GOV CHARGES	840,000	4,225	835,775	0.50%	0.53%
	TOTAL EXPENDITURES	**60,434,831**	**13,910,106**	**46,524,725**	**23.02%**	**24.36%**
		0				
	OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
	EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**0**	**(6,305,262)**	**6,305,262**		

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED NOVEMBER 30, 2016

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	50,867,673	3,590,279	47,277,394	7.06%
5800 STATE SOURCES	8,612,158	3,918,499	4,693,659	45.50%
5900 FEDERAL SOURCES	955,000	96,066	858,934	10.06%
TOTAL REVENUES	**60,434,831**	**7,604,844**	**52,829,987**	**12.58%**
EXPENDITURES				
6100 PAYROLL COSTS	45,945,682	10,607,619	35,338,063	23.09%
6200 PROFESSIONAL & CONTRACTED SERVICES	9,505,239	1,728,834	7,776,405	18.19%
6300 SUPPLIES/MATERIALS	2,672,261	1,000,707	1,671,554	37.45%
6400 OTHER OPERATING	1,397,188	455,141	942,047	32.58%
6500 DEBT SERVICE	0	0	0	0.00%
6600 CAPITAL OUTLAY	914,460	117,804	796,657	12.88%
TOTAL EXPENDITURES	**60,434,831**	**13,910,106**	**46,524,725**	**23.02%**
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**	**(6,305,262)**	**6,305,262**	

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 12, 2016
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 5, 2016
RE: Cash Flow and Investment Report as of November 30, 2016

SUMMARY:

Attached is the Cash Flow and Investment Report for the period ending November 30, 2016.

Respectfully submitted,

D Williams

Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: December 5, 2016

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM NOVEMBER 1, 2016 TO NOVEMBER 30, 2016

FOR BOARD MEETING DECEMBER 12, 2016

		FIRST FINANCIAL BANK								INVESTMENTS				MAPP	
		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, 2016		$ 790,950	$ 5,643	$ 5,774	$ 1,362,861	$ 421,816	$ 236,352	$ 22,320	$ 563,822	$ 2,659,900	$ 22,541,553	$ 2,279	$ 1,054,569	$ 5,010,213	$ 34,678,052
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH		$ 387,231.50		$ -					$ 111,232						$ 498,463
															$ -
TAX COLLECTIONS		$ -	$ -								$ 3,817,945				$ 3,817,945
															$ -
TEA COLLECTIONS:															$ 247-
CHILD NUTRITION		$ 214,776							$ 214,776						$ 429,553
FOUNDATION		$ -													$ -
TITLE FUNDS		$ 2,330													$ 2,330
AVAILABLE SCHOOL FUND		$ 210,794													$ 210,794
IDEA-B FUNDS		$ -													$ -
IMA		$ -													$ -
PERKINS		$ -													$ -
MAC/SHARS		$ 375,018													$ 375,018
TRANSFERS IN		$ 2,500,000	$ -	$ 950,000	$ 1,440,886	$ 623,064	$ 33,427	$ 15,768		$ -	$ -	$ -	$ -	$ -	$ 5,563,145
															$ -
BOND PAYMENT															$ -
OPERATING EXPENSES		$ (659,128)	$ -	$ (812,847)		$ (861,869)	$ (6,017)	$ (14,357)	$ (62,528)	$ -				$ (719)	$ (2,417,465)
PAYROLL		$ (3,656,213)		$ -	$ (1,448,284)				$ (96,063)						$ (5,200,560)
TEA RECAPTURE		$ -	$ -			$ -									$ -
TRANSFERS OUT		$ -	$ -	$ -			$ -			$ -	$ (3,450,000)	$ -	$ -		$ (3,450,000)
MARKET APPRECIATION / (DEPRECIATION)														$ (11,717)	$ (11,717)
MONTHLY DIVIDENDS & INTEREST EARNED AND PAID		$ 206	$ 1	$ 19	$ 152	$ 44	$ 38	$ 2	$ 93	$ 1,828	$ 13,910	$ 1	$ 24	$ 5,502	$ 21,820
ACCRUED INTEREST PAID															$ -
ENDING BALANCE-NOVEMBER 30, 2016		$ 165,965	$ 5,644	$ 142,946	$ 1,355,616	$ 183,055	$ 263,800	$ 23,732	$ 731,332	$ 2,661,728	$ 22,923,408	$ 2,280	$ 1,054,593	$ 5,003,278	$ 34,517,377
INTEREST ACCRUED, NOT PAID AT MONTHS END															$ -
WEIGHTED AVERAGE MATURITY		1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	27 Days	45 Days	45 Days	283 Days	1.053 Years	
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:		0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.776%	0.704%	0.399%	0.450%	1.099	
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:		0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.200%	0.862%	0.717%	0.383%	0.470%	0.987	
													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 Williams

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

Emmett J. Whitefield
District Comptroller

2016-17 INTEREST

ACCRUED (as of 11/30/16)			
Sep-16	$ 26,455.89		Mar-17
Oct-16	$ 20,730.93		Apr-17
Nov-16	$ 21,819.82		May-17
Dec-16			Jun-17
Jan-17			Jul-17
Feb-17			Aug-17
		TOTAL	$ 69,006.64

NOVEMBER INTEREST ACCRUED	$ -
NOVEMBER INTEREST EARNED & PD	$ 21,819.82
NOVEMBER TOTAL INTEREST	$ 21,819.82

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 12, 2016
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 5, 2016
RE: Bond Expenditure Update
As of November 30, 2016

SUMMARY:

Attached are bond expenditures through the period ended November 30, 2016. 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,

D Williams

Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Karen Johnson

Date Submitted: December 5, 2016

GRANBURY ISD

Bond Project Status

Budget, Commitments, Expenditures, Construction Contracts (thru 11/30/16)

Summary Status - Construction

Description	Budgeted	Committed	Expended
Soft Cost	$ 4,815,832.58	$ 4,556.50	$ 4,703,836.42
Hard Cost	$ 58,861,533.26	$ 5,428,159.25	$ 53,433,366.76
Contingency	$ 580,448.89	$ 1,975.00	$ 544,339.83
Construction Total	***$ 64,257,814.73***	***$ 5,434,690.75***	***$ 58,681,543.01***

Summary Status - Other Areas

Description	Budgeted	Committed	Expended
Band Equip	$ 400,000.21	$ 66,789.65	$ 280,349.21
Bus Replacement	$ 1,600,000.00	$ -	$ 1,599,999.98
Classroom Furniture	$ 999,827.67	$ -	$ 226,360.77
Furniture, Fixture, Equip	$ 4,461,564.48	$ 332,258.81	$ 3,618,842.95
Technology	$ 10,252,619.39	$ 804,984.24	$ 5,907,740.51
Other Areas Total	***$ 17,714,011.75***	***$ 1,204,032.70***	***$ 11,633,293.42***

Construction Vendor Status

Contract / Service	Paid to Date	Description
Alliance Geotech	$ 256,795.56	*Materials Testing*
Buford-Thompson	$ 53,687,418.76	*Construction Mgr*
City of Granbury	$ 186,743.30	*Permits*
DFW Waste Oil	$ 650.00	*Oil Disposal - GHS Auto Shop*
Elliott Electric	$ 10,682.75	*CTE Move to Ag Complex*
ERI Consulting	$ 5,925.00	*Asbestos Abatement Consultant GHS*
GCA Services	$ 12,431.00	*Scrub & Finish New VCT - GHS*
G&G Electric	$ 6,678.00	*AG Complex Welder Plugs; Misc Svc*
Gomez Floor	$ 2,764.53	*Dressing Rm Floors (due to abatement)*
Grainger	$ 1,720.86	*Hoists for Ag & Auto Shop*
Granbury Glass	$ 2,292.00	*Mirrors - GHS*
Granbury Winnelson	$ 5,833.84	*Rods for Band & Choir Uniform Storage*
HC News	$ 196.50	*Public Notice Ad*
HD Snow House Moving	$ 13,600.00	*Move Portables*
Henson's	$ 2,311.00	*JROTC Metal Plate*
Home Depot	$ 7,441.13	*Ramps to Portables; Misc.*
Huckabee	$ 4,192,522.56	*Architect*
IESI	$ 13,307.90	*Temporary Roll-Off*
JPH Land Surveying	$ 44,900.00	*Survey*
JSK Company	$ 7,480.00	*Video Surveillance Supplies - GHS*
Kelly-Moore	$ 2,622.18	*JROTC Floor*
Lone Star Communications	$ 3,380.00	*AES & EES Gym Intercom*
Mark's Plumbing	$ 392.48	*Temporary Training Rm*
Mobile Modular	$ 12,472.30	*Pods - GHS*
1 Priority	$ 31,700.00	*Abatement - GHS*
Print One	$ 133.25	*Signage - OW*
Rental One	$ 578.10	*Equipment Rental*
Quality Sound	$ 28,100.00	*PA System Upgrade - BIS, OWS*
Refrigerated Specialist	$ 2,050.00	*PA System Upgrade - BIS, OWS*
School Specialty	$ 367.71	*White Board - OW*
STS360	$ 91,631.64	*Video Surveillance Upgrade - GHS*
TASB	$ 21,382.00	*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	$ 1,925.66	*Glass in Receptionist Door - BES*
Construction Vendor Total	***$ 58,681,543.01***	