Notice of Regular
The Board of Trustees
Granbury ISD
Monday, December 11, 2017
5:00 PM

A Regular of the Board of Trustees of Granbury ISD will be held Monday, December 11, 2017, beginning at 5:00 PM in the Granbury ISD Board Room, 217 N. Jones St., Granbury, TX 76048, 217 N Jones 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 1 and 2
3. Elect Board Officers for 2017-18
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. Employee Evaluation, Reassignment, Duties, Discipline, or Dismissal
        2. Consider Staff Appointments
    b. Chapter 551.072 - Purchase, exchange, lease or value of real property
5. Reconvene in open session - 6:00 PM
6. Public Meeting to Discuss FIRST Rating 3
7. Moment of Silence/Invocation
8. Pledges - U.S. Flag & Texas Flag
9. Achievement Spotlight
    a. District Reading Bee Winner: Averi Thomas - Acton Elementary School
10. Public comments/audience participation
11. Discussion/Action
    a. Consider Consent Agenda Items
        1. Minutes of the November 13, 2017, Regular Meeting and Special Board Meeting of November 17, 2017 41
        2. Consider Budget Amendments 46
    b. Consider Approval of the Annual Financial Audit Report for Year Ending August 31, 2017 49
    c. Consider Adoption of TASB Policy Update 109 130
    d. Review Facility Use Agreement with Hood County Boy and Girls Club 142
    e. Consider Technology Plan 143
    f. Consider Technology Purchase 165
    g. Consider Award of Maintenance and Book Barn Buildings Construction Contract 166
    h. Consider Approval of Procurement Methods for Proposed Summer Projects 167
    i. Consider Cooperative Agreement and Resolution to Join 1 Governmental Purchasing Alliance (1GPA) 172
12. Reports
    a. Superintendent's Report
    b. Texas Academic Performance Report (TAPR) 177
    c. 2018-19 Course Catalog 200
    d. Annual Facilities and Maintenance Report 297
    e. Annual Transportation Report 317
    f. Financial Statements for Period Ending November 30, 2017 319
    g. Cash Flow and Investment Reports for Period Ending November 30, 2017 321
    h. Bond Expenditures Monthly Update for Period Ending November 30, 2017 323
    i. Report of Categorical Purchases between $50,000 and $100,000 as Required per Board Policy CH (LOCAL) 325
13. Consider action on items discussed in closed session
    a. Employee Evaluation, Reassignment, Duties, Discipline, or Dismissal
    b. Consider Staff Appointments

14. 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 8, 2017, 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)

2016-17 Schools FIRST Rating

(2015-16 District Status)

December 11, 2017

Schools FIRST Overview

- What is Schools FIRST?
  - Schools FIRST (Financial Integrity Rating System of Texas), is a financial accountability system for Texas school districts developed by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999
  - The primary goal of Schools FIRST is to achieve quality performance and transparency in the management of school district financial resources

Overview Continued

- Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes the following:
  - ✓ The district's financial management performance rating for the current and previous year (prior year comparison)
  - ✓ Additional information required by the Commissioner of Education in 2007 (Title 19, TAC, Chapter 109)
    - A Copy of the Superintendent's Current Contract if Not Posted on the District Website
    - Summary Financial Disclosures Pertaining to the Superintendent and the School Board

Overview Continued

- Within two months of receiving the final financial accountability rating school districts are required to hold a public hearing for School FIRST and distribute the financial management report to attendees

- 2016-17 Ratings are Based on 2015-16 Data
- Ratings are Published on TEA website
- Rating Document is Referred to as the District Status Detail

Overview Continued

- Recent Changes to Schools FIRST Authorized by HB 5 in the 83rd Legislative Session in 2013
  - Implemented by TEA in August 2015, these Changes are being phased in over a 3 year period (currently in year 3)
  - Rating Year 2014-15 was based on 7 indicators and Rating Years 2015-16, 2016-17 and subsequent years are based on 15 indicators
  - Rating Year 2016-17 requires higher scores than Rating Year 2015-16
  - School FIRST system assigns an A through F rating to Texas school districts:
    - ✓ A = Superior
    - ✓ B = Above Standard
    - ✓ C = Meets Standard
    - ✓ F = Substandard Achievement

District Status Detail

User: Dobie Williams
User Role: District
RATING YEAR [ ] [ ] Help Home Log Out

FIRST
Financial Integrity Rating System of Texas

2016-2017 RATINGS BASED ON SCHOOL YEAR 2015-2016 DATA - DISTRICT STATUS DETAIL

Name: GRANBURY ISD(111901)	**Publication Level 1:** 8/8/2017 2:29:29 PM
Status: Passed	**Publication Level 2:** 8/8/2017 2:29:29 PM
Rating: A = Superior	**Last Updated:** 8/8/2017 2:29:29 PM
District Score: 96	**Passing Score:** 60

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	3/28/2017 11:47:03 AM	Yes
2	Review the AFR for an unmodified opinion and material w eaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A or to both indicators 2.A and 2.B.		
2.A	Was there an unmodified opinion in the AFR on the financial statements as a w hole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there w as an unmodified opinion.)	3/28/2017 11:47:03 AM	Yes
2.B	Did the external independent auditor report that the AFR w as free of any instance (s) of material w eaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material w eakness.)	3/28/2017 11:47:04 AM	Yes
3	Was the school district in compliance w ith the payment terms of all debt agreements at fiscal year end? (If the school district w as in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan w ith the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement betw een a debtor (= person, company, etc. that ow es money) and their creditors, w hich includes a plan for paying back the debt.)	3/28/2017 11:47:04 AM	Yes
4			Yes

	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	3/28/2017 11:47:04 AM	
5	Was the total unrestricted net position balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Position greater than zero? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)	3/28/2017 11:47:04 AM	Yes
			1 Multiplier Sum
6	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)	3/28/2017 11:47:05 AM	10
7	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)	3/28/2017 11:47:05 AM	10
8	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.) (See ranges below.)	3/28/2017 11:47:05 AM	6
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	3/28/2017 11:47:06 AM	10
10	Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)	5/18/2017 12:27:13 PM	10
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)	3/28/2017 11:47:06 AM	10
12	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	6/21/2017 8:21:56 PM	10
13	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	3/28/2017 11:47:07 AM	10
14	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	3/28/2017 11:47:07 AM	10
15	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?	3/28/2017 11:47:07 AM	10

			96 Weighted Sum
			1 Multiplier Sum
			96 Score

DETERMINATION OF RATING

A.	Did the district answer '**No**' to Indicators 1, 3, 4, 5, or 2.A? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.	
B.	Determine the rating by the applicable number of points. (Indicators 6-15)	
	A = Superior	90-100
	B = Above Standard	80-89
	C = Meets Standard	60-79
	F = Substandard Achievement	<60

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

Reimbursements Received by Superintendent and Board of Trustees

For the Twelve-month Period Ended August 31, 2016									
Description of Reimbursements	Supt James Largent	Nancy Alana	Barbara Herrington	Mark Jackson	Mickey Shearon	Chris Tackett	Barbara Townsend	B. J. Wallace	
Meals	$ 172.87	$	$	$ 61.16	$	$	$	$ -0-	
Lodging	2,392.55			627.36	263.85		228.85		
Transportation	2,625.63	109.92		333.70	159.60				11
Motor Fuel									
Other	2,922.00	375.00	415.00	900.00	375.00	415.00	535.00		
Total	$ 8,113.05	$ 484.92	$ 415.00	$ 1,922.22	$ 798.45	$ 415.00	$ 763.85	$ -0-	

Note – The spirit of the rule is to capture all "reimbursements" for fiscal year 2016, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:

- **Meals** – Meals consumed off of the school district's premises, and in-district meals at area restaurants (excludes catered meals for board meetings).
- **Lodging** - Hotel charges.
- **Transportation** - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.
- **Motor fuel** – Gasoline.
- **Other** - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Outside Compensation, Gifts and Business Transactions

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services in Fiscal Year 2016

For the Twelve-Month Period Ended August 31, 2016	
Name(s) of Entity(ies)	
	$ -0-
Total	$ -0-

Note – Compensation does not include business revenues from the superintendent's livestock or agricultural-based activities on a ranch or farm. Report gross amount received (do not deduct business expenses from gross revenues). Revenues generated from a family business that have no relationship to school district business are not to be disclosed.

Gifts Received by the Executive Officer(s) and Board Members (and First Degree Relatives, if any) in Fiscal Year 2016

For the Twelve-Month Period August 31, 2016									
	Supt Largent	Alana	Herrington	Jackson	Shearon	Tackett	Townsend	Wallace	
Summary Amounts	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. (Any gifts received by their immediate family as described in Government Code, Chapter 573, Subchapter B, Relationships by Consanguinity or by Affinity will be reported under the applicable school official.)

Business Transactions Between School District and Board Members for Fiscal Year 2016

For the Twelve-Month Period Ended August 31, 2016	Alana	Herrington	Jackson	Shearon	Tackett	Townsend	Wallace	
Summary Amounts	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	

Note - The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.

So How Did We Do?

- "Yes" on Indicators 1,3,4, 5 and 2.A
- Scored 96 Out of a Possible 100 Points on Indicators 6 -15

- Achieved Highest Rating Possible Under Current Schools FIRST System

A = Superior

Questions or Comments?

GRANBURY ISD

Schools FIRST Rating

FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS 2017 FINANCIAL MANAGEMENT REPORT

(2015-2016 DATA)

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- **HOW RATINGS ARE ASSESSED**
- **GLOSSARY OF TERMS**
- **REQUIRED DISCLOSURES**
  1. **Current Superintendent's Contract (published on District website)**
  2. **Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2016**
  3. **Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services for Fiscal Year 2016**
  4. **Gifts Received by the Executive Officer(s) and Board Members (and first degree relatives, if any) in Fiscal Year 2016**
  5. **Business Transactions Between School District and Board Members for Fiscal Year 2016**
  6. **Other Information**

What is Schools FIRST?

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

Most recently, major changes to Schools FIRST were authorized by HB 5, Section 49 in the 83rd Texas Legislature regular session in 2013. These changes were implemented by the Texas Education Agency in August 2015 and are being phased-in over a three-year period. During the phase-in period, the new Schools FIRST system has separate worksheets for rating years 2014-2015, 2015-2016, and 2016-2017 and subsequent years. The worksheet for rating year 2014-2015 contained only 7 indicators and the worksheets for rating years 2015-2016 and 2016-2017 contain 15 indicators. Also, the worksheet for rating year 2016-2017 requires higher scores for select ratings compared to the worksheet for rating year 2015-2016.

The current Schools FIRST accountability rating system assigns financial accountability ratings to Texas school districts as follows:

Rating	Points Earned
A = Superior	90 - 100
B = Above Standard	80 - 89
C = Meets Standard	60 – 79
F = Substandard Achievement	<60 or district answers No to any indicator 1,3,4,5 or 2.A

The 2016-17 ratings are based on 2015-16 data and are published by TEA on their website in a document referred to as the District Status Detail. The 2016-17 Rating Based on 2015-16 Data - District Status Detail is included in this report. The report contains each indicator and the result for the district.

Lastly, rules established by Title 19, TAC, Section 109.1005 also require this report to include summary financial disclosures pertaining to the superintendent and school board as well as a copy of the superintendent's current contract if it is not published on the District Website.

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

GRANBURY INDEPENDENT SCHOOL DISTRICT FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

2017 FINANCIAL MANAGEMENT REPORT FOR FISCAL YEAR 2015-2016

Granbury ISD received the official notification from The Texas Education Agency of the district's rating under the Financial Integrity Rating System of Texas (FIRST) on November 3, 2017. Granbury ISD's rating for fiscal year 2015-2016 is:

SUPERIOR

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

User: Dobie Williams
User Role: District

RATING YEAR [ ] [ ] Help Home Log Out

FIRST

Financial Integrity Rating System of Texas

2016-2017 RATINGS BASED ON SCHOOL YEAR 2015-2016 DATA - DISTRICT STATUS DETAIL

Name: GRANBURY ISD(111901)	**Publication Level 1:** 8/8/2017 2:29:29 PM
Status: Passed	**Publication Level 2:** 8/8/2017 2:29:29 PM
Rating: A = Superior	**Last Updated:** 8/8/2017 2:29:29 PM
District Score: 96	**Passing Score:** 60

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	3/28/2017 11:47:03 AM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	3/28/2017 11:47:03 AM	Yes
2.B	Did the external independent auditor report that the AFR was free of any instance (s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	3/28/2017 11:47:04 AM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	3/28/2017 11:47:04 AM	Yes
4			Yes

	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	3/28/2017 11:47:04 AM	
5	Was the total unrestricted net position balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Position greater than zero? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)	3/28/2017 11:47:04 AM	Yes
			1 Multiplier Sum
6	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)	3/28/2017 11:47:05 AM	10
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9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	3/28/2017 11:47:06 AM	10
10	Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)	5/18/2017 12:27:13 PM	10
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)	3/28/2017 11:47:06 AM	10
12	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	6/21/2017 8:21:56 PM	10
13	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	3/28/2017 11:47:07 AM	10
14	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	3/28/2017 11:47:07 AM	10
15	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?	3/28/2017 11:47:07 AM	10

			96 Weighted Sum
			1 Multiplier Sum
			96 Score

DETERMINATION OF RATING

A.	Did the district answer '**No**' to Indicators 1, 3, 4, 5, or 2.A? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.	
B.	Determine the rating by the applicable number of points. (Indicators 6-15)	
	A = Superior	90-100
	B = Above Standard	80-89
	C = Meets Standard	60-79
	F = Substandard Achievement	<60

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

Granbury ISD SCHOOLS FIRST RATING PRIOR YEAR COMPARISON

2015-16 Data

#	Indicator Description	Explanation	15/16 Result 15/16 Measure
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline on the school district's fiscal year end date of June 30 or August 31, respectively?	TEA received the 2016 GISD audit on January 5, 2017	**Yes-Passed**
2.A	Was there an unmodified opinion in the AFR of the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	The district received a "clean audit" (unmodified opinion).	**Yes-Passed**
2.B	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?	No instances of material weakness were reported by the external auditor.	**Yes-Passed**
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in the following years if the school district is current on its forbearance or payment plan with the lender and the payments are being made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of the debt covenant , contract, or master promissory note even though the payments to the lender, trust, or sinking fund are current. A debt agreement is the legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	There were no disclosures in the AFR and/or other sources of information conscerning default on bonded indebtedness obligations. The district made all bond payments as per the payment terms.	**Yes-Passed**
4	Did the school district make timely payments to the Teacher Retirement System (TRS) Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	All payments to government agencies were made in a timely manner.	**Yes-Passed**
5	Was the total unrestricted net asset balance (net of the accretion of interest for capital appreciation bonds) in the governmental activities column of the Statement of Net Assets greater than zero? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)	The sum of the Total Unrestricted Net Asset Balance in the governmental activities column in the Statement of Net Assets (net of accretion of interest for capital apprectiation bonds) was $25,464,562	**Yes-Passed**
6	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	119.667 days >= 90 = 10 Points	**Yes** **119.667** **10 Points**
7	Was the measure of current assets to current liabilities sufficient to cover short-term debt?	Ratio of 4.323 >= 3.00 = 10 Points	**Yes** **4.3230** **10 Points**
8	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long term solvency? (If the school district's change of students in membership over 5 years was 10 percent or more, then the district passes this indicator.)	Ratio of 74.22 <= 60 = 10 Points >0.60 to <=0.70 = 8 Points	**Yes** **0.7422** **6 Points**

		>0.70 to <=0.80 = 6 Points	
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's cash on hand greater that or equal to 60 days?	Revenues exceeded expenditures by 3.48% >= 0% = 10 Points	**Yes** **0.0348** **10 Points**
10	Was the debt service coverage ratio sufficient to meet the required debt serice?	Ratio of 1.5381 >= 1.20 = 10 Points	**Yes** **1.5381** **10 Points**
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio?	Ratio of 0.0764 <= 0.1000 = 10 Points for district ADA of 5,000 to 9,999	**Yes** **0.0764** **10 Points**
12	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	Student enrollment has increased over the past 3 years and staff FTEs have decreased. Yes = 10 Points	**Yes** **10 Points**
13	Did the comparison to Public Information Management System (PEIMS) data to like information to the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	Variance was less than 1% < 3% = 10 Points Yes = 10 Points	**Yes** **10 Points**
14	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	The external auditor did not report any instance of material noncompliance. Yes = 10 Points	**Yes** **10 Points**
15	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?	The district did not receive an adjusted payment schedule. Yes = 10 Points	**Yes** **10 Points**
	District Rating		**Superior**
	Total Points		**94 POINTS**
	Determination of Rating		
A.	Did the district answer No to indicators 1, 3, 4, 5 or 2.A? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.		
B.	Determine rating by applicable number of points. (Indicators 6-15)		
	A = Superior B = Above Standard C = Meets Standard F = Substandard Achievement:	90-100 80-89 60-79 <60 or No to indicators 1,3,4, 5 or 2.A	

Granbury ISD SCHOOLS FIRST RATING PRIOR YEAR COMPARISON

2014-15 Data

#	Indicator Description	Explanation	14/15 Result 14/15 Measure
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline on the school district's fiscal year end date of June 30 or August 31, respectively?	TEA received the 2015 GISD audit on December 18, 2015	**Yes-Passed**
2.A	Was there an unmodified opinion in the AFR of the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	The district received a "clean audit" (unmodified opinion).	**Yes-Passed**
2.B	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?	No instances of material weakness were reported by the external auditor.	**Yes-Passed**
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in the following years if the school district is current on its forbearance or payment plan with the lender and the payments are being made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of the debt covenant , contract, or master promissory note even though the payments to the lender, trust, or sinking fund are current. A debt agreement is the legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	There were no disclosures in the AFR and/or other sources of information conscerning default on bonded indebtedness obligations. The district made all bond payments as per the payment terms.	**Yes-Passed**
4	Did the school district make timely payments to the Teacher Retirement System (TRS) Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	All payments to government agencies were made in a timely manner.	**Yes-Passed**
5	Was the total unrestricted net asset balance (net of the accretion of interest for capital appreciation bonds) in the governmental activities column of the Statement of Net Assets greater than zero? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)	The sum of the Total Unrestricted Net Asset Balance in the governmental activities column in the Statement of Net Assets (net of accretion of interest for capital apprectiation bonds) was $19,908,104	**Yes-Passed**
6	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	101.35 days >= 90 = 10 Points	**Yes** **101.3474** **10 Points**
7	Was the measure of current assets to current liabilities sufficient to cover short-term debt?	Ratio of 6.19 >= 3.00 = 10 Points	**Yes** **6.1942** **10 Points**
8	Was the ratio of long-term liabilities to total assets for the school	Ratio of 82.82	**Yes**

Granbury ISD SCHOOLS FIRST RATING PRIOR YEAR COMPARISON

	district sufficient to support long term solvency? (If the school district's change of students in membership over 5 years was 10 percent or more, then the district passes this indicator.)	<= 60 = 10 Points	**0.8282** **4 Points**
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's cash on hand greater that or equal to 60 days?	Revenues exceeded expenditures by 5.65% >= 0% = 10 Points	**Yes** **0.0565** **10 Points**
10	Was the debt service coverage ratio sufficient to meet the required debt serice?	Ratio of 1.4238 >= 1.20 = 10 Points	**Yes** **1.4238** **10 Points**
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio?	Ratio of 0.0784 <= 0.1000 = 10 Points for district ADA of 5,000 to 9,999	**Yes** **0.0784** **10 Points**
12	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	Student enrollment has increased over the past 3 years and staff FTEs have. decreased. Yes = 10 Points	**Yes** **10 Points**
13	Did the comparison to Public Information Management System (PEIMS) data to like information to the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	Variance was less than 1% < 3% = 10 Points Yes = 10 Points	**Yes** **10 Points**
14	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	The external auditor did not report any instance of material noncompliance. Yes = 10 Points	**Yes** **10 Points**
15	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?	The district did not receive an adjusted payment schedule. Yes = 10 Points	**Yes** **10 Points**
	District Rating		**Superior**
	Total Points		**94 POINTS**
	Determination of Rating		
A.	Did the district answer No to indicators 1, 3, 4, 5 or 2.A? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.		
B.	Determine rating by applicable number of points. (Indicators 6-15)		
	A = Superior B = Above Standard C = Meets Standard F = Substandard Achievement:	70-100 50-69 31-49 <31 or No to indicators 1,3,4, 5 or 2.A	

How Ratings are Assessed

Rating Worksheet

Preliminary ratings are released by Texas Education Agency every calendar year during the summer. The Commissioner's Rules for School FIRST are contained in Title 19, Texas Administrative Code, Chapter 109, Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System.

The School FIRST Communications Kit was updated in August 2016 to include major changes in the Commissioner's Rule for School FIRST that were finalized in August 2015 and clarifications that were finalized in August 2016. The major changes in the Commissioner's Rule in August 2015 were authorized by HB 5, Section 49, 83rd Texas Legislature, Regular Session, 2013. House Bill 5 amended Section 39.082 Texas Education Code to require the commissioner of education to include processes in the financial accountability rating system for anticipating the future financial solvency of each school district and open-enrollment charter school.

The changes to the School FIRST system implemented by the Texas Education Agency in August 2015 are being phased-in over three years. During the phase-in period, the new School FIRST system has separate worksheets for rating years 2014-2015, 2015-2016, and 2016-2017 and subsequent years.

The questions a school district must address in completing the worksheet used to assess its financial management system can be confusing to non-accountants. The following is a layman's explanation of what the questions mean—and what your district's answers can mean to its rating.

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

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

2. Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.

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

A "modified" version of the auditor's opinion in your annual audit report means that you need to correct some of your reporting or financial controls. A district's goal, therefore, is to receive an "unmodified opinion" on its Annual Financial Report. 2.A. is a simple "Yes" or "No" indicator (see instructions under "2." for evaluating performance under "2.A" and "2.B." to arrive at the score for "2.").

2.B. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)

A clean audit of your Annual Financial Report would state that your district has no material weaknesses in internal controls. Any internal weaknesses create a risk of your District not being able to properly account for its use of public funds, and should be immediately addressed. 2.B. is a simple "Yes" or "No" indicator (see instructions under "2." for evaluating performance under "2.A" and "2.B" to arrive at the score for "2.").

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

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

4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?

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

5. Was the total unrestricted net asset balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)

This indicator simply asks, "Did the district's total assets exceed the total amount of liabilities (according to the very first financial statement in the annual audit report)?" Fortunately this indicator recognizes that high-growth

districts incur large amounts of debt to fund construction, and that total debt may exceed the total amount of assets under certain scenarios.

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

This indicator measures how long in days after the end of the fiscal the school district could have disbursed funds for its operating expenditures without receiving any new revenues. Did you meet or exceed the target amount in School FIRST?

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

This indicator measures whether the school district had sufficient short-term assets at the end of the fiscal year to pay off its short-term liabilities. Did you meet or exceed the target amount in School FIRST?

8. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)

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

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

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

10. Was the debt service coverage ratio sufficient to meet the required debt service?

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

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

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

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

If the school district had a decline in students over 3 school years, this indicator asks if the school district decreased the number of the staff on the payroll in proportion to the decline in students. (The school district automatically passes this indicator if there was no decline in students.)

13. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?

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

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

A clean audit of your Annual Financial Report would state that your district has no material weaknesses in internal controls. Any internal weaknesses create a risk of your District not being able to properly account for its use of public funds, and should be immediately addressed.

15. Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an overallocation of Foundation School Program (FSP) funds as a result of a financial hardship?

This indicator asks if the district had to ask for an easy payment plan to return monies to TEA after spending the overpayment from the Foundation School Program state aid.

GLOSSARY

Accounting: A standard school fiscal accounting system must be adopted and installed by the board of trustees of each school district. The accounting system must conform to generally accepted accounting principles. This accounting system must also meet at least the minimum requirements prescribed by the state board of education, subject to review and comment by the state auditor.

Ad Valorem Property Tax: Literally the term means "according to value." Ad valorem taxes are based on a fixed proportion of the value of the property with respect to which the tax is assessed. They require an appraisal of the taxable subject matter's worth. General property taxes are almost invariably of this type. Ad valorem property taxes are based on ownership of the property, and are payable regardless of whether the property is used or not and whether it generates income for the owner (although these factors may affect the assessed value).

Adopted Tax Rate: The tax rate set by the school district to meet its legally adopted budget for a specific calendar year.

All Funds: A school district's accounting system is organized and operated on a fund basis where each fund is a separate fiscal entity in the school district much the same as various corporate subsidiaries are fiscally separate in private enterprise. All Funds refers to the combined total of all the funds listed below:

- The General Fund
- Special Revenue Funds (Federal Programs, Federally Funded Shared Services, State Programs, Shared State/Local Services, Local Programs)
- Debt Service Funds
- Capital Projects Funds
- Enterprise Funds for the National School Breakfast and Lunch Program

Assessed Valuation: A valuation set upon real estate or other property by a government as a basis for levying taxes.

Assigned Fund Balance: The assigned fund balance represents tentative plans for the future use of financial resources. Assignments require executive management (per board policy to assign this responsibility to executive management prior to end of fiscal year) action to earmark fund balance for bona fide purposes that will be fulfilled within a reasonable period of time. The assignment and dollar amount for the assignment may be determined after the end of the fiscal year when final fund balance is known.

Auditing: Accounting documents and records must be audited annually by an independent auditor. Texas Education Agency (TEA) is charged with review of the independent audit of the local education agencies.

Beginning Fund Balance: The General Fund balance on the first day of a new school year. For most school districts this is equivalent to the fund balance at the end of the previous school year.

Budget: The projected financial data for the current school year. Budget data are collected for the general fund, food service fund, and debt service fund.

Budgeting: Not later than August 20 of each year, the superintendent (or designee) must prepare a budget for the school district if the fiscal year begins on September 1. (For those districts with fiscal years beginning July 1, this date would be June 20.) The legal requirements for funds to be budgeted are included in the Budgeting module of the TEA Resource Guide. The budget must be adopted before expenditures can be made, and this adoption must be prior to the setting of the tax rate for the budget year. The budget must be itemized in detail according to classification and purpose of expenditure, and must be prepared according to the rules and regulations established by the state board of education. The adopted budget, as necessarily amended, shall be filed with TEA through the Public Education Information Management System (PEIMS) as of the date prescribed by TEA.

Capital Outlay: This term is used as both a Function and an Object. Expenditures for land, buildings, and equipment are covered under Object 6600. The amount spent on acquisitions, construction, or major renovation of school

district facilities are reported under Function 80.

Capital Project Funds: Fund type used to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds.)

Cash: The term, as used in connection with cash flows reporting, includes not only currency on hand, but also demand deposits with banks or other financial institutions. Cash also includes deposits in other kinds of accounts or cash management pools that have the general characteristics of demand deposit accounts in that the governmental enterprise may deposit additional cash at any time and also effectively may withdraw cash at any time without prior notice or penalty.

Chapter 41: A key "equity" chapter in the Texas Education Code (TEC) is Chapter 41. This chapter is devoted to wealth equalization through the mechanism of recapture, the recovery of financial resources from districts defined by the state as high property wealth. Resources are recovered for the purpose of sharing them with low-wealth districts. Districts that are subject to the provisions of Chapter 41 must make a choice among several options in order to reduce their property wealth and share financial resources.

Committed Fund Balance: The committed fund balance represents constraints made by the board of trustees for planned future use of financial resources through a resolution by the board, for various specified purposes including commitments of fund balance earned through campus activity fund activities. Commitments are to be made as to purpose prior to the end of the fiscal year. The dollar amount for the commitment may be determined after the end of the fiscal year when final fund balance is known.

Comptroller Certified Property Value: The district's total taxable property value as certified by the Comptroller's Property Tax Division (Comptroller Valuation).

Days of Cash on Hand: The number of days the school district can disburse funds for its operating expenditures without receiving any new revenues.

Debt Service Fund: Governmental fund type used to account for the accumulation of resources for, and the payment of, general long-term debt principal and interest.

Debt Services: Two function areas (70 and 71) and one Object (6500) are identified using this terminology "debt services." Function 70 is a major functional area that is used for expenditures that are used for the payment of debt principal and interest including Function 71. Expenditures that are for the retirement of recurring bond, capital lease principal, and other debt, related debt service fees, and for all debt interest fall under Function 71. Object 6500 covers all expenditures for debt service.

Debt Service Coverage Ratio: This ratio measures an organization's ability to make debt principal and interest payments that will become due during the year.

Deferred Revenue: Resource inflows that do not yet meet the criteria for revenue recognition. Unearned amounts are always reported as deferred revenue. In governmental funds, earned amounts also are reported as deferred revenue until they are available to liquidate liabilities of the current period.

Effective Tax Rate: Provides the unit with approximately the same amount of revenue it had the year before on properties taxes in both years. A comparison of the effective tax rate to the taxing unit's proposed tax rate shows if there will be a tax increase.

Ending Fund Balance: The amount of unencumbered surplus fund balance reported by the district at the end of the specified school year. For most school districts this will be equivalent to the fund balance at the beginning of the next school year.

Excess (Deficiency): Represents receivables due (excess) or owed (deficiency) at the end of the school year. This amount is recorded as Asset Object 1200.

Existing Debt Allotment (EDA): Is the amount

of state funds to be allocated to the district for assistance with existing debt.

Federal Revenues: Revenues paid either directly to the district or indirectly though a local or state government entity for Federally-subsidized programs including the School Breakfast Program, National School Lunch Program, and School Health and Related Services Program. This amount is recorded as Revenue Object 5900.

Fiscal Year: A period of 12 consecutive months legislatively selected as a basis for annual financial reporting, planning, and budgeting. The fiscal year may run September 1 through August 31 or July 1 through June 30.

Foundation School Program (FSP) Status: The Foundation School Program (FSP) is the shared financial arrangement between the state and the school district, where property taxes are blended with revenues from the state to cover the cost of basic and mandated programs. The nature of this arrangement falls in one of the following status categories: Regular, Special Statutory, State Administered, Education Service Center, or Open Enrollment Charter School District.

FTE: **Full-Time Equivalent** measures the extent to which one individual or student occupies a full-time position or provides instruction, e.g., a person who works four hours a day or a student that attends a half of a day represents a .5 FTE.

Function: Function codes identify the expenditures of an operational area or a group of related activities. For example, in order to provide the appropriate atmosphere for learning, school districts transport students to school, teach students, feed students and provide health services. Each of these activities is a function. The major functional areas are:

- Instruction and Instructional-Related Services
- Instructional and School Leadership
- Support Services - Student
- Administrative Support Services
- Support Services; Non-Student Based
- Ancillary Services
- Debt Service
- Capital Outlay
- 90 Intergovernmental Charges

Fund Balance: The difference between assets and liabilities reported in a governmental fund.

General Administration: The amount spent on managing or governing the school district as an overall entity. Expenditures associated with this functional area are reported under Function 41.

General Fund: This fund finances the fundamental operations of the district in partnership with the community. All revenues and expenditures not accounted for by other funds are included. This is a budgeted fund and any fund balances are considered resources available for current operations.

I&S Tax Rate: The tax rate calculated to provide the revenues needed to cover Interest and Sinking (I&S) (also referred to as Debt Service). I&S includes the interest and principal on bonds and other debt secured by property tax revenues.

Incremental Costs: The amount spent by a school district with excess wealth per WADA on the purchase of attendance credits either from the state or from other school district(s). Expenditures associated with this functional area are reported under Function 92.

Instruction: The amount spent on direct classroom instruction and other activities that deliver, enhance or direct the delivery of learning situations to students regardless of location or medium. Expenditures associated with this functional area are reported under Function 11.

Instructional Facilities Allotment (IFA): (State Aid) Provides assistance to school districts in making debt service payments on qualifying bonds and lease-purchase agreements. Proceeds must be used for the construction or renovation of an instructional facility.

Intergovernmental Charges: "Intergovernmental" is a classification used when one governmental unit transfers resources

to another. In particular, when a Revenue Sharing District purchases WADA or where one school district pays another school district to educate transfer students. Expenditures associated with this functional area are reported under Function 90.

Investments in Capital Assets, Net of Related Debt: One of three components of net assets that must be reported in both government-wide and proprietary fund financial statements. Related debt, for this purpose, includes the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of capital assets of the government.

Local & Intermediate Revenues: All revenues from local taxes and other local and intermediate revenues. For specifics, see the definitions for Local Tax and Other Local & Intermediate Revenues. This amount is recorded under Object 5700.

Local Tax: This is all revenues from local real and personal property taxes, including recaptured funds from 1) Contracted Instructional Services Between Public Schools (Function 91) and
2) Incremental Costs associated with Chapter 41 of the Texas Education Code (Function 92).

M&O Tax Rate: The tax rate calculated to provide the revenues needed to cover Maintenance & Operations (M&O). M&O includes such things as salaries, utilities, and day-to-day operations.

Modified Opinion: Term used in connection with financial auditing. A modification of the independent auditor's report means there exists one or more specific exceptions to the auditor's general assertion that the district's financial statements present fairly the financial information contained therein according to generally accepted accounting principles.

Nonspendable Fund Balance: The portion of fund balance that is in non-liquid form, including inventories, prepaid items, deferred expenditures, long-term receivables and encumbrances (if significant). Nonspendable fund balance may also be in the form of an endowment fund balance that is required to remain intact.

Object: An object is the highest level of accounting classification used to identify either the transaction posted or the source to which the associated monies are related. Each object is assigned a code that identifies in which of the following eight major object groupings it belongs:

- 1000 Assets
- 2000 Liabilities
- 3000 Fund Balances
- 5000 Revenue
- 6000 Expenditures/Expenses
- 7000 Other Resources/NonOperating Revenue/Residual Equity Transfers In
- 8000 Other Uses/NonOperating Revenue/Residual Equity Transfers Out

Operating Expenditures: A wide variety of expenditures necessary to a district's operations fall into this category with the largest portion going to payroll and related employee benefits and the purchase of goods and services.

Operating Expenditures/Student: Total Operating Expenditures divided by the total number of enrolled students.

Operating Revenues and Expenses: Term used in connection with the proprietary fund statement of revenues, expenses, and changes in net assets. The term is not defined as such in the authoritative accounting and financial reporting standards, although financial statement preparers are advised to consider the definition of operating activities for cash flows reporting in establishing their own definition.

Other Local & Intermediate Revenues: All local and intermediate revenues NOT from local real and personal property taxes including:

- Revenues Realized as a Result of Services Rendered to Other School Districts
- Tuition and Fees
- Rental payments, interest, investment income

- Sale of food and revenues from athletic and extra/co-curricular activities
- Revenues from counties, municipalities, utility districts, etc.

Other Operating Costs: Expenditures necessary for the operation of the school district that are NOT covered by Payroll Costs, Professional and Contracted Services, Supplies and Materials, Debt Services, and Capital Outlay fall into this category and include travel, Insurance and bonding costs, election costs, and depreciation. This amount is recorded as Expenditure/Expense Object 6400.

Other Resources: This amount is credited to total actual other resources or non-operating revenues received or residual equity transfers in. This amount is recorded under Object 7020.

Payments for Shared Services Arrangements: Payments made either from a member district to a fiscal agent or payments from a fiscal agent to a member district as part of a Shared Services Arrangement (SSA). The most common types of SSAs relate to special education services, adult education services, and activities funded by the Elementary and Secondary Education Act (ESEA). Expenditures associated with this functional area are reported under Function 93.

Payroll: Payroll costs include the gross salaries or wages and benefit costs for services or tasks performed by employees at the general direction of the school district. This amount is recorded as Expenditure/Expense Object 6100. *(NOTE: Payroll amounts do not include salaries for contract workers, e.g., for food service and maintenance. Therefore, this figure will vary significantly between districts and campuses that use contract workers and those that do not.)*

PEIMS: A state-wide data management system for public education information in the State of Texas. One of the basic goals of PEIMS, as adopted by the State Board of Education in 1986, is to improve education practices of local school districts. PEIMS is a major improvement over previous information sources gathered from aggregated data available on paper reports. School districts submit their data via standardized computer files. These are defined in a yearly publication, the PEIMS Data Standards.

Plant Maintenance & Operations: The amount spent on the maintenance and operation of the physical plant and grounds and for warehousing and receiving services. Expenditures associated with this functional area are reported under Function 51.

Property /Refined ADA: The district's Comptroller Certified Property Value divided by its total Refined ADA.

Property/WADA: The district's Comptroller Certified Property Value divided by its total WADA.

Refined ADA: Refined Average Daily Attendance (also called RADA) is based on the number of days of instruction in the school year. The aggregate eligible days attendance is divided by the number of days of instruction to compute the refined average daily attendance.

Restricted Fund Balance: This is the portion of fund balance that has externally enforceable constraints made by outside parties.

Revenues: Any increase in a school district's financial resources from property taxes, foundation fund entitlements, user charges, grants, and other sources. Revenues fall into the three broad sources of revenues: Local & Intermediate; State; and Federal.

Robin Hood Funds: See Wealth Equalization Transfer.

Rollback Tax Rate: Provides governments other than school districts with approximately the same amount of tax revenue it spent the previous year for day-to-day operations plus an extra 8 percent cushion, and sufficient funds to pay its debts in the coming year. For school districts, the M&O portion of the rollback tax rate allows school districts to add four cents ($0.04)

to the lesser of the prior tax year compressed operating tax rate or the effective M&O rate to generate operating funds. School districts will get to add to the compressed operating rate any additional cents approved by voters at a 2006 or subsequent rollback election, not 8 percent. The rollback rate is the highest rate that the taxing unit may adopt before voters can petition for an election to roll back the adopted rate to the rollback rate. For school districts, no petition is required; it's an automatic election if the adopted rate exceeds the rollback rate.

School Year: The twelve months beginning September 1 of one year and ending August 31 of the following year or beginning July 1 and ending June 30. Districts now have two options.

Special Revenue Fund: A governmental fund type used to account for the proceeds of specific revenue sources (other than for major capital projects) that are legally restricted to expenditures for specified purposes.

State Revenues: Revenues realized from the Texas Education Agency, other state agencies, shared services arrangements, or allocated on the basis of state laws relating to the Foundation School Program Act. This amount is recorded as Revenue Object 5800.

Unassigned Fund Balances: Available expendable financial resources in a governmental fund that are not the object of tentative management plans (i.e., committed or assigned). One primary criterion of rating agencies for school bonds is the relative amount of unassigned fund balance. Bond rating agencies view unassigned fund balances as a reflection of the financial strength of school districts and show concern when district fund balances decrease.

Unmodified Opinion: Term used in connection with financial auditing. An unmodified independent auditor's opinion means there are no stated exceptions to the auditor's general assertion that the district's financial statements present fairly the financial information contained according to generally accepted accounting principles.

Unrestricted Net Asset Balance: The term net asset refers to the amount of total assets less total liabilities. Unrestricted net asset balance refers to the portion of total net assets that is neither invested in capital assets nor restricted.

WADA: A Weighted Average Daily Attendance (WADA) is used to measure the extent students are participating in special programs. The concept of WADA in effect converts all of a school district's students with their different weights to a calculated number of regular students required to raise the same amount of revenue. The greater the number of students eligible for special entitlements, the greater a school district's WADA will be.

Wealth Equalization Transfer: The amount budgeted by districts for the cost of reducing their property wealth to the required equalized wealth level (Function 91). Sometimes referred to as Robin Hood Funds.

DISCLAIMER

All of the information provided is believed to be accurate and reliable; however, TASBO and TSPRA assume no responsibility for any errors, appearing in this information or otherwise. Further, TASBO and TSPRA assume no responsibility for the use of the information provided.

Disclosures

Reporting requirements for the financial management report for Schools FIRST public hearing are found in **Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System.** This rule describes requirements for the five (5) disclosures explained below that are to be presented as appendices in the Schools FIRST financial management report.

1. Superintendent's Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the Schools FIRST hearing in calendar year 2016. In lieu of publication in the Schools FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. **If published on the Internet**, the contract is to remain accessible for twelve months.

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

Disclosures

2. Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2016

For the Twelve-month Period Ended August 31, 2016									
Description of Reimbursements	Supt James Largent	Nancy Alana	Barbara Herrington	Mark Jackson	B. J. Wallace	Barbara Townsend	Mickey Shearon	Chris Tackett	
Meals	$ 172.87	$	$	$ 61.16	$	$	$	$	
Lodging	2,392.55			627.36		263.85	263.85		
Transportation	2,625.63	109.92		333.70			159.60		
Motor Fuel									
Other	2,922.00	375.00	415.00	900.00		535.00	375.00	415.00	
Total	$ 8,113.05	$ 484.92	$ 415.00	$ 1,922.22	$ -0-	$ 763.85	$ 798.45	$ 860.00	

Note – The spirit of the rule is to capture all "reimbursements" for fiscal year 2016, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:
Meals – Meals consumed off the school district's premises, and in-district meals at area restaurants (excludes catered meals for board meetings).
Lodging - Hotel charges.
Transportation - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.
Motor fuel – Gasoline.
Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Disclosures

3. Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services in Fiscal Year 2016

For the Twelve-Month Period Ended August 31, 2016	
Name(s) of Entity(ies)	
	$ -0-
Total	$ -0-

Note – Compensation does not include business revenues from the superintendent's livestock or agricultural-based activities on a ranch or farm. Report gross amount received (do not deduct business expenses from gross revenues). Revenues generated from a family business that have no relationship to school district business are not to be disclosed.

Disclosures

4. Gifts Received by the Executive Officer(s) and Board Members (and First Degree Relatives, if any) in Fiscal Year 2016

For the Twelve-Month Period August 31, 2016									
	Supt Largent	Alana	Herrington	Jackson	Wallace	Shearon	Tackett	Townsend	
Summary Amounts	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. (Any gifts received by their immediate family as described in Government Code, Chapter 573, Subchapter B, Relationships by Consanguinity or by Affinity will be reported under the applicable school official.)

Disclosures

5. Business Transactions Between School District and Board Members for Fiscal Year 2016

For the Twelve-Month Period Ended August 31, 2016	Alana	Herrington	Jackson	Wallace	Townsend	Shearon	Tackett	
Summary Amounts	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	

Note - The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.

Item 6 Other Information.

6. Any other information the board of trustees of the school district or open-enrollment charter school determines to be useful.

Minutes of Special Meeting
The Board of Trustees
Granbury ISD
November 17, 2017
8:30 AM

A Special meeting of the Board of Trustees of Granbury ISD was held Friday, November 17, 2017, beginning at 8:30 AM in the Granbury ISD Board Room, 217 N. Jones, 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, President

Board Members Present
Mark Jackson
Barbara Townsend

Members Absent
Barbara Herrington
Chris Tackett
Micky Shearon
Rhonda Rezsofi

School Officials Present
Dr. James M. Largent Ed.D., Superintendent
Ron Holmgreen, Assistant Superintendent for Administrative Services
Wes Jones, Director of Human Resources
Jeff Meador, Director of Public Information
Faith Barnes, Recording Secretary

Others Present
None

Meeting Called to Order
Nancy Alana, President, called the meeting to order at 8:30 a.m and noted that a quorum of board members were present for the purposes of canvassing votes. 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 7, 2017, Board of Trustee Election for Places 1 and 2

Discussion/Action

Canvas Results of the November 8, 2016 Board of Trustee Election for Places 1 and 2
Dr. Largent recommends that the board certify the summary precinct returns and declare the election results as follows: Place 1 Trustee Expired Term, Kim Cruz received 1152, Maureen Griffin received 929, and Mike Moore received 1371 votes. Place 2 Trustee Expired Term, Barbara Herrington received

2374 votes and Dinae Hicks received 865 votes. A motion was made by Mark Jackson and seconded by Barbara Townsend to canvas the results of the November 7, 2017 Board of Trustee Election for Place 1 and 2, and declared Mike Moore duly elected trustee Place 1 and Barbara Herrington duly elected trustee Place 2.
Motion Carried: 3 Yes – 0 No

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

_____ _____

Nancy Alana, President Barbara Herrington, Board Secretary

Minutes of Regular Meeting
The Board of Trustees
Granbury ISD
November 13, 2017
5:00 PM

A Regular meeting of the Board of Trustees of Granbury ISD was held Monday, November 13, 2017, beginning at 5:00 PM in the Granbury ISD Board Room, 217 North Jones, 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, President

Board Members Present
Barbara Herrington
Barbara Townsend
Rhonda Rezsofi
Micky Shearon
Mark Jackson
Chris Tackett

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, Director of Public Information
Faith Barnes, Recording Secretary

Others Present
School Employees
Media
Community Members

Meeting Called to Order
Nancy Alana, 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.

Reconvened
The Board of Trustees reconvened in open session at 5:41 p.m. and took recess until 6:00 p.m.

Moment of Silence/Invocation
Barbara Herrington led the invocation.

Pledge - U.S. Flag and Texas Flag
Acton Elementary Students Colton Jernigan, Luke Jernigan, Elliott Roe, and Max Hughes led the pledges.

Achievement Spotlights

Granbury Education Foundation (GEF)

GEF Programs Chair Chanda Smith gave a report on the Granbury Education Foundation donations and grants awarded.

Public comments/audience participation

None

Discussion/Action

Consider Consent Agenda Items

A motion was made by Micky Shearon and seconded by Mark Jackson to approve the consent agenda as presented:1. Minutes of the October 16, 2017, Regular Board Meeting; 2. Consider Budget Amendments; 3.Consider Renewal of Guidance and Evaluation, Testing Materials, Software, Supplies, Equipment and Online Materials and Services CSP 2016-02; and 4. Consider Purchase of Computer Aided Manufacturing (CAM) Software and CNC Router from Shopbot Tools, Inc., RFP 2017-1023.

Motion Carried: 7 Yes – 0 No

Consider Voting for the Hood County Appraisal District Board of Directors

A motion was made by Barbara Herrington and seconded by Micky Shearon to cast their votes for Walter Baldree, Mark Jackson, and Bobby Mayberry for the Hood County Appraisal District Board of Directors as presented.

Motion Carried: 7 Yes – 0 No

Consider Voting for the Parker County Appraisal District Board of Directors

A motion was made by Barabara Herrington and seconded by Micky Shearon to cast their votes for Albert Archer, Sr. for the Parker County Appraisal District Board of Directors as presented.

Motion Carried: 7 Yes – 0 No

Consider Voting for the Johnson County Appraisal District Board of Directors

A motion was made by Barbara Townsend and seconded by Micky Shearon to cast their votes to Cody Lane for Johnson County Appraisal District Board of Directors.

Motion Carried: 7 Yes – 0 No

First Review of TASB Policy Update 109

Dr. Largent presented TASB Policy Update 109 for review to the board.

Reports

Superintendent's Report

Superintendent Dr. James M. Largent gave an update on School Academy.

Board Continuing Education Hours Report for 2017

Nancy Alana announced that the board met all required board continuing education hours for 2017 as follows:

Mark Jackson met requirements for Tiers 1 and II and exceeded requirements in Tier III.
Barbara Townsend met requirements for Tiers 1 and II and exceeded requirements in Tier III.
Barbara Herrington met requirements for Tiers 1 and II and exceeded requirements in Tier III.
Chris Tackett met requirements for Tiers 1 and II and exceeded requirements in Tier III.
Micky Shearon met requirements for Tiers 1 and II and exceeded requirements in Tier III.
Rhonda Rezsofi met requirements for Tiers 1 and II and exceeded requirements in Tier III.

Nancy Alana, President Barbara Herrington, Board Secretary

Financial Statements for Period Ending October 31, 2017

Assistant Superintendent Dobie Williams presented the Financial Statements for Period Ending October 31, 2017, to the board.

Cash Flow and Investment Reports for Period Ending October 31, 2017

Assistant Superintendent Dobie Williams presented the Cash Flow and Investment Reports for Period Ending October 31, 2017, to the board.

Bond Expenditures Monthly Update for Period Ending October 31, 2017

Assistant Superintendent Dobie Williams presented the Bond Expenditures Monthly Update for Period Ending October 31, 2017, to the board.

Report of Categorical Purchases between $50,000 and $100,000 as Required per Board Policy CH (LOCAL

Assistant Superintendent Dobie Williams presented the Bond Expenditures Monthly Update for Period Ending October 31, 2017, to the board.

Consider action on items discussed in closed session

Consider Staff Appointment

A motion was made by Rhonda Rezsofi and seconded by Barbara Townsend to approve staff appointments as presented.

Motion Carried: 7 Yes – 0 No

Adjourn

There being no further business, the meeting was adjourned at 7:03 p.m

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 11, 2017
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
Asst. Supt. for Finance and Operations
DATE: December 5, 2017
RE: Budget Amendments

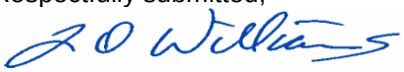
SUMMARY:

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, 2017

2017-2018
Budget Amendment #4

	December Proposed Budget Amendment #4	Increase	Decrease	Net Effect
Object	**Revenue**			
5700	Revenue Generated	8,026	0	
5800		0	0	
5900		0	0	
	Total	**8,026**	**0**	**8,026**
Function	**Expenses**			
11	SPED - Amend funds for staff development	0	1,000	
	SPED - Amend funds for BSI cool down room at Oakwoods	0	479	
	CTE - Amend funds for kitchen inspections	0	648	
	Overall effect on Function 11	**0**	**2,127**	**(2,127)**
12	**Overall effect on Function 12**	**0**	**0**	**0**
13	SPED - Amend funds for staff development	1,000	0	
	Overall effect on Function 13	**1,000**	**0**	**1,000**
21	**Overall effect on Function 21**	**0**	**0**	**0**
23	**Overall effect on Function 23**	**0**	**0**	**0**
31	GHS - Amend funds for PSAT scoring	3,666	0	
	Overall effect on Function 31	**3,666**	**0**	**3,666**
32	**Overall effect on Function 32**	**0**	**0**	**0**
33	SPED - Amend funds for car seat for SPED student	0	81	
	Overall effect on Function 33	**0**	**81**	**(81)**
34	SPED - Amend funds for car seat for SPED student	81	0	
	Overall effect on Function 34	**81**	**0**	**81**
36	Athletics - Amend funds for Swim Team Booster Club donation	360	0	
	GHS - Amend funds for JROTC donation from NRA for Targets	4,000	0	
	Overall effect on Function 36	**4,360**	**0**	**4,360**
41	SPED - Amend funds for BSI cool down room at Oakwoods	0	1,150	
	Overall effect on Function 41	**0**	**1,150**	**(1,150)**
51	SPED - Amend funds for BSI cool down room at Oakwoods	1,629	0	
	CTE - Amend funds for kitchen inspections	648	0	
	Overall effect on Function 51	**2,277**	**0**	**2,277**
52	**Overall effect on Function 52**	**0**	**0**	**0**
53	**Overall effect on Function 53**	**0**	**0**	**0**
61	**Overall effect on Function 61**	**0**	**0**	**0**
71	**Overall effect on Function 71**	**0**	**0**	**0**
81	**Overall effect on Function 81**	**0**	**0**	**0**
91	**Overall effect on Function 91**	**0**	**0**	**0**
93	**Overall effect on Function 93**	**0**	**0**	**0**
99	**Overall effect on Function 99**	**0**	**0**	**0**
	Total	**11,384**	**3,358**	**8,026**

Granbury Independent School District

Fiscal Year 2017-2018

		Adopted Budget	Prior Budget Amendments	Budget Amendment 12/11/2017	Revised Budget
	REVENUE				
5700	Local Revenue	57,376,645	13,701	8026	57,398,372
5800	State Revenue	6,656,433	0	0	6,656,433
59/7900	Federal Programs/Other Sources	860,000	0	0	860,000
	Total	**$64,893,078**	**13,701**	**8026**	**$64,914,805**
	EXPENDITURES				
11	Instruction & Instr. Related Services	34,299,076	(38,807)	(2127)	34,258,142
12	Instructional Resources & Media Serve	748,645	0	0	748,645
13	Curriculum & Instr. Staff Development	883,226	(5,317)	1000	878,909
21	Instructional Leadership	641,172	18,350	0	659,522
23	School Leadership	3,530,092	13,400	0	3,543,492
31	Guidance, Counseling & Evaluation Serve	2,678,284	0	3666	2,681,950
32	Social Work Services	65,000	0	0	65,000
33	Health Services	373,156	0	(81)	373,075
34	Student (Pupil) Transportation	3,356,050	0	81	3,356,131
35	Food Service	0	0	0	0
36	Co curricular/Extracurricular Activities	1,984,166	8,825	4360	1,997,351
41	General Administration	2,309,642	150	(1150)	2,308,642
51	Plant Maintenance and Operations	6,118,702	500	2277	6,121,479
52	Security & Monitoring Services	290,669	16,600	0	307,269
53	Data Processing Services	1,312,453	0	0	1,312,453
61	Community Services	107,881	0	0	107,881
71	Debt Service (M&O)	0	0	0	0
81	Facilities Acquisition	0	0	0	0
91	Contracted Instruction Services - Chapter 41	5,050,081	0	0	5,050,081
93	Shared Services Arrangement	25,500	0	0	25,500
99	Other Governmental Charges	1,119,283	0	0	1,119,283
00	Other Uses	0	0	0	0
	Total Budgeted Expenditures	**$64,893,078**	**13,701**	**8026**	**$64,914,805**
	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, 2017

Introductory Section

Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2017

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Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2017

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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, 2017, 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)

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Financial Section

Independent Auditor's Report

To the Board of Trustees
Granbury Independent School District
217 N. Jones 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, 2017, 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 from 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.

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, 2017, 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.

Other Matters

Required Supplementary Information

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

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Granbury Independent School District's basic financial statements. The introductory section is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost* Principals, 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 4, 2017 on our consideration of Granbury Independent School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Granbury Independent School District's internal control over financial reporting and compliance.

Respectfully submitted,

Snow Garrett Williams
December 4, 2017

Management's Discussion and Analysis
(Unaudited)

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, 2017. 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 $8,845,775 (*net position*). Of this amount, $8,284,769 (*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 $28,258,164. Approximately 59 percent of this total amount, $16,674,192, is *available for spending* at the government's discretion (*unassigned fund balance*).
- At the end of the current fiscal year, unassigned fund balance for the general fund was $16,674,192, or 28 percent of the total general fund expenditures.

Overview of the Financial Statements

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

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

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

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

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

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

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

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

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

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

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

- **Notes to the financial statements.** The notes provide additional information that is essential to a complete understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found on pages 27-47 of this report.

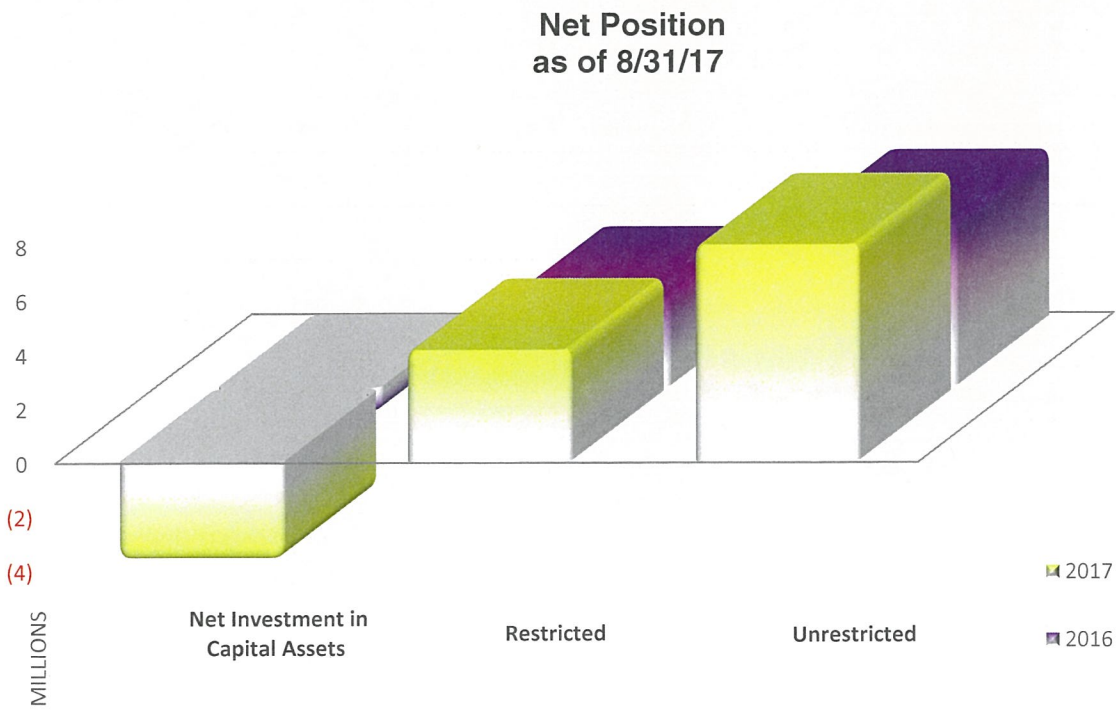
Other information. In addition to the basic financial statements and accompanying notes, this report also presents certain *required supplementary information* that further explains and supports the information in the financial statements. Required supplementary information can be found on pages 48-52 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 $8,560,299 as of August 31, 2017.

The District's Net Position-Governmental Activities

	August 31, 2017	August 31, 2016
Current assets	$ 34,877,792	$ 46,806,451
Capital assets	113,719,936	108,409,413
Total assets	148,597,728	155,215,864
Deferred outflows or resources		
Deferred loss on refunding	19,185	23,980
Deferred outflows related to pensions	6,351,176	7,077,416
Total deferred outflows	6,370,361	7,101,396
Current liabilities	5,145,910	8,317,004
Long-term liabilities outstanding	139,094,886	143,009,626
Total liabilities	144,240,796	151,326,630
Deferred inflows or resources		
Deferred inflows related to pensions	2,166,994	2,486,677
Total deferred inflows	2,166,994	2,486,677
Net position:		
Net investment in capital assets	(3,560,277)	(879,665)
Restricted	4,121,283	3,275,115
Unrestricted	7,999,293	6,108,503
Total net position	$ 8,560,299	$ 8,503,953



Investment in capital assets (e.g., land, buildings, furniture and equipment, and construction in progress) is negative $3,560,277. 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 ($4,121,283) represents resources that are subject to external restrictions on how they may be used. The remaining balance of *unrestricted net position* ($7,999,293) 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, 2017	August 31, 2016
Current assets	$ 291,878	$ 242,404
Total assets	291,878	242,404
Current liabilities	6,402	7,010
Total liabilities	6,402	7,010
Net position:		
Unrestricted	285,476	235,394
Total net position	$ 285,476	$ 235,394

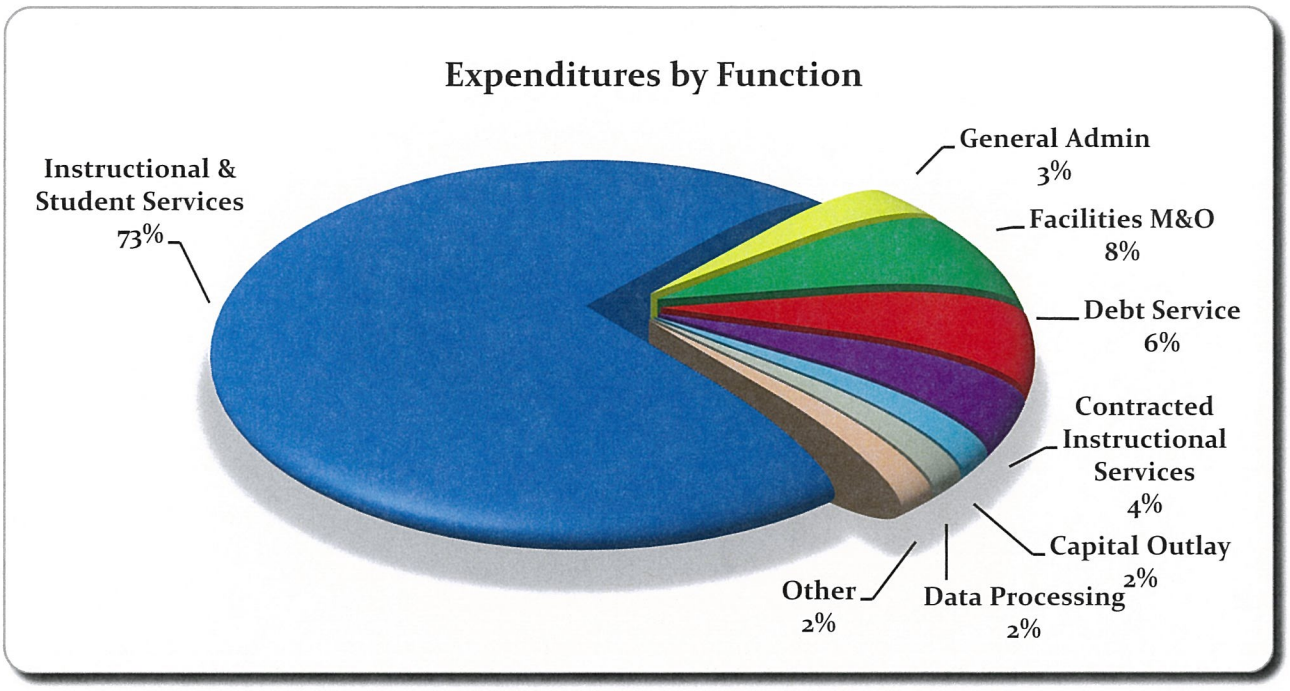
The above surplus is not an indication the District has significant assets that are available to meet financial obligations next year, but rather the result of having currently available resources that exceed *long-term* commitments.



Governmental activities. The District's total governmental activities net position decreased $321,137 during the current year. The total cost of all *governmental activities* this year was $78,722,627. The amount that our taxpayers paid for these activities through property taxes was $60,579,642 or 77%.

Changes in the District's Net Position

	Fiscal Year August 31, 2017	Fiscal Year August 31, 2016
Revenues:		
Program revenues		
Charges for services	$ 1,336,541	$ 1,479,567
Operating grants and contributions	8,888,957	8,874,213
General revenues		
Property taxes	60,579,642	58,694,101
State grants	6,275,849	6,966,442
Other	1,320,501	3,852,544
Total revenues	78,401,490	79,866,867
Expenses:		
Instruction	39,309,560	38,474,781
Instruction resources and media services	823,151	844,920
Curriculum and staff development	1,201,576	1,265,194
Instructional leadership	736,319	633,484
School leadership	3,700,078	3,867,930
Guidance, counseling & evaluation services	2,885,651	3,110,022
Social work services	69,136	69,343
Health services	457,852	490,100
Student transportation	2,707,218	2,818,440
Food service	3,319,809	3,289,378
Cocurricular/extracurricular activities	2,099,952	1,988,220
General administration	2,448,828	2,468,753
Facilities maintenance and operations	6,244,279	6,038,255
Security and monitoring services	331,584	271,861
Data processing services	1,359,306	1,255,673
Community services	61,383	85,136
Interest on long-term debt	5,111,146	5,145,524
Bond issuance costs and fees	2,000	6,795
Capital outlay	1,494,533	4,009,867
Contracted instructional services between schools	3,375,769	3,018,831
Payments related to shared services arrangements	138,432	102,480
Other intergovernemental charges	845,065	804,118
Total expenses	78,722,627	80,059,105
Increase (decrease) in net position	(321,137)	(192,238)
Net position - beginning	8,503,953	8,696,191
Prior period adjustment	377,483	-
Net position - beginning, as restated	8,881,436	8,696,191
Net position - ending	$ 8,560,299	8,503,953



Business-type activities. The District's business-type activities net position increased $50,082. The total cost of all *business-type activities* this year was $298,465.

Changes in the District's Net Position

	Fiscal Year August 31, 2017	Fiscal Year August 31, 2016
Revenues:		
Program revenues		
Charges for services	$ 337,721	$ 297,671
Grants and Contributions	10,826	10,910
Total revenues	348,547	308,581
Expenses:		
After School Care Program	298,465	267,743
Total expenses	298,465	267,743
Increase (decrease) in net position	50,082	40,838
Beginning net position	235,394	194,556
Ending net position	$ 285,476	$ 235,394

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 $28,258,164, a decrease of $9,210,335. Approximately 59 percent of this total amount ($16,674,192) constitutes *unassigned fund balance*. The remainder of the 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 ($3,034,706), (2) for federal/state funds grant restrictions ($847,317), (3) capital acquisitions and

contractual obligations ($3,348,145), and (4) for other ($6,216); *committed* for (1) construction ($2,400,000), (2) capital expenditures for equipment ($1,200,000), and (3) for other ($675,972); and assigned for other ($1,751). Additionally, $69,865 of total fund balance is for inventories and nonspendable.

The general fund is the primary operating fund of the District. At the end of the current fiscal year, unassigned fund balance of the general fund was $16,674,192, out of a total fund balance of $20,874,192. As a measure of the general fund's liquidity, it may be useful to compare both unassigned fund balance and total fund balance to the total fund expenditures. Unassigned fund balance represents 28 percent of the total general fund expenditures. Total general fund balance represents 35 percent of the total general fund expenditures.

The fund balance of the District's general fund increased $914,715 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, 2017 amounted to $285,476, an increase of $50,082 over the prior year.

Internal Service Fund info. Total net position for the Internal Service fund at August 31, 2017 amounted to $514,690, an decrease of $4,518 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
- Summer Projects Paid from Fund Balance
- 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 $255,207, primarily related to an upsurge in both local and intermediate revenue sources and state program revenues; and
- Actual expenditures were lower than budgeted by $1,311,842, primarily due to curriculum, guidance counselling and evaluation services, student (pupil) transportation, and plant maintenance and operations.

Capital Asset and Debt Administration

Capital Assets. The District's investment in capital assets for its governmental activities as of August 31, 2017, amounts to $113,719,936 (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 upgrades, administration data center, and an Infoblox server system.

District's Capital Assets
(net of depreciation)

	August 31, 2017	August 31, 2016
Land	$ 1,864,569	$ 1,864,569
Buildings and improvements	39,502,008	42,364,956
Furniture and equipment	7,925,652	5,153,139
Construction In Progress	64,427,707	59,026,749
Totals at historical cost	$ 113,719,936	$ 108,409,413

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, 2017, the District had total general obligation bonded debt outstanding of $111,752,561, a decrease of $2,510,343 over the prior year. Premium on bonds decreased $495,681 from the prior year resulting in an ending balance of $8,894,982. Accretion on CAB's decreased $1,336,179 for fiscal year 2017 resulting in an ending balance of $5,368,839. The net pension liability for fiscal year 2017 had an ending balance of $13,078,504, derived from GASB 68 & 71 and an increase of $427,463 from the prior year.

Moody's Aaa and S&P's Global Ratings (S&P) AAA long-term ratings on the District's Texas' bonds reflects the Texas Permanent School Fund guarantee. S&P'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 S&P's Global Ratings (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 $480,741,760, 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 $0.04 to $1.21 ($1.04 for maintenance and operations and $0.17 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 increased student enrollment. Any 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 2017-18 budgets of $64,893,078 and $64,893,078 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.
- The District's student attendance rate remains stable at the 95 percent level.
- The District's enrollment increased by approximately 90 students in 2016-2017. Enrollment for 2017-2018 is expected to increase.
- The District's taxable valuation has increased.

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, 2017

Data Control Codes		1 Governmental Activities	2 Business-type Activities	3 Total
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 741,779	$ 306,755	$ 1,048,534
1120	*Current Investments*	29,813,693	--	29,813,693
1225	*Property Taxes Receivable (Net)*	1,526,318	--	1,526,318
1240	*Due from Other Governments*	1,273,231	--	1,273,231
1260	*Internal Balances*	14,877	(14,877)	--
1267	*Due from Fiduciary*	1,124,270	--	1,124,270
1290	*Other Receivables (Net)*	272,048	--	272,048
1300	*Inventories*	111,576	--	111,576
	Capital Assets:			
1510	*Land*	1,864,569	--	1,864,569
1520	*Buildings and Improvements, Net*	39,502,008	--	39,502,008
1530	*Furniture and Equipment, Net*	7,925,652	--	7,925,652
1580	*Construction in Progress*	64,427,707	--	64,427,707
1000	Total Assets	148,597,728	291,878	148,889,606
	DEFERRED OUTFLOWS OF RESOURCES:			
	Deferred Loss on Refunding Bonds	19,185	--	19,185
1705	*Deferred Outflow Related to Pensions*	6,351,176	--	6,351,176
1700	Total Deferred Outflows of Resources	6,370,361	--	6,370,361
	LIABILITIES:			
2110	*Accounts Payable*	889,029	--	889,029
2140	*Interest Payable*	567,290	--	567,290
2165	*Accrued Liabilities*	2,900,051	--	2,900,051
2177	*Due to Fiduciary*	57,557	6,402	63,959
2180	*Due to Other Governments*	608,279	--	608,279
2300	*Unearned Revenue*	123,704	--	123,704
	Noncurrent Liabilities:			
2501	*Due Within One Year*	2,376,184	--	2,376,184
2502	*Due in More Than One Year*	123,640,198	--	123,640,198
2540	*Net Pension Liability*	13,078,504	--	13,078,504
2000	Total Liabilities	144,240,796	6,402	144,247,198
	DEFERRED INFLOWS OF RESOURCES:			
2605	*Deferred Inflow Related to Pensions*	2,166,994	--	2,166,994
2600	Total Deferred Inflows of Resources	2,166,994	--	2,166,994
	NET POSITION:			
3200	Net Investment in Capital Assets	(3,560,277)	--	(3,560,277)
	Restricted For:			
3820	Federal and State Programs	847,317	--	847,317
3850	Debt Service	3,267,750	--	3,267,750
3890	Other Purposes	6,216	--	6,216
3900	Unrestricted	7,999,293	285,476	8,284,769
3000	Total Net Position	$ 8,560,299	$ 285,476	$ 8,845,775

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED AUGUST 31, 2017

Data Control Codes	Functions/Programs	1 Expenses	3 Program Revenues: Charges for Services	4 Program Revenues: Operating Grants and Contributions
	Governmental Activities:			
11	*Instruction*	$ 39,309,560	$ 74,013	$ 4,789,795
12	*Instructional Resources and Media Services*	823,151	383	66,277
13	*Curriculum and Staff Development*	1,201,576	442	317,785
21	*Instructional Leadership*	736,319	331	94,125
23	*School Leadership*	3,700,078	39,615	233,340
31	*Guidance, Counseling, & Evaluation Services*	2,885,651	1,363	245,228
32	*Social Work Services*	69,136	34	1,092
33	*Health Services*	457,852	232	26,598
34	*Student Transportation*	2,707,218	1,326	162,507
35	*Food Service*	3,319,809	1,103,998	2,110,496
36	*Cocurricular/Extracurricular Activities*	2,099,952	107,678	61,846
41	*General Administration*	2,448,828	1,193	117,439
51	*Facilities Maintenance and Operations*	6,244,279	3,209	191,949
52	*Security and Monitoring Services*	331,584	98	10,160
53	*Data Processing Services*	1,359,306	683	68,129
61	*Community Services*	61,383	2	13,827
72	*Interest on Long-term Debt*	5,111,146	--	188,888
73	*Bond Issuance Costs and Fees*	2,000	--	--
81	*Capital Outlay*	1,494,533	139	4,469
91	*Contracted Instructional Services between Schools*	3,375,769	1,796	57,693
93	*Payments Related to Shared Services Arrangements*	138,432	6	127,314
99	*Other Intergovernmental Charges*	845,065	--	--
TG	Total Governmental Activities	78,722,627	1,336,541	8,888,957
	Business-type Activities:			
01	After School Care Program	298,465	337,721	10,826
TB	Total Business-type Activities	298,465	337,721	10,826
TP	Total Primary Government	$ 79,021,092	$ 1,674,262	$ 8,899,783
	General Revenues:			
MT	*Property Taxes, Levied for General Purposes*			
DT	*Property Taxes, Levied for Debt Service*			
IE	*Investment Earnings*			
GC	*Grants and Contributions Not Restricted to Specific Programs*			
MI	*Miscellaneous*			
TR	Total General Revenues			
CN	Change in Net Position			
NB	Net Position - Beginning			
PA	Prior Period Adjustment			
	Net Position - Beginning, as Restated			
NE	Net Position - Ending			

The accompanying notes are an integral part of this statement.

6	7	8
Net (Expense) Revenue and Changes in Net Position		
Governmental Activities	Business-type Activities	Total
$ (34,445,752)		$ (34,445,752)
(756,491)		(756,491)
(883,349)		(883,349)
(641,863)		(641,863)
(3,427,123)		(3,427,123)
(2,639,060)		(2,639,060)
(68,010)		(68,010)
(431,022)		(431,022)
(2,543,385)		(2,543,385)
(105,315)		(105,315)
(1,930,428)		(1,930,428)
(2,330,196)		(2,330,196)
(6,049,121)		(6,049,121)
(321,326)		(321,326)
(1,290,494)		(1,290,494)
(47,554)		(47,554)
(4,922,258)		(4,922,258)
(2,000)		(2,000)
(1,489,925)		(1,489,925)
(3,316,280)		(3,316,280)
(11,112)		(11,112)
(845,065)		(845,065)
(68,497,129)		(68,497,129)
--	$ 50,082	50,082
--	50,082	50,082
(68,497,129)	50,082	(68,447,047)
50,415,835	--	50,415,835
10,163,807	--	10,163,807
421,067	--	421,067
6,275,849	--	6,275,849
899,434	--	899,434
68,175,992	--	68,175,992
(321,137)	50,082	(271,055)
8,503,953	235,394	8,739,347
377,483	--	377,483
8,881,436	235,394	9,116,830
$ 8,560,299	$ 285,476	$ 8,845,775

GRANBURY INDEPENDENT SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS
AUGUST 31, 2017

Data Control Codes		10 General Fund	50 Debt Service Fund
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ 68,116	$ 4,241
1120	*Current Investments*	21,566,450	2,840,416
1225	*Taxes Receivable*	2,153,307	362,351
1230	*Allowance for Doubtful Accounts*	(860,033)	(129,307)
1240	*Due from Other Governments*	527,450	--
1260	*Due from Other Funds*	2,368,425	188,888
1290	*Other Receivables*	190,010	34,678
1300	*Inventories*	--	--
1000	Total Assets	26,013,725	3,301,267
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ 318,432	$ 33,517
2160	*Accrued Wages Payable*	2,677,717	--
2170	*Due to Other Funds*	241,826	--
2180	*Due to Other Governments*	608,279	--
2300	*Unearned Revenue*	--	--
2000	Total Liabilities	3,846,259	33,517
	DEFERRED INFLOWS OF RESOURCES:		
	Property Taxes	1,293,274	233,044
2600	Total Deferred Inflows of Resources	1,293,274	233,044
	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*	--	3,034,706
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	16,674,192	--
3000	Total Fund Balances	20,874,192	3,034,706
4000	Total Liabilities, Deferred Inflow of Resources and Fund Balances	$ 26,013,725	$ 3,301,267

The accompanying notes are an integral part of this statement. 72

60 Capital Projects Fund	Other Governmental Funds	98 Total Governmental Funds
$ 14,920	$ 248,935	$ 336,212
3,345,722	958,482	28,711,070
--	--	2,515,658
--	--	(989,340)
--	745,781	1,273,231
--	158,757	2,716,070
--	312	225,000
--	111,576	111,576
3,360,642	2,223,843	34,899,477
$ 12,497	$ 62,455	$ 426,901
--	222,334	2,900,051
--	814,234	1,056,060
--	--	608,279
--	123,704	123,704
12,497	1,222,722	5,114,995
--	--	1,526,318
--	--	1,526,318
--	69,865	69,865
--	847,317	847,317
3,348,145	--	3,348,145
--	--	3,034,706
--	6,216	6,216
--	--	2,400,000
--	--	1,200,000
--	75,972	675,972
--	1,751	1,751
--	--	16,674,192
3,348,145	1,001,121	28,258,164
$ 3,360,642	$ 2,223,843	$ 34,899,477

GRANBURY INDEPENDENT SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
AUGUST 31, 2017

Total fund balances - governmental funds balance sheet	$ 28,258,164
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.	113,719,936
Property taxes receivable unavailable to pay for current period expenditures are deferred in the funds.	1,526,318
The assets and liabilities of internal service funds are included in governmental activities in the SNP.	514,690
Payables for bond principal which are not due in the current period are not reported in the funds.	(111,752,561)
Payables for bond interest which are not due in the current period are not reported in the funds.	(567,290)
Deferred loss on refunding bonds is not reported in the funds.	19,185
Premium on bonds which are not due and payable in the current period are not reported in the funds.	(8,894,982)
Accumulated accretion on capital appreciation bonds is not reported in the funds.	(5,368,839)
Recognition of the District's proportionate share of the net pension liability is not reported in the funds.	(13,078,504)
Deferred Resource Inflows related to the pension plan are not reported in the funds.	(2,166,994)
Deferred Resource Outflows related to the pension plan are not reported in the funds.	6,351,176
Net position of governmental activities - Statement of Net Position	$ 8,560,299

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, 2017

Data Control Codes		10 General Fund	50 Debt Service Fund
	REVENUES:		
5700	*Local and Intermediate Sources*	$ 51,058,520	$ 10,202,690
5800	*State Program Revenues*	8,745,217	188,888
5900	*Federal Program Revenues*	978,805	--
5020	Total Revenues	60,782,542	10,391,578
	EXPENDITURES:		
	Current:		
0011	*Instruction*	32,481,309	--
0012	*Instructional Resources and Media Services*	721,013	--
0013	*Curriculum and Staff Development*	827,599	--
0021	*Instructional Leadership*	620,715	--
0023	*School Leadership*	3,358,257	--
0031	*Guidance, Counseling, & Evaluation Services*	2,559,664	--
0032	*Social Work Services*	64,648	--
0033	*Health Services*	436,559	--
0034	*Student Transportation*	2,489,207	--
0035	*Food Service*	--	--
0036	*Cocurricular/Extracurricular Activities*	1,910,018	--
0041	*General Administration*	2,242,595	--
0051	*Facilities Maintenance and Operations*	6,023,967	--
0052	*Security and Monitoring Services*	330,950	--
0053	*Data Processing Services*	1,282,713	--
0061	*Community Services*	40,634	--
0071	*Principal on Long-term Debt*	--	2,510,343
0072	*Interest on Long-term Debt*	--	6,936,825
0073	*Bond Issuance Costs and Fees*	--	2,000
0081	*Capital Outlay*	260,023	--
0091	*Contracted Instructional Services*		
0091	*Between Public Schools*	3,375,769	--
0093	*Payments to Shared Service Arrangements*	11,297	--
0099	*Other Intergovernmental Charges*	845,065	--
6030	Total Expenditures	59,882,002	9,449,168
1100	Excess (Deficiency) of Revenues Over (Under)		
1100	Expenditures	900,540	942,410
	Other Financing Sources and (Uses):		
7912	*Sale of Real or Personal Property*	14,175	--
7080	Total Other Financing Sources and (Uses)	14,175	--
1200	Net Change in Fund Balances	914,715	942,410
0100	Fund Balances - Beginning	19,581,994	2,092,296
1300	Prior Period Adjustment	377,483	--
	Fund Balances - Beginning, as Restated	19,959,477	2,092,296
3000	Fund Balances - Ending	$ 20,874,192	$ 3,034,706

The accompanying notes are an integral part of this statement. 75

60 Capital Projects Fund	Other Governmental Funds	98 Total Governmental Funds
$ 72,934	$ 1,324,443	$ 62,658,587
--	559,284	9,493,389
--	4,692,612	5,671,417
72,934	6,576,339	77,823,393
819,244	2,691,384	35,991,937
--	32,849	753,862
--	273,261	1,100,860
--	52,201	672,916
--	18,568	3,376,825
--	71,376	2,631,040
--	--	64,648
--	--	436,559
--	687	2,489,894
--	3,319,587	3,319,587
--	52,944	1,962,962
--	3,607	2,246,202
--	--	6,023,967
--	71	331,021
--	--	1,282,713
--	11,865	52,499
--	--	2,510,343
--	--	6,936,825
--	--	2,000
10,246,054	--	10,506,077
--	--	3,375,769
--	127,135	138,432
--	--	845,065
11,065,298	6,655,535	87,052,003
(10,992,364)	(79,196)	(9,228,610)
--	4,100	18,275
--	4,100	18,275
(10,992,364)	(75,096)	(9,210,335)
14,340,509	1,076,217	37,091,016
--	--	377,483
14,340,509	1,076,217	37,468,499
$ 3,348,145	$ 1,001,121	$ 28,258,164

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, 2017

Net change in fund balances - total governmental funds	$	(9,210,335)
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:		
Capital outlays are not reported as expenses in the SOA.		9,665,894
The depreciation of capital assets used in governmental activities is not reported in the funds.		(4,355,371)
The gain or loss on the sale of capital assets is not reported in the funds.		18,275
All proceeds from the sale of capital assets are reported in the funds but not in the SOA.		(18,275)
Certain property tax revenues are deferred in the funds. This is the change in these amounts this year.		81,191
Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA.		2,510,343
The accretion of interest on capital appreciation bonds is not reported in the funds.		1,336,179
(Increase) decrease in accrued interest from beginning of period to end of period.		(1,386)
The net revenue (expense) of internal service funds is reported with governmental activities.		(4,518)
Bond premiums are amortized in the SOA but not in the funds.		495,681
Deferred loss on refunding is amortized in the SOA but not in the funds.		(4,795)
Pension expense related to GASB 68 is recorded in the SOA but not in the funds.		(1,999,994)
Pension contributions made after the measurement date but in current FY were de-expended and reduced NPL.		1,165,974
Change in net position of governmental activities - Statement of Activities	$	(321,137)

The accompanying notes are an integral part of this statement. 77

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET POSITION
PROPRIETARY FUNDS
AUGUST 31, 2017

Data Control Codes		Nonmajor Enterprise Fund: After School Care Program	Internal Service Funds
	ASSETS:		
	Current Assets:		
1110	*Cash and Cash Equivalents*	$ 306,755	$ 405,567
1120	*Investments*	--	1,102,623
	Receivables:		
1290	*Other Receivables (net)*	--	47,048
	Total Current Assets	306,755	1,555,238
1000	Total Assets	306,755	1,555,238
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ --	$ 462,128
2170	*Due to Other Funds*	21,279	578,420
	Total Current Liabilities	21,279	1,040,548
2000	Total Liabilities	21,279	1,040,548
	NET POSITION:		
3900	*Unrestricted*	285,476	514,690
3000	Total Net Position	$ 285,476	$ 514,690

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, 2017

Data Control Codes		Nonmajor Enterprise Fund: After School Care Program	Internal Service Funds
	OPERATING REVENUES:		
5700	*Local and Intermediate Sources*	$ 337,721	$ 525,370
5800	*State Program Revenues*	10,826	--
5020	Total Revenues	348,547	525,370
	OPERATING EXPENSES:		
6100	*Payroll Costs*	261,521	--
6300	*Supplies and Materials*	5,368	--
6400	*Other Operating Costs*	15,232	529,888
6600	*Capital Outlay - Land, Buildings & Equipment*	16,344	--
6030	Total Expenses	298,465	529,888
1300	Change in Net Position	50,082	(4,518)
0100	Total Net Position - Beginning	235,394	519,208
3300	Total Net Position - Ending	$ 285,476	$ 514,690

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, 2017

	Non-Major Enterprise Funds	
	After School Care Program	Internal Service Funds
Cash Flows from Operating Activities:		
Cash Received from Customers	$ 337,721	$ --
Cash Receipts (Payments) for Quasi-external Operating Transactions with Other Funds	--	511,576
Cash Payments to Employees for Services	(250,695)	--
Cash Payments to Other Suppliers for Goods and Services	(5,976)	--
Other Operating Cash Receipts (Payments)	(31,576)	(332,100)
Net Cash Provided (Used) by Operating Activities	49,474	179,476
Cash Flows from Investing Activities:		
Decrease in Investments	--	(10,795)
Net Cash Provided (Used) for Investing Activities	--	(10,795)
Net Increase (Decrease) in Cash and Cash Equivalents	49,474	168,681
Cash and Cash Equivalents at Beginning of Year	257,281	236,886
Cash and Cash Equivalents at End of Year	$ 306,755	$ 405,567
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:		
Operating Income (Loss)	$ 50,082	$ (4,518)
Adjustments to Reconcile Operating Income to Net Cash Provided by Operating Activities		
Change in Assets and Liabilities:		
Decrease (Increase) in Receivables	--	(1,596)
Increase (Decrease) in Accounts Payable	(429)	117,688
Increase (Decrease) in Interfund Payables	(179)	67,902
Total Adjustments	(608)	183,994
Net Cash Provided (Used) by Operating Activities	$ 49,474	$ 179,476

The accompanying notes are an integral part of this statement. 80

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET POSITION
FIDUCIARY FUNDS
AUGUST 31, 2017

Data Control Codes		Private-purpose Trust Funds	Agency Funds
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ 81,162	$ 1,408,848
1260	*Due from Other Funds*	9,033	54,926
1290	*Other Receivables*	--	19
1000	Total Assets	90,195	1,463,793
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ --	$ 16,525
2150	*Payroll Deduction & Withholdings*	--	91,718
2170	*Due to Other Funds*	9,607	1,114,663
2190	*Due to Student Groups*	--	240,887
2000	Total Liabilities	9,607	1,463,793
	NET POSITION:		
3800	*Held in Trust*	80,588	--
3000	Total Net Position	$ 80,588	$ --

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, 2017

	Private-Purpose Trusts
Additions:	
Investment Income	$ 320
Gifts and Bequests	10,126
Total Additions	10,446
Deductions:	
Scholarship Awards	11,850
Administrative Expenses	1,201
Total Deductions	13,051
Change in Net Position	(2,605)
Net Position-Beginning of the Year	83,193
Net Position-End of the Year	$ 80,588

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 Project 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 care program.

In addition, the District reports the following fund types:

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

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

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

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

b. Measurement Focus, Basis of Accounting

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

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

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

3. Financial Statement Amounts

a. Cash and Cash Equivalents

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

b. Property Taxes

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

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

c. Inventories and Prepaid Items

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

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

d. Capital Assets

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

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

Asset Class	Estimated Useful Lives
Buildings & 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. Compensated Absences

Upon retirement, all professional employees are reimbursed at his or her daily rate or $100 per day, whichever is less, for any accumulated state and local leave up to $3,000. Local accrued vacation is forfeited upon termination. The District calculated this potential liability and it is not material and therefore not accrued on the statement of net position.

h. 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

i. Use of Estimates

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

j. 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.

k. 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, 2017.

l. 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.

m. 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.

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, 2017, the carrying amount of the District's deposits (cash, certificates of deposit, and interest-bearing savings accounts included in temporary investments) $3,702,389 and the bank balance was $5,160,878. The District's cash deposits at August 31, 2017 and during the year ended August 31, 2017, 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, 2017 consisted of long-term certificates of deposit, municipal and state bonds, federal agency bonds, and investment pools. Certificates of deposits and bonds are covered by FDIC and pledged collateral by the bank and are included in the balance in Note B-1. The District's investments at August 31, 2017 are shown below.

Investment or Investment Type	Maturity	Fair Value
Ameritrade		$
Cash Equivalents	N/A	8,743
Certificates of Deposit	<1 year	1,155,099
Municipal/State Bonds	<2 years	2,282,101
Federal Agency Bonds	<1 year	1,607,767
TexPool - LGIP	38 days	2,292
Logic - LGIP	32 days	3,226,099
LoneStar (Corporate Overnight Plus)	43 days	20,470,825
LoneStar (Government Overnight)	22 days	5,635
Texas Term (Texas Daily)	daily	67,132
Texas Term (Texas CD Program)	90-365 days	988,000
Total Investments		$ 29,813,693

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, 2017, 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	
Municipal/State Bonds	AA
Federal Agency Bonds	N/A
TexPool- LGIP	AAAm
Logic- LGIP	AAA
LoneStar (Corporate Overnight Plus)	AAAm
LoneStar (Government Overnight)	AAAm
Texas Term (Texas Daily)	AAAm

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 invesments 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 the bonds (less than 2 years) the interest rate risk would be minimal and the affect on the investment values would be significant.

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 invesments 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 Local Government Investment Cooperative ("LOGIC") is a local government investment pool organized in conformity with the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, and the Public Funds Investment Act, Chapter 2256 of the Texas Government Code (the "PFIA"). These two acts provide for the creation of public funds investment pools (including TexSTAR) and authorize eligible governmental entities ("Participants") to invest their public funds and funds under their control through the investment pools.

LOGIC reports its financial statements in accordance with Financial Accounting Standards Boards (FASB), follows ASC 820 "Fair Value Measurement and Disclosure Requirements" in reporting its investments and should be classified on government entities financials at Level 2. For pricing and redeeming shares, LOGIC maintains a stable net asset value (NAV) of $1 per share using the fair value method.

Under the fair value method, fixed income securities are valued each day by independent or affiliated commercial pricing services or third party broker-dealers. The pricing services or broker-dealers usemultiple valuation techniques to determine fair value. In instanceswhere sufficientmarket activity exists, the pricing services or broker-dealers may utilize a market-based approach through which quotes from market makers are used to determine fair value. In instances where sufficient market activity may not exist or is limited, the broker-dealers or pricing services also utilize proprietary valuation models which may consider market transactions in comparable securities and the various relationships between securities in determining value and/or market characteristics such as benchmark yield curves, option adjusted spreads, credit spreads, estimated default rates, coupon-rates, anticipated timing of principal repayments, underlying collateral, and other unique security features in order to estimate the relevant cash flows, which are then discounted to calculate the fair values.

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 restrictions on withdrawals. The District is invested in the Government Overnight Fund and Corporate Overnight Plus Fund of Lone Star. Lone Star has 3 different funds: Government Overnight, Corporate Overnight, and Corporate Overnight Plus. Government and Corporate Overnight maintain a net asset value of one dollar and the Corporate Overnight Plus maintains a net asset value of 50 cents. 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.

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 restrictions on withdrawals.

Ameritrade

The District's 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 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 nonds do not trade on a regular basis.

Fair Value Measurements

The District categorizes its fair value measuremnts within the fair value hierarchy established by generally accepted accounting principles. GASB Statement No. 72, Fair Value Measurement and Application, provides a framework for measuring fair value which establishes a three-level fair value hierarchy that describes the inputs that are used to measure the assets and liabilities.

- Level 1 inputs are quoted prices (unadjusted) for identical assets or liabilities in active markets that a government can access at the measurement date.

- Level 2 inputs are inputs- other than quoted prices included within Level 1- that are observable for an asset or liability, either directly or indirectly.

- Level 3 inputs are unobservable inputs for an assets or liability.

The fair value hierachy gives the highest priority to Level 1 inputs and the lowest priority to Level 3 inputs. If a price for an identical asset or liability is not observable, a government should measure fair value using another valuation technique that maximizes the use of relevant observable inputs and minimizes the use of unobservable inputs. If the fair value of an asset or a liability is measured using inputs from more than one level of the fair value hierarhcy, the measurement is considered to be based on the lowest priority level input that is significant to the entire measurement.

In accordance with GASB Statement No. 79, Certain External Investment Pools and Pool Participants, the Local Government Investment Pools do not have any limitations and restrictions on withdrawals such as notice period of maximum transaction amounts. These pool do not impose any liquidity fees or redemption gates.

Investments' fair value measurements are as follows at August 31, 2017

		Fair Value Measurement Using		
Investments	Fair Value	Level 1 Inputs	Level 2 Inputs	Level 3 Inputs
Logic - LGIP	$ 3,226,099	$ --	$ 3,226,099	$ -
LoneStar (Corporate Overnight Plus)	20,470,825	--	20,470,825	-
Ameritrade:				-
Municipal/State Bonds	2,282,101	--	2,282,101	
Federal/Agency Bonds	1,607,767	--	1,607,767	-
Total Investments	$ 27,586,792	$ --	$ 27,586,792	$ -

C. Capital Assets

Capital asset activity for the year ended August 31, 2017, 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	59,026,749	5,400,958	--	64,427,707
Total capital assets not being depreciated	60,891,318	5,400,958	--	66,292,276
Capital assets being depreciated:				
Buildings and improvements	101,419,642	510,035	--	101,929,677
Equipment	16,528,337	3,739,201	381,738	19,885,800
Land Improvements	11,364,603	15,700	--	11,380,303
Total capital assets being depreciated	129,312,582	4,264,936	--	133,195,780
Less accumulated depreciation for:				
Buildings and improvements	(62,172,504)	(2,997,120)	--	(65,169,624)
Equipment	(11,375,198)	(966,688)	(381,738)	(11,960,148)
Land Improvements	(8,246,785)	(391,563)	--	(8,638,348)
Total accumulated depreciation	(81,794,487)	(4,355,371)	--	(85,768,120)
Total capital assets being depreciated, net	47,518,095	(90,433)	--	47,427,660
Governmental activities capital assets, net	$ 108,409,413	$ 5,310,523	$ --	$ 113,719,936

Depreciation was charged to functions as follows:

Instruction	$ 2,498,636
Instructional Resources and Media Services	52,336
Curriculum and Staff Development	76,424
Instructional Leadership	46,715
School Leadership	234,426
Guidance, Counseling, & Evaluation Services	182,652
Social Work Services	4,488
Health Services	30,307
Student Transportation	172,854
Food Services	230,453
Extracurricular Activities	136,273
General Administration	155,936
Plant Maintenance and Operations	418,197
Security and Monitoring Services	22,980
Data Processing Services	89,049
Community Services	3,645
	$ 4,355,371

D. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at August 31, 2017, consisted of the following:

Due To Fund	Due From Fund	Amount	Purpose
General Funds	Special Revenue Funds	$ 775,000	For transfer of federal receipts
General Funds	Enterprise Funds	14,877	Short-term loans
General Funds	Internal Service Funds	578,420	Short-term loans
General Funds	Trust & Agency Funds	1,000,129	Short-term loans
Special Revenue Funds	General Funds	34,616	For transfer of federal receipts
Special Revenue Funds	Trust & Agency Funds	124,141	Short-term loans
Trust & Agency Funds	General Funds	18,322	Short-term loans
Trust & Agency Funds	Special Revenue Funds	39,234	Short-term loans
Trust & Agency Funds	Enterprise Funds	6,402	Short-term loans
Debt Service Funds	General Funds	188,888	Short-term loans
	Total	$ 2,780,029	

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

E. Long-Term Obligations

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

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended August 31, 2017, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental activities:					
General obligation bonds	$ 114,262,904	$ --	$ 2,510,343	$ 111,752,561	$ 2,376,184
Premium amortized	9,390,663	--	495,681	8,894,982	--
Accumulated Accretion on CABs	6,705,018	--	1,336,179	5,368,839	--
Net Pension Liability *	12,651,041	427,463	--	13,078,504	--
Total governmental activities	$ 143,009,626	$ 427,463	$ 4,342,203	$ 139,094,886	$ 2,376,184

* 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, 2017, are as follows:

	Governmental Activities		
Year Ending August 31,	Principal	Interest	Total
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	4,366,478	4,609,549	8,976,027
2023-2027	24,979,855	19,926,517	44,906,372
2028-2032	26,739,840	14,311,336	41,051,176
2033-2037	30,590,000	7,854,776	38,444,776
2038-2042	14,295,000	1,080,750	15,375,750
Totals	$ 111,752,561	$ 73,724,108	$ 185,476,669

The Series 1999 Unlimited Tax School Building and Refunding Bonds are capital appreciation 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 5.00% and mature on August 1, 2039.

The interest rate 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, 2017, as follows:

Year Ending August 31,	
2018	$ 103,391
2019	20,865
2020	2,803
2021	1,401
Total Minimum Rentals	$ 128,460
Rental Expenditures in 2017	$ 179,538

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 2017, 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 preotection 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, 2017, 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 $169,032 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, 2017, 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 08/31/17	Year Ended 08/31/16
Unpaid claims, beginning of year	$ 320,530	$ 452,792
Incurred claims	246,525	8,498
Claim payments	(127,162)	(140,760)
Unpaid claims, end of fiscal year	$ 439,893	$ 320,530

Unemployment Compensation

During the year ended August 31, 2017, 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, 2017, 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, 2016, 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

	2016	2017
Member	7.2%	7.7%
Non-Employer Contributing Entity (NECE - State)	6.8%	6.8%
Employers	6.8%	6.8%

District's 2017 Employer Contributions	$	1,165,974
District's 2017 Member Contributions	$	3,006,164
NECE 2016 On-Behalf Contributions to District	$	1,967,783

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, 2016 actuarial evaluation was determined using the following actuarial assumptions:

Valuation Date	August 31, 2016
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, 2016 are summarized below:

Teacher Retirement System of Texas
Asset Allocation and Long-Term Expected Real Rate of Return
As of August 31, 2016

	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 2016 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	$ 20,241,121	$ 13,078,504	$ 7,003,160

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

At August 31, 2017, the District reported a liability of $13,078,505 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	$ 13,078,504
State's proportionate share of the net pension liability associated with the District	23,357,284
Total	$ 36,435,788

The net pension liability was measured as of August 31, 2016 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, 2015 through August 31, 2016.

At August 31, 2016 the employer's proportion of the collective net pension liability was .0346097% which was an decrease of .0011796% from its proportion measured as of August 31, 2015.

Changes Since the Prior Actuarial Valuation - There were no changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period:

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, 2017, the District recognized pension expense of $2,423,929 and revenue of $2,423,929 for support provided by the State.

At August 31, 2017, 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	$ 205,068	$ 390,517
Changes in actuarial assumptions	398,609	362,519
Difference between projected and actual investment earnings	2,520,246	1,412,785
Changes in proportion and differences between the District's contributions and the proportionate share of contributions	2,061,279	1,173
District contributions paid to TRS subsequent to the measurement date	1,165,974	
Total	$ 6,351,176	$ 2,166,994

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
2018	$	521,003
2019	$	521,004
2020	$	1,227,397
2021	$	466,728
2022	$	259,370
Thereafter	$	22,707

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 2017, 2016 and 2015. 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 2017, 2016 and 2015. For the years ended August 31, 2017, 2016, and 2015, the State's contributions to TRS-Care were $390,411, $382,049, and $370,739, respectively, the active member contributions were $253,767, $248,332, and $240,980, respectively, and the District's contributions were $214,726, $210,127, and $203,907, 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, 2017, 2016, and 2015, the subsidy payments received by TRS-Care on behalf of the District were $183,931, $114,030, and $108,752, respectively.

J. Employee Health Care Coverage

During the year ended August 31, 2017, 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 annually 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 31,2017.

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.

M. Prior Period Adjustment

The District recorded a prior period adjustment to clear payroll clearing bank account checks of $377,483 that have been outstanding for multiple years that actually cleared in previous years or were voided and reissued. Due to this adjustment, net position of the governmental activities and governmental fund balance was understated $377,483. This adjustment increased beginning net position on the Governmental Activities and beginning fund balance on the Governmental Fund Balance Sheet $377,483.

N. Other Restricted and Assigned Fund Balance

Fund	Other Committed		Other Assigned	
General Fund	$ 600,000	Instructional Improvements	$ -	
Special Revenue Funds	75,972	Scholarships	1,751	Textbooks
	$ 675,972		$ 1,751	

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, 2017

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*	$ 50,857,627	$ 50,960,177	$ 51,058,520	$ 98,343
5800	*State Program Revenues*	8,612,158	8,612,158	8,745,217	133,059
5900	*Federal Program Revenues*	955,000	955,000	978,805	23,805
5020	Total Revenues	60,424,785	60,527,335	60,782,542	255,207
	EXPENDITURES:				
	Current:				
	Instruction & Instructional Related Services:				
0011	*Instruction*	32,850,459	32,535,466	32,481,309	54,157
0012	*Instructional Resources and Media Services*	735,824	729,271	721,013	8,258
0013	*Curriculum and Staff Development*	838,917	915,271	827,599	87,672
	Total Instruction & Instr. Related Services	34,425,200	34,180,008	34,029,921	150,087
	Instructional and School Leadership:				
0021	*Instructional Leadership*	624,953	621,473	620,715	758
0023	*School Leadership*	3,484,920	3,367,929	3,358,257	9,672
	Total Instructional & School Leadership	4,109,873	3,989,402	3,978,972	10,430
	Support Services - Student (Pupil):				
0031	*Guidance, Counseling and Evaluation Services*	2,639,668	2,646,605	2,559,664	86,941
0032	*Social Work Services*	65,000	65,000	64,648	352
0033	*Health Services*	417,991	440,866	436,559	4,307
0034	*Student (Pupil) Transportation*	2,846,945	2,777,676	2,489,207	288,469
0036	*Cocurricular/Extracurricular Activities*	1,906,998	1,987,386	1,910,018	77,368
	Total Support Services - Student (Pupil)	7,876,602	7,917,533	7,460,096	457,437
	Administrative Support Services:				
0041	*General Administration*	2,426,686	2,322,393	2,242,595	79,798
	Total Administrative Support Services	2,426,686	2,322,393	2,242,595	79,798
	Support Services - Nonstudent Based:				
0051	*Plant Maintenance and Operations*	6,131,240	6,544,542	6,023,967	520,575
0052	*Security and Monitoring Services*	281,286	347,577	330,950	16,627
0053	*Data Processing Services*	1,285,640	1,293,042	1,282,713	10,329
	Total Support Services - Nonstudent Based	7,698,166	8,185,161	7,637,630	547,531
	Ancillary Services:				
0061	*Community Services*	109,587	74,937	40,634	34,303
	Total Ancillary Services	109,587	74,937	40,634	34,303
	Capital Outlay:				
0081	*Capital Outlay*	--	264,110	260,023	4,087
	Total Capital Outlay	--	264,110	260,023	4,087
	Intergovernmental Charges:				
0091	*Contracted Instr. Services Between Public Schools*	2,913,171	3,400,000	3,375,769	24,231
0093	*Payments to Fiscal Agent/Member Dist.-SSA*	25,500	11,300	11,297	3
0099	*Other Intergovernmental Charges*	840,000	849,000	845,065	3,935
	Total Intergovernmental Charges	3,778,671	4,260,300	4,232,131	28,169
6030	Total Expenditures	60,424,785	61,193,844	59,882,002	1,311,842

GRANBURY INDEPENDENT SCHOOL DISTRICT

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2017

Data Control Codes		1	2	3	Variance with Final Budget Positive (Negative)
		Budgeted Amounts			
		Original	Final	Actual	
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	--	(666,509)	900,540	1,567,049
	Other Financing Sources (Uses):				
7912	*Sale of Real or Personal Property*	--	--	14,175	14,175
7080	Total Other Financing Sources and (Uses)	--	--	14,175	14,175
1200	Net Change in Fund Balance	--	(666,509)	914,715	1,581,224
0100	Fund Balance - Beginning	--	--	19,581,994	19,581,994
1300	Prior Period Adjustment	--	--	377,483	377,483
0100	Fund Balance - Beginning, as Restated	19,959,477	19,959,477	19,959,477	--
3000	Fund Balance - Ending	$ 19,959,477	$ 19,292,968	$ 20,874,192	$ 1,581,224

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									
	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
District's proportion of the net pension liability (asset)	0.035%	0.036%	0.025%	--	--	--	--	--	--	--
District's proportionate share of the net pension liability (asset)	$ 13,078,504	$ 12,651,041	$ 6,740,404	$ --	$ --	$ --	$ --	$ --	$ --	$ --
State's proportionate share of the net pension liability (asset) associated with the District	23,357,284	22,650,417	20,317,343	--	--	--	--	--	--	--
Total	$ 36,435,788	$ 35,301,458	$ 27,057,747	$ --	$ --	$ --	$ --	$ --	$ --	$ --
District's covered-employee payroll	$ 38,204,900	$ 37,073,919	$ 37,414,889	$ --	$ --	$ --	$ --	$ --	$ --	$ --
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	34.23%	34.12%	18.02%	--	--	--	--	--	--	--
Plan fiduciary net position as a percentage of the total pension liability	78.00%	91.94%	83.25%	--	--	--	--	--	--	--

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

GRANBURY INDEPENDENT SCHOOL DISTRICT

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

	Fiscal Year									
	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
Contractually required contribution	$ 1,165,974	$ 1,099,639	$ 1,059,736	$ 639,757	$ --	$ --	$ --	$ --	$ --	$ --
Contributions in relation to the contractually required contribution	(1,165,974)	(1,099,639)	(1,059,736)	(639,757)	--	--	--	--	--	--
Contribution deficiency (excess)	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$ --
District's covered-employee payroll	$ 39,041,096	$ 38,204,900	$ 37,073,919	$ 37,414,889	$ --	$ --	$ --	$ --	$ --	$ --
Contributions as a percentage of covered-employee payroll	2.99%	2.88%	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.

The contribution numbers for the 2017 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.:

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

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

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

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

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

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

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

Defined Benefit Pension Plan

Changes of benefit terms

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

Changes of assumptions

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

Other Supplementary Information

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

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF DELINQUENT TAXES RECEIVABLE
FOR THE YEAR ENDED AUGUST 31, 2017

Year Ended August 31	1 Tax Rates Maintenance	2 Tax Rates Debt Service	3 Assessed/Appraised Value For School Tax Purposes
2008 and Prior Years	$ Various	$ Various	$ Various
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	1.04	.225	4,613,129,002
2017 (School Year Under Audit)	1.04	.210	4,807,417,600
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/Appraisal Value for School Tax Purposes is calculated ased on current year total levy divided by current year total tax rate. This amount includes adjustments for frozen values.

10 Beginning Balance 9/1/16	20 Current Year's Total Levy	31 Maintenance Collections	32 Debt Service Collections	40 Entire Year's Adjustments	50 Ending Balance 8/31/17
$ 567,181	$ --	$ 25,061	$ 3,862	$ (119,210)	$ 419,048
83,417	--	6,185	773	(674)	75,785
100,108	--	6,194	685	(2,358)	90,871
116,494	--	7,641	735	(1,160)	106,958
164,882	--	45,155	4,776	8,576	123,527
201,556	--	63,060	6,367	31,334	163,463
229,758	--	72,042	7,273	36,043	186,486
347,207	--	114,081	24,681	34,510	242,955
678,214	--	269,186	58,237	(2,255)	348,536
--	60,092,720	49,282,531	9,951,280	(100,880)	758,029
$ 2,488,817	$ 60,092,720	$ 49,891,136	$ 10,058,669	$ (116,074)	$ 2,515,658
$ --	$ --	$ --	$ --	$ --	$ --

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-2

FUND BALANCE AND CASH FLOW CALCULATION WORKSHEET (UNAUDITED)
GENERAL FUND
AS OF AUGUST 31, 2017

Data Control Codes	Explanation	Amount
1	Total General Fund Fund Balance as of August 31, 2017 (Exhibit C-1 object 3000 for the General Fund only)	$ 20,874,192
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)	4,990,167
7	Estimate of two months' average cash disbursements during the fiscal year	9,980,334
8	Estimate of delayed payments from state sources (58XX)	307,953
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)	19,478,454
13	Excess (Deficit) Unassigned General Fund Fund Balance (1-12)	$ 1,395,738

The District will use the excess funds for future construction and equipment purchases.

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-3

NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2017

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 1,280,100	$ 1,121,375	$ (158,725)
5800	*State Program Revenues*	14,000	41,621	27,621
5900	*Federal Program Revenues*	2,197,900	2,068,875	(129,025)
5020	Total Revenues	3,492,000	3,231,871	(260,129)
	EXPENDITURES:			
	Current:			
	Support Services - Student (Pupil):			
0035	*Food Services*	3,792,000	3,319,587	472,413
	Total Support Services - Student (Pupil)	3,792,000	3,319,587	472,413
6030	Total Expenditures	3,792,000	3,319,587	472,413
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	(300,000)	(87,716)	212,284
1200	Net Change in Fund Balance	(300,000)	(87,716)	212,284
0100	Fund Balance - Beginning	943,699	943,699	--
3000	Fund Balance - Ending	$ 643,699	$ 855,983	$ 212,284

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-4

DEBT SERVICE FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2017

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 10,088,640	$ 10,202,690	$ 114,050
5800	*State Program Revenues*	--	188,888	188,888
5020	Total Revenues	10,088,640	10,391,578	302,938
	EXPENDITURES:			
	Debt Service:			
0071	*Principal on Long-Term Debt*	2,521,486	2,510,343	11,143
0072	*Interest on Long-Term Debt*	6,925,743	6,936,825	(11,082)
0073	*Bond Issuance Costs and Fees*	4,999	2,000	2,999
	Total Debt Service	9,452,228	9,449,168	3,060
6030	Total Expenditures	9,452,228	9,449,168	3,060
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	636,412	942,410	305,998
1200	Net Change in Fund Balance	636,412	942,410	305,998
0100	Fund Balance - Beginning	2,092,296	2,092,296	--
3000	Fund Balance - Ending	$ 2,728,708	$ 3,034,706	$ 305,998

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
217 N. Jones 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, 2017, 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 4, 2017.

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.

Compliance and Other Matters

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

We noted certain matters that we reported to management of Granbury Independent School District in a separate letter dated December 4, 2017.

Purpose of this Report

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

Respectfully submitted,

Snow Garrett Williams
December 4, 2017

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
217 N. Jones 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, 2017. 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 program for the year ended August 31, 2017.

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 deficiencies. 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 4, 2017

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2017

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_ 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_ 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
84.010	Title I, Part A - Improving Basic Programs

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

CORRECTIVE ACTION PLAN
FOR THE YEAR ENDED AUGUST 31, 2017

A corrective action plan in not needed.

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2017

(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	71401701	$ 484,354
National School Lunch Program	10.555	71301701	1,531,784
Total Passed Through State Department of Education			2,016,138
Passed Through State Department of Agriculture:			
Commodity Supplemental Food Program (Non-cash)	10.555	11001A	234,737
Total Passed Through State Department of Agriculture			234,737
Total U. S. Department of Agriculture			2,250,875
Total Child Nutrition Cluster			2,250,875
MEDICAID CLUSTER:			
U. S. Department of Health and Human Services			
Direct Program:			
Medical Assistance Program	93.778	Direct	8,737
Total U. S. Department of Health and Human Services			8,737
Total Medicaid Cluster			8,737
SPECIAL EDUCATION (IDEA) CLUSTER:			
U. S. Department of Education			
Passed Through Parker County Co-Op:			
IDEA-B Discretionary	84.027	17660011184908	12,505
Total Passed Through Parker County Co-Op			12,505
Passed Through State Department of Education:			
IDEA-B Formula	84.027	176600011119016600	1,099,784
IDEA-B Formula	84.027	186600011119016600	91,084
Total CFDA Number 84.027			1,190,868
IDEA-B Preschool	84.173	176610011119016610	10,102
IDEA-B Preschool	84.173	186610011119016610	1,080
Total CFDA Number 84.173			11,182
Total Passed Through State Department of Education			1,202,050
Total U. S. Department of Education			1,214,555
Total Special Education (IDEA) Cluster			1,214,555

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2017

(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 Parker County Co-Op:			
IDEA-C Early Intervention (Deaf)	84.181	17391101184908300	270
Total Passed Through Parker County Co-Op			270
Passed Through State Department of Education:			
ESEA Title I Part A - Improving Basic Programs	84.010	17610101111901	1,055,182
ESEA Title I Part A - Improving Basic Programs	84.010	18610101111901	85,858
Total CFDA Number 84.010			1,141,040
Career and Technical - Basic Grant	84.048	18420006111901	8,495
Career and Technical - Basic Grant	84.048	17420006111901	81,459
Total CFDA Number 84.048			89,954
Title III Part A English Language Acquisition and Language Enhancement	84.365	17671001111901	42,694
Title III Part A English Language Acquisition and Language Enhancement	84.365	18671001111901	1,057
Total CFDA Number 84.365			43,751
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367	17694501111901	181,702
Total Passed Through State Department of Education			$ 1,456,447
Total U. S. Department of Education			$ 1,456,717
U. S. Department of Defense			
Direct Program:			
JROTC	12.357	Direct	74,558
Total U. S. Department of Defense			74,558
TOTAL EXPENDITURES OF FEDERAL AWARDS			5,005,442

GRANBURY INDEPENDENT SCHOOL DISTRICT

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2017

Basis of Presentation

The accompanying schedule of expenditures of federal awards ("the Schedule") includes the federal grant activity of Granbury Independent School District. The information in the 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* ("Uniform Guidance"). Therefore, some amounts may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. These expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Granbury Independent School District has elected to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF REQUIRED RESPONSES TO SELECTED SCHOOL FIRST INDICATORS
AS OF AUGUST 31, 2017

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?	$ 5,368,839
SF11	Net Pension Assets (object 1920) at fiscal year-end.	$ --
SF12	Net Pension Liabilities (object 2540) at fiscal year-end.	$ 13,078,504
SF13	Pension Expense (object 6147) at fiscal year-end.	NA

December 4, 2017

Granbury Independent School District
217 N. Jones Street
Granbury, Texas 76048

In connection with our audit of the financial statements of Granbury Independent School District for the year ended August 31, 2017, we have made a review of the accounting procedures and internal controls. While the primary objective of such a review is to afford us a basis of determining the scope of our audit procedures, it nevertheless presents us with an opportunity to submit, for management's consideration, suggestions for changes in procedures, which, in our opinion, would strengthen internal control or contribute to the improvement of operating efficiency.

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

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

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

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

Sincerely yours,

Snow Garrett Williams
Certified Public Accountants

Optimum Fund Balance

As noted in Exhibit C-2, the District increased the General Fund's fund balance in the amount of $914,715 resulting in an ending fund balance of $20,874,192. The Board should continue to closely monitor its budget and if possible continue to increase future fund balances. Also, 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.

Vantage Points

A Board Member's Guide to Update 109

Please note: *Vantage Points* is an executive summary, prepared specifically for board members, of the TASB Localized Update. The topic-by-topic outline and the brief descriptions focus attention on key issues to assist local officials in understanding changes found in the policies. The description of policy changes in *Vantage Points* is highly summarized and should not substitute for careful attention to the more detailed, district-specific Explanatory Notes and the policies within the localized update packet.

We welcome your comments or suggestions for improving *Vantage Points*. Please write to us at TASB Policy Service, P.O. Box 400, Austin, TX 78767-0400, e-mail us at policy.service@tasb.org, or call us at 800-580-7529 or 512-467-0222.

For more information about Policy Service, visit our website.

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

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Update 109 encompasses changes in law from the 85th Legislative Session that have an immediate effect on the governance and management of the district. Due to the large number of legal policies affected by legislation, this Vantage Points focuses on significant governance issues and legal provisions that are pertinent to local policy decision points. Several new board policies are required. See the district-specific Explanatory Notes for a more detailed description of the changes to each policy.

Throughout this document, House Bill is abbreviated as HB and Senate Bill as SB. For more information about the bills described below and other changes from the 85th Legislative Session, download the *2017 Legislative Summary for TASB Members* (PDF), available free from the online TASB Store.

Governance

SB 1566 includes numerous governance-related revisions to the B Section of the policy manual.

Board Powers and Duties

At BAA(LEGAL), the board's powers and duties were revised to include board oversight of student academic achievement, allow the board to require certain staff to appear at a board hearing without superintendent interference, and permit the board to establish before- and after-school programs. See also BJA(LEGAL).

Board Training

SB 1566 requires a board member to attend a three-hour training session on student academic performance and includes new reporting requirements for board member training deficiencies. See BBD(LEGAL).

Board Self-Evaluation

SB 1566 requires the commissioner of education to develop a board self-evaluation tool. As reflected at BG(LEGAL), a board may choose whether to use the commissioner-developed self-evaluation tool, unless the commissioner orders the board to use the tool. See also AIC(LEGAL).

Board Authority

At BBE(LEGAL), SB 1566 makes revisions in the area of board member authority.

Requests for Records

- A district must respond to a board member's request for records within 20 business days, subject to some exceptions for unduly burdensome requests. If a district does not provide the records by the deadline, a board member may sue the district. Any awarded costs and fees must be paid from the budget of the superintendent's office.

Visits to District Facilities

- In addition, a district must create a policy on board member visits to a district campus or facility.

BBE(LOCAL) POLICY CONSIDERATIONS

Recommended revisions to this policy address the new requirements described above and:

- Explain that the district shall respond to a board member's requests for records within the time frames required by law; and
- Require a board member to follow any posted requirements for visitors, and limit visits that interfere with the delivery of instruction or district operations.

Board Meetings

Multiple bills affected provisions on board meetings at BE(LEGAL) and BEC(LEGAL).

- SB 1440 revises the definition of a meeting to exclude the gathering of a quorum of board members at a candidate forum, appearance, or debate to inform the electorate—if formal action is not taken and any discussion of public business is incidental to the event.
- HB 3047 clarifies provisions on meetings by videoconference call, addressing loss of connection by a participating board member and the quality of audio and video signals for videoconference call meetings.
- HB 523 requires recording of a work session or special called meeting in a district with a student enrollment of 10,000 or more if the board votes on any matter or allows public comment or testimony.
- SB 564 provides a new closed-meeting exception to deliberate security assessments or deployments relating to information resources technology; network security information; or the deployment or specific occasions for implementation of security personnel, critical infrastructure, or security devices.

Investments

CDA(LEGAL), the policy on investments, was affected by several bills. In addition to various changes regarding authorized investments and new definitions (from HBs 1003, 1701, 2647, and 2928), the policy incorporates changes from HB 1701 addressing documents supplied by business organizations who engage in investment transactions with a district and explains that the district has ultimate responsibility to ensure that investments are in compliance with the district's investment policy.

CDA(LOCAL) POLICY CONSIDERATIONS

A recommended revision to CDA(LOCAL) is to align with changes from HB 1701, which requires a business organization, as defined by law, that engages in investment transactions with a district to provide the district the documents required by law.

Food Service

Two bills affected policy CO(LEGAL), regarding food services management.

- SB 1566 now requires the board, rather than the administration, to establish the length of the grace period during which a student whose meal card or account balance is exhausted can continue to purchase meals.
- In accordance with SB 725, a district may donate food to a nonprofit organization through an official of the nonprofit organization directly affiliated with the campus, and the district may adopt a policy for the district to provide food at no cost to students who are unable to purchase meals or a snack.

CO(LOCAL) POLICY CONSIDERATIONS

Because SB 1566 now requires the board to establish the length of the grace period during which a student whose meal card or account balance is exhausted can continue to purchase meals, the policy text includes a specific grace-period recommendation for board adoption. **Please confirm that the grace period stated in the policy matches your district's practice.**

New policy provisions are recommended to address U.S. Department of Agriculture (USDA) policy requirements for students who have insufficient funds to purchase a meal. Although the USDA does not require board approval of the meal-charge policy, the recommended policy text will ensure development of district-level procedures, as required by law. These procedures will come into play after a student has exhausted the state law-required grace period for unpaid meal cards or accounts, if applicable.

Other recommended text authorizes the superintendent to develop regulations for campuses to donate food as permitted by SB 725.

Personnel

Termination of Employment

At DF(LEGAL), SB 7 revised the criminal offenses for which the district, upon notification that the State Board for Educator Certification (SBEC) has revoked an employee's certificate, must take immediate action to terminate employment. A board may delegate to a designee the authority to take certain termination actions without board action when a contract employee has engaged in this serious criminal conduct.

DF(LOCAL) POLICY CONSIDERATIONS

As permitted by SB 7, policy provisions included for consideration designate the superintendent as the board's designee to take certain termination actions without board action when a contract employee has engaged in serious criminal conduct. This delegation would allow a faster response in these situations. **Please confirm that the board wishes to identify a designee through board policy and, if so, the position listed.**

Employee Standards of Conduct

Several bills affected policy provisions at DH(LEGAL) on employee standards of conduct, including:

- SB 7, which requires a policy on electronic communications with students. The policy must be designed to prevent improper electronic communications, allow an employee to elect not to disclose to students a personal telephone number or e-mail address, and include information about how an employee should notify administrators when a student engages in improper communications with the employee.
- SB 1566, which provides that a district may not prohibit an employee with a handgun license from transporting or storing a handgun, firearm, or ammunition that is not in plain view in a locked vehicle in a district parking area.

DH(LOCAL) POLICY CONSIDERATIONS

As a result of SB 1566 above, recommended revisions to this local policy clarify that a district may not prohibit an employee with a handgun license from storing an unloaded gun that is not in plain view in a locked vehicle.

Based on SB 7, changes addressing electronic communications clarify when an employee may use personal electronic platforms, applications, or accounts with students; emphasize that electronic communications must comply with the Educators' Code of Ethics, applicable to all district employees; and specify there is no expectation of privacy in communications

with students. Additional provisions require an employee to report improper electronic communications by a student and allow employees to choose whether to disclose to students personal e-mail addresses or phone numbers.

Also prompted by SB 7 is an acknowledgment that the district will notify a student's parent if an educator has engaged in certain misconduct with the student. See Parental Notice of Educator Misconduct, below.

A change in terminology from "illegal knife" to "location-restricted knife" is based on HB 1935.

Further, the required Notice of Drug-free Workplace provisions, previously in a separate exhibit, are now included in the policy.

Safety

Polling Places

HB 332 addresses polling place security and requires a district to include in its multi-hazard emergency operations plan (EOP) a policy for district property used as a polling place. The board may consult with local law enforcement but is not required to obtain or contract for the presence of law enforcement to secure a polling place. See CKC(LEGAL).

CKC(LOCAL) POLICY CONSIDERATIONS

New text recommended at this policy addresses the HB 332 requirement to include in the district's EOP a "policy" addressing security of district property used as a polling place. The policy text refers to these "procedures" being included in the EOP, as EOPs are not typically board adopted.

Cameras in Special Education Classrooms

Numerous changes to the law on video cameras in special education classrooms, addressed at EHBAF(LEGAL), are from SB 1398. Significant changes:

- Clarify that requests by a parent or staff member only require cameras in the classroom in which the parent's child is in regular attendance or to which the staff member is assigned;
- Remove an individual trustee's right to make a request;
- Require each district to appoint an administrative coordinator;
- Add procedures for handling requests and for discontinuing operation of a camera during the school year, and clarify confidentiality provisions;

- Shorten the retention period for recordings to three months; and
- Revise requirements for board policy that include deadlines for responding to a request and for beginning operation of a camera after a request, address requests and operation of cameras for the following school year, and include appeal information on the new expedited TEA review process.

EHBAF(LOCAL) POLICY CONSIDERATIONS

In accordance with the changes from SB 1398 above, recommended revisions to this local policy include:

- Identification of the superintendent as the administrator coordinator;
- New provisions on parent requests for cameras for the following school year;
- For current-year requests, a reference to the new procedures in law;
- The new deadline to respond to a request within seven business days;
- Reference to the time frames in law for installation and operation of cameras and details regarding when cameras may be discontinued during the school year;
- Additional details on retention and confidentiality of recordings; and
- A new provision referring to an appeal to the commissioner.

Parental Notice of Educator Misconduct

SB 7 requires a board to adopt a policy providing for notification to the parent of a student with whom an educator allegedly engaged in abuse or otherwise committed an unlawful act or with whom the educator was involved in a romantic relationship or solicited or engaged in sexual contact. See FFF(LEGAL).

FFF(LOCAL) POLICY CONSIDERATIONS

This local policy is recommended for inclusion in the district's policy manual to comply with the SB 7 policy requirements above. The local policy requires the district to notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct:

- As soon as feasible, that the alleged misconduct may have occurred;
- Whether the educator was terminated or resigned; and
- Whether the district submitted a report to SBEC.

The recommended policy defines misconduct and includes cross-references to FFG for child abuse reporting requirements and to FFH for parental notification requirements if the misconduct meets the definition of prohibited conduct.

Student Issues

Transportation Allotment

At CNA(LEGAL), SB 195 expanded the reasons for which a district may apply for an additional transportation allotment for students residing within two miles of a campus. Factors now include areas presenting a high risk of violence, in addition to the existing factor of hazardous traffic conditions.

CNA(LOCAL) POLICY CONSIDERATIONS

Revisions to this local policy are to address SB 195 and to meet TEA requirements when a district applies for additional transportation funding for students residing within two miles of a campus. If the district applies for additional transportation funding based on either or both factors described above, the board must adopt an appropriate resolution describing the areas.

Attendance

A new excused absence for compulsory attendance, added by SB 1152 and incorporated at FEA(LEGAL), requires a district to excuse a student who is 17 years of age or older from attending school for no more than four days to pursue military enlistment. The district must adopt policy and procedures to verify the student's activities.

FEA(LOCAL) POLICY CONSIDERATIONS

Recommended revisions to this local policy on compulsory attendance are to satisfy SB 1152, requiring a district policy to excuse a student who is 17 years of age or older to pursue military enlistment.

Lice

Provisions from SB 1566, which requires notice to parents regarding lice, have been added at FFAA(LEGAL). A board must adopt a policy requiring an elementary school nurse who becomes aware that a student has lice to provide written or electronic notice to the parent of the child with lice within 48 hours and to the parent of each child assigned to the same classroom as the child with lice within five school days. The notice to parents of a child assigned to the same classroom may not identify the child with lice.

FFAA(LOCAL) POLICY CONSIDERATIONS

Pursuant to SB 1566, recommended revisions to this local policy require notification to parents of elementary students about lice within the deadlines established by law.

If the district had text about UIL participation, it has been streamlined to refer to the UIL guidelines on physical examinations.

Mental Health Supports

Two bills affected FFB(LEGAL), addressing crisis intervention.

- HB 4056 and SB 179 added various mental health subject areas to the list of recommended best-practice programs and research-based practices that a district may implement. New topics include skills for managing emotions, maintaining positive relationships, and responsible decision making; grief and trauma affecting student learning; positive behavioral interventions and supports; and school climate.
- SB 179 also clarifies that local practices and procedures on the listed subject areas do not need to be in board-adopted policy.

Bullying

SB 179, also known as "David's Law," prompted significant revisions to the laws on bullying reflected at FFI(LEGAL), including:

- Clarification and expansion of the definition of bullying, which includes cyberbullying, and provisions explaining the applicability of the definition;
- Revisions regarding what must be included in the required board-adopted policy, including procedures for a student to anonymously report bullying and notice of a bullying incident to parents of the alleged victim and the alleged bully within the specified deadlines; and
- Authorization for a district to develop a district-wide policy to assist in prevention and mediation of bullying incidents that interfere with a student's educational opportunities or substantially disrupt orderly school operations.

FFI(LOCAL) POLICY CONSIDERATIONS

Changes in state law from SB 179 prompted several recommended revisions to this local policy on student bullying, including:

- In the examples, emphasis that bullying can occur through electronic means in accordance with the statutory definition;
- New provisions addressing anonymous reporting procedures for students;
- New provisions requiring parental notification of bullying allegations; and
- Acknowledgment that the district may notify law enforcement in certain circumstances.

In addition, the explanation of prohibited conduct has been aligned with the definition of that term in FFH(LOCAL) to include "sex."

Public Information Program

Changes at GBAA(LEGAL), regarding public information, are from HB 3107.

- The bill allows a board to establish reasonable yearly and monthly limits on the personnel time spent to produce public information for a requestor—after which the district may begin charging the requestor for the time. A yearly time limit may not be less than 36 hours; a monthly time limit may not be less than 15 hours.
- The bill also addresses when a Public Information Act request may be considered withdrawn and how to treat multiple requests in a day from an individual.

GBAA(LOCAL) POLICY CONSIDERATIONS

As reflected in the recommended revisions to this policy, in addition to the 36-hour yearly limit on personnel time, the policy establishes a monthly limit of not less than 15 hours on personnel time, after which the district shall begin charging for personnel time.

Community Relations

Several bills affected GKA(LEGAL), regarding conduct on school premises.

Conduct on School Premises

- New provisions from SB 1553 allow a school administrator, school resource officer, or district peace officer to eject an individual from, or refuse an individual entry to, property subject to the district's control if the individual refuses to leave peaceably upon request and the person poses a substantial risk of harm to a person or continues to behave in an inappropriate manner after a verbal warning.

- SB 1566 provides that a district may not prohibit a person with a handgun license from transporting or storing a handgun, firearm, or ammunition that is not in plain view in a locked vehicle in a district parking area.
- Other revisions address volunteer emergency personnel (HB 435) and a new criminal offense for threatening to exhibit or use a firearm on school property or a school bus when the person does not actually possess a firearm (HB 2880).

GKA(LOCAL) POLICY CONSIDERATIONS

Recommended text has been added to this policy to address SB 1553 provisions regarding refusing entry to or ejecting a person from property under the district's control, along with clarification that district personnel may request assistance from law enforcement in an emergency or when a person is engaging in criminal conduct.

Another recommended revision clarifies that an individual with a handgun license who stores an unloaded handgun not in plain view in a locked vehicle is not in violation of the district's policy prohibiting unlawful possession of a firearm on district property.

Visitors

Several bills affected GKC(LEGAL), regarding visitors.

- SB 1553 requires a sex offender to provide notice to the campus administrative office upon entering the premises during standard operating hours. The administration may chaperone the offender while on campus or may enter into a written agreement with the sex offender, exempting the offender from the notice requirements.
- HB 1111 addresses municipal ordinances prohibiting persons who have committed a sexual offense with a child victim to be within a specified distance of a child safety zone, with exceptions.
- As added by SB 1843, a district must provide students in grades 10–12 the opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test and consult with a military recruiter.

GKC(LOCAL) POLICY CONSIDERATIONS

Recommended revisions to this policy regarding visitors are to reflect that board member visits to district facilities are now addressed at BBE(LOCAL). Revisions also better align text addressing registered sex offenders on campus with statutory provisions.

Patriotic Societies

As added at GKE(LEGAL), SB 1566 requires a board to adopt a policy that allows a principal to provide an opportunity for patriotic society representatives to speak to students during school hours about membership benefits. The policy shall give a principal complete discretion over the specific date and time, except that the policy shall allow the principal to limit the opportunity to a single school day and any presentation made to students to ten minutes in length.

GKE(LOCAL) POLICY CONSIDERATIONS

To comply with the provisions of SB 1566 above, this local policy is recommended for inclusion in the district's policy manual.

James M. Largent, Ed.D.
Superintendent

Granbury ISD
217 N. Jones 817.408.4007
Granbury, Texas 76048 817.408.4014 Fax

www.granburyisd.org
james.largent@granburyisd.org

December 12, 2017

Boys and Girls Club

Insert Address

Mr. Bates,

As per our phone conversation on December 11, 2017, I wanted to confirm with you that at the December 11, 2017 school board meeting, our board voted to notify Afterschool America, formerly Boys and Girls Club of Hood County, that at the close of business on May 31, 2018, GISD will no longer lease our facilities at Decker Gym or the Acton STARS building to your organization.

A clause in our agreement states, "the term of this contract is from January 1, 2015 to such a date as either party wishes to terminate the contract, allowing for a 90 day transition period." By giving you notice in December of our intentions, we are giving you much more notice than what is required in our agreement. We do this so as not to affect your business for our current school year.

We hope this advance notice will give you plenty of time to find other suitable facilities and will allow us the flexibility to use these facilities for other purposes. It is not our intention at this time to lease these buildings to other childcare providers, but if we choose to do so, we will certainly allow your group to be considered with others.

Please call if you have other questions regarding this agreement or the actions of the GISD school board.

Respectfully,

Dr. James M. Largent
Superintendent of Schools
Granbury ISD

GRANBURY ISD
TECHNOLOGY DEPARTMENT

TO: Dr. James Largent, Superintendent	**FROM**: Amy Wood **DATE**: December 4, 2017 **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 2018-2019 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 2018-19 TECHNOLOGY PLAN: OVERVIEW

ABOUT GISD:

SUPERINTENDENT: DR. JAMES LARGENT

144

ESC REGION	11
CITY, STATE, ZIP	GRANBURY, TEXAS 76048
PHONE	(817) 408-4000
COUNTY DISTRICT NUMBER	111901
NUMBER OF CAMPUSES	10
TOTAL STUDENT ENROLLMENT	7143
PERCENT ECONOMICALLY DISADVANTAGED	49.4%
TECHNOLOGY EXPENDITURES	$ 4,410,000

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 is 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 and during the school year, both 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, servers, storage, 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
  - Strategy 3: Ensure students have access to appropriate technologies to meet their learning needs

- **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: Provide solutions for 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, multimedia skills, and strategies for managing a technology driven classroom
  - 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** • 81% of students report frequency of computer use in the classroom at least once per week 149 • 56% of students report daily computer use in the classroom
	ACCESS • 69% of teachers report high quality internet speed
	SKILLS • 387 teachers had direct instruction in technology integration o (Technology Driven Classroom only)
	ENVIRONMENT • 524 classrooms have a wireless access point • 5820 Chromebooks, 2500 iPads, and 1308 Chromeboxes 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. The 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 2018-June 2019	$ 2,000,000 Funding sources include eRate funds, bond funds, and the technology budget • All necessary forms on file with USAC • Valid support contracts • Industry standard equipment • Necessary Storage Environment • 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 contracts • 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 2018-June 2019	$175,000 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 2018-June 2019	$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 • 69% of students believe that using technology enhances their learning
	ACCESS • 94% of students have access to internet at home • 85% of students have access to a device at home
	SKILLS • 80% of students reported ease of collaborating using online documents as easy
	ENVIRONMENT • 58% 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 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 2018-June 2019	$230,000 Funding sources: Technology Budget, IMA, Curriculum Budget, Campus Budgets, Special Education Budget • G Suite • Nearpod • Library Software • Databases • Online Textbooks • BrainPop • OdysseyWare • Renaissance Learning • Microsoft Suite • Imagine Learning • Discovery Education • 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 2018-June 2019	No specific budget required for this item. All covered in access for GISD owned 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

Provide solutions for 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 2018-June 2019	$ 20,000 We have only one year of data to compare, therefore no specific budget has been outlined at this time, resources are being monitored at this time.	• 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 2018 - June 2019	$ 15,000 Funding sources include campus budgets, 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 2018 - June 2019	$ 10,000 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** • 73% of students are asked to collaborate online with classmates at least monthly • 55% 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 • 47% of teachers have expressed interest in PD in multimedia skills • 43% of teachers have expressed interest in PD in classroom management with technology • 41% of teachers have expressed interest in PD using technology tools to promote critical thinking
	ENVIRONMENT • 85% 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, multimedia skills, and managing technology driven classrooms

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. GISD will be hosting #Teach4Gr8ness, an innovative technology conference, on June 4 and 5 at Granbury High School. Experts in technology integration will be presenting along with our GISD experts. 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 2018- June 2019	$ 125,000 Funding sources include the technology budget and the curriculum department budget • Course Outlines • Online Courses • Instructional Technology Coordinator's Schedule	• BrightBytes Data • PD Participation • Participation in #Teach4Gr8ness Rally June 2018 • Eduphoria Statistics

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 2018- June 2019	No specific budget is outlined for G Suite. • Active G Suite account • Integration with Active Directory • Google Academy	• G Suite Statistics • PD Participation 160 • 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. Sessions at the #Teach4Gr8ness Rally will focus on technology integration for all students. 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 2018- June 2019	$ 25,000 Funding sources include the technology budget and the curriculum department budget • Instructional Technology Coordinator's Schedule	• PD Participation • BrightBytes Data • Student Engagement • Organized Centers in Classrooms • Classroom Visits • Participation in #Teach4Gr8ness Rally

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 2018- June 2019	$ 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 2018- June 2019	$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, social media and dynamic project-based learning experiences.

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

GRANBURY ISD
TECHNOLOGY DEPARTMENT

TO: Dr. James Largent, Superintendent	**FROM**: Amy Wood **DATE**: December 4, 2018 **RE**: Technology Purchases Exceeding $100,000

SUMMARY:

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

699 E 81 6639 0 999 0 99 000

Unique Digital – DIR Contract - $750,000
Data Center Solution with Complete Disaster Recovery
Solution includes storage, server upgrades, software licensing, complete disaster recovery solution, training

RECOMMENDATION:

It is recommended that the above purchase be made with appropriate vendors in the best interest of the District.

Respectfully submitted,



Amy Wood
Director of Technology

GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 11, 2017
For: Action

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 5, 2017
RE: District Storage Facilities (16-05-01)
Competitive Sealed Proposal

Summary:

Construction guidelines are found in Government Code 2269. One of the methods allowed is the Competitive Sealed Proposal. The method of construction was presented to the Board of Trustees at the meeting on September 18, 2017. .

A completive sealed proposal (CSP) was let for the construction of two metal district storage facilities. One will be used for textbook storage and the other will be a maintenance storage facility for tractors and mowers. Plans for the buildings were prepared by Huckabee, advertised in the Hood County News and scheduled to open on December 5, 2017 at 2:00 p.m.

The responses were ranked by a five member evaluation committee. Responses were received by the following companies.

Steele Freeman, Inc.	$778,000.00
Teinert Commercial Building Services	$630,000.00
Mitchell Construction Company, Inc.	$575,500.00
Built Wright Construction	$473,400.00
LMC Corporation	$390,629.15

After the evaluation by the committee, LMC Corporation ranked as the lowest responsive vendor. The cost quoted is within the budget established for the project and within the timeline requested. References have been checked for LMC.

Recommendation:

It is recommended the Board of trustees award the New District Storage Facilities to LMC Corporation, General Contractors, 9191 Winkler Drive, Ste A., Houston, TX 77017. It is also recommended the Board authorize Dr. James Largent, or L. O. “Dobie” Williams to enter into a contract for the facilities. If the district is unable to enter into a contract with LMC Corporation, the Board shall authorize the Superintendent to begin negotiations with the next ranked vendor until a contract is acceptable to the district.

Respectfully submitted,

L O Williams

Assistant Superintendent for Finance and Operations

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 11, 2017
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 5, 2017
RE: Procurement Method for Possible Summer Construction Projects

SUMMARY:

The Granbury ISD principals and directors have provided the Facilities Department and Business Office with their summer project requests. Many of these projects will require construction. According to GISD Policy CV(LEGAL), "A Board that considers a construction contract using a method authorized by Government Code Chapter 2269 other than competitive bidding must, before advertising, determine which method provides the best value for the District. Gov't Code 2269.056(a)"

There are several different ways to select a vendor for school district construction projects according to Government Code 2269.

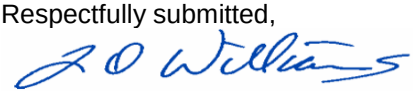
1. Competitive bidding. [See CVA]
2. Competitive sealed proposals. [See CVB]
3. Construction manager-agent method. (See CVC)
4. Construction manager-at-risk method. (See CVD)
5. A design/build contract. [See CVE]
6. A job order contract. [See CVF]

Due to the size and nature of most of these projects, administration feels that the Job Order Contract (JOC) method will provide the best value for the District. Among other things, using a JOC will allow projects to be lumped together to obtain overall better pricing. At this time, administration is only requesting the Board to approve the construction method for the projects listed as JOC (Job Order Contract) on the attached sheet so the District may move forward with obtaining price quotes. Once quotes are received, administration will review and determine which projects will be submitted to the Board for final approval.

RECOMMENDATION:

It is recommended the Board approve the Job Order Contract (JOC) method as the best value and the method of record for the proposed summer projects as indicated on the attached.

Respectfully submitted,



Assistant Superintendent for Finance and Operations

Staff Persons Responsible: Dobie Williams, Randy Leach, Debbie Johnson, Darla Powell

Date Submitted: December 5, 2017

Submitted by	Campus	Location for Project	Project Title	Detailed Description / Information	What is your justification for this project?	Method of Procurement
Karen Johnson	ADMIN, BTC/ STARS, GHS, MAINT, TRANS		IP Cameras	Cameras: 99 inside / 29 outside • GHS – 90 in/ 10 out (Demo of analog cameras) • STARS – 2 in / 4 out (Wiring needed) • MAINT – 5 in / 2 out (Wiring needed) • ADM – 1 out (Dr. Largent's lot; Wiring needed) • BTC – 2 in (after remodel) • TRANS – 12 out Server: 1 POE Switches: 7 Option 1 - Entire Project (Estimated Cost $121,040 - equipment only) Option 2 – Phases: Phase 1: (Estimated cost $50,520 – equipment only) • Cameras: GHS - 60 in/0 out; STARS, MAINT, ADM • Server • POE Switches Phase 2: (Estimated cost $40,920 – equipment only) • Cameras: GHS - 30 in/10 out; BTC; TRANS Note: 1. Estimate does not factor in labor. 2. If project is selected, a quote will be obtained based on the phase selected to include equipment, supplies, labor, demo, cabling, etc	Updating existing and adding additional video security.	Interlocal / Cooperative 168
Anna Roe	AES	Hallways	Burlap Removal	We would love to have all the burlap removed from the hallways and have our hallways refinished.	Burlap is outdated, coming off in many places and not aesthetically pleasing.	JOC
Anna Roe	AES	Pit	Pit Flooring	We would be so grateful to replace our current pit floor with new flooring. (dream would be laminate, vinyl or engineered wood look product.) We prefer no carpet.	Carpet is stained, dirty, old. Now that we use the pit area for cafeteria space, carpet is not practical. The carpet holds odors and is not sanitary. We have programs with parents and community. It is our most utilized space.	JOC
Anna Roe	AES	Entire Building	New Floor	We would be so grateful for new floor throughout the building.	Our floors are mismatched, patchworked, cracked and really unpleasing to the eye. It would be a big dream to replace our floor!	JOC
Karen Johnson	AES, BES, BIS, EES, OWS	Parking Lot	Parking Lot Lights	1. To add additional parking lot lights. 2. A JOC will need to install the poles. 3. No electric needed. Maintenance will install solar lights.	To increase the safety and security during after-hour events.	JOC
Dwight Butler	AMS	Competition Gym	Sand Floor to restripe	This is the last gym to be sanded and refinished at the middle school level. The floor is starting to peel because of the inferior product we were putting on it 5 years ago before we contracted it out to Quality floor.	safety and care of floor so we don't lose it.	Interlocal / Cooperative
Dwight Butler	AMS	track	resurface track mand runways	The track and runways are in dire shape. We have patched it 3 times in the last 10 years and it continues to deteriorate. It is splitting in spots, we have no surface in spots. We are down to asphalt in spots. The track has 3 different materials that have been used to patch it. We replaced the track at GMS 5 years ago for the same reason. This is also the track we allow the general public to walk on.	Track is deteriorating at a rapid pace and is becoming unusable by our students, both athletically and PE wise safely.	Interlocal / Cooperative
Jimmy Dawson	AMS	AMS Stage (Cafeteria)	Stage Lighting	AMS needs an upgraded lighting system. The current system overheats and will not turn on. Dimmer Rack/ Generator : MX system status Here is a link for comparison. http://www.stagelightingstore.com/Stage-Lighting-Store/Installation-Dimmer-Racks	This is important for events such as the Musical and other campus events as we utilize the AMS Stage	Interlocal / Cooperative

Submitted by	Campus	Location for Project	Project Title	Detailed Description / Information	What is your justification for this project?	Method of Procurement
Jimmy Dawson	AMS	AMS Lecture Hall	AMS Lecture Hall Upgrade	We need our AMS Lecture Hall upgraded to match GMS	The current system is old and needs updated	JOC
Jimmy Dawson	AMS	Cafeteria	Tables around Columns	We would like to have a high table top built around three of our columns in the AMS Cafeteria. Similar to just a high table top, simply have constructed a table top around the column for students to gather around during morning and lunch times.	A gathering place for students in the mornings and lunch times	JOC
Jimmy Dawson	AMS	Library & Lecture Hall	Carpet	Replace original carpet from 2000.		JOC
Robert Herrera	BES	Throughout the building where applicable.	Doors & Window Trim (interior)	We would like to have the blue trim throughout the campus painted black to better match the new purple and gray floors.	It is the next step in the rejuvenation of Baccus. It will allow for the whole school to better match in regards to colors.	JOC
Robert Herrera	BES	Throughout the building where applicable.	Lockers Painted	We would also like to have the blue lockers painted pirate purple.	It is the next step in the rejuvenation of Baccus. It will allow for the whole school to better match in regards to colors.	JOC
Robert Herrera	BES	Restrooms by Library	Carpet Removal	Please remove the carpet from the restroom walls and replace it with tile.	The carpet has been in place a long time and would prefer to have something more sanitary. The carpet is difficult to clean.	JOC
Robert Herrera	BES	Front Office	Change Carpet to Tile	We would like to have the same tile floor in the entry of Baccus installed in part of the front office. The part of the office in front of the reception desk is a high traffic area and the carpet is challenging to keep clean. Changing the floor from carpet to tile in front of reception desk will allow us to better clean this area.	The front office floor looks dirty, even when it is clean. The carpet is challenging to keep clean in this high traffic area. I want parents, students and visitors to know that we take pride in our school's appearance.	JOC
Robert Herrera	BES	Front Office	Front Office Carpet	Apparently Baccus/district is out of replacement carpet for the front office. We would like to have new replacement pieces ordered and then have needed pieces replaced.	There are pieces that need to be replaced. We have had the carpets cleaned and several areas still look dirty.	JOC
Robert Herrera	BES		Additional camera	We would like an additional security camera for the playground	Need better views of the playground area for safety.	Interlocal / Cooperative
Robert Herrera	BES	Kinder Hallway and 5th Grade Hall	Replace Driking Fountains	Many of Baccus' drinking fountains need to be replaced. Much of the interior structure of the fountains are rusted and have areas that have rusted out.	I do not know to what extent the rust impacts the internal working or the impact the rust has on the water the students are drinking. Students and parents have commented on the condition of the fountains. I want my families, students and teachers to have pride in Baccus.	Interlocal / Cooperative & Maintenance
Karen Johnson	BES, BIS, EES, OWS		HVAC Automated Controls	To install the Trane ES Automated System	The HVAC Automated Controls will improve the energy efficiency at each campus.	Interlocal / Cooperative
Leslie Ghiglieri	BIS	Large Gym	Gym Repaint	The large gym needs to repainted.	Gym has not been repainted since opening of the school 24 years ago.	JOC
Leslie Ghiglieri	BIS	Outside front and back Patios	Patio Repaint	The front and back patios need to be repainted.	These areas have seen a lot of wear and tear from the weather and need a fresh look.	JOC
Margaret Rodriquez	BTC / STARS			• PA system for both STARS and BTC. I am not sure how PA systems work, but I would like to be able to access just STARS, just BTC, and both STA/BTC through the PA system if possible. • Portable wireless mic system • upgrade water fountains • at least 2 cameras on each side STA/BTC hallway & cameras outside • sign "Behavior Transition Center" (like the metal signage we have for STARS) • new walkie-talkies (15)		JOC
Randy Leach	BTC / STARS	New BTC Campus. (West of STARS Academy)	BTC Campus Renovation	Renovate the area west of the existing STARS Academy for the new BTC Campus. (Class Room - Hall - Office Configuration: Walls, Flooring, HVAC, Paint, etc	To move the BTC Campus out of the Campus north of Decker Gym. (Possible City of Granbury property.)	JOC

Submitted by	Campus	Location for Project	Project Title	Detailed Description / Information	What is your justification for this project?	Method of Procurement
Karen Johnson	EES		Roof Replacement	Roofing material will be PVC.	1. To continue the roof replacement schedule of 15-20 yrs per campus. 2. MAM (2015), AES (2016), BES (2017)	Interlocal / Cooperative
Kellie Lambert	EES	Crossover student bathrooms	New Working Sinks	Constant repair and out of order signs on our sinks daily. Maintenance said we needed new sinks. Parts can't be found for most.	no water for student hand washing or overspray from malfunctions causing students and staff to fall.	Interlocal / Cooperative & Maintenance
Kellie Lambert	EES	Gym Restrooms	ERES Gym Restrooms	broken sink (no water), broken red stalls, peach tile, rusted metal wall closures	Terrible functioning restroom put together with left over pieces in the one place that the public uses the most during school functions - embarrassing.	JOC
Kellie Lambert	EES	Original hallway lockers	ERES Lockers	Paint orange lockers blue to match new floor	Complete the renewal of our building improvements.	JOC
Linda Williams	EES	Cafeteria, outside kitchen	Child Nutrition Warehouse Freezer	Walk-in Freezer to warehouse food for district cafeterias, 208-230V, minimum size 10x14, outdoor, self contained, next to current dock	District freezers are much too small for current campus needs. Freezer space will continue to be an issue as enrollment increases. We no longer have the Admin Annex freezer for excess storage. Our new mobile freezer is a great asset and has already been very useful while freezers were down. I plan to use part of mobile freezer space for storage but we are still in need of additional freezer space. Emma seems to be the best location with adequate space by the current outdoor kitchen freezer. There is an existing dock for deliveries. The freezer can warehouse food such as bonus USDA commodities. Deliveries can be scheduled directly to the freezer as needed. Child nutrition staff will move inventory from the warehouse freezer to cafeterias as we did using the Admin Annex freezer. Deliveries and inventory pickup will not be scheduled during student drop off/pickup. SY18 child nutrition funds will be used for the complete project. I would like to bid a turnkey project for early summer including concrete pad, freezer, assembly, and electrical needs.	JOC / Interlocal / Cooperative
Dwight Butler	GHS	Pirate Stadium	Stadium Seating	2 or 3 year project to replace home stands with 1st year's project to replace the reserved stands with theatre type chairs and add walkways and way to secure area for the safety and convenience of our fans and staff that pay extra for that seating. The next year or two would be to change out two outside areas and add to them for students and general admission fans.	Stadium seating to old and outdated and some need to be replaced now.too small plus safety factor for walkways and secure area for Reserved Seating	Interlocal / Cooperative
Dwight Butler	GHS	Indoor batting cages	upgrade interior	Since we took over the ag barn for batting cages we have done nothing on the inside to upgrade it. We have no insulation, paint is peeling off the walls most areas are dirt. bathrooms need to be upgraded badly. lighting is poor and wild animals use it as an indoor restroom.	health and welfare of our athletes.	JOC
Dwight Butler	GHS	Softball Field	backstop netting	Improve softball backstop like we have at baseball. Remove some posts, take down chain link, and put up netting system to enhance our fans experience at ballgame.	Need to match facilities with baseball for obvious reasons and upgrade our stadium to match the great field and rest of the facility, to a 5A level.	JOC
Karen Johnson	GHS	Field	GHS Water Well Tanks	1. Replace the existing water well tank. 2. Add an additional tank	1. The existing tank was installed in 1988. The top of the tank is completed rusted through exposing the water. 2. The existing tank services (7) athletic fields and landscaping (trees/grass). 3. The additional tank will service the GHS landscaping and (2) practice soccer fields located north of the tennis courts. Note: The additional tank would allow watering the fields and landscaping during the late evening hours.	JOC

Submitted by	Campus	Location for Project	Project Title	Detailed Description / Information	What is your justification for this project?	Method of Procurement
Randy Leach	GHS	GHS Ag Welding Shop	Exhaust Fan	Remove existing HVAC Unit and ductwork over the elevated storage area in the shop. Install an exhaust fan on the existing HVAC curb adapter. *Note: Will need crane to remove HVAC Unit.	To eliminate fumes / smoke / haze from the Welding Shop.	JOC
Patricia Yelverton	GMS	Library	Looks Matter	Would like new carpet in our library. The campus is 17 years old and the carpet is old and smelly. The library is a high traffic area and our students spend a lot of time in there during the school day.	The aesthetics of the building do affect and contribute to the learning environment of the campus. We often hold parent and community meetings in the library. This will help promote a positive image of our campus.	JOC
Patricia Yelverton	GMS	Hallways	Digitizing Time	Would like all the clocks replaced in the hallways with digital clocks that work. Many of our current clocks do not work and or cannot be changed when there is a time change so they reflect the wrong time.	We do not run bells so it is important for everyone to be able to keep track of time in an accurate and easy to ready method.	Interlocal / Cooperative
Patricia Yelverton	GMS	Conference Rooms in Front Office and Back Office	Improving our looks	New Carpet in both conference rooms.	Carpet is 17 years old and does not match the new upgrades to the offices. It would look more uniform and cleaner.	JOC
Randy Leach	MAM	300-400 Hallway	Replumb	This area has 4 under slab leaks in the last 2 years. The new plumbing will be above ceiling.		JOC
Stacie Brown	MAM	3rd/4th grade hallway	Intermediate Collaboration Area	Remove interior walls between hall 3 & 4 to create open collaboration space-replace current carpeting with the same flooring that is in the rest of the school.	Addition of STEAM Academy and need for collaborative area for intermediate side of the building	JOC
Stacie Brown	MAM	Front foyer/front hall	Add color to entry	Variety of paint (various colors) to enhance welcoming atmosphere	To positively impact first impressions and create a welcoming environment for students and parents.	JOC
Peggy Boyd	TRANS	Maintenance Lot	Fuel Tank	Install 10,000 gallon above ground unleaded fuel tank on maintenance facility	We now get 800 gallons of unleaded every 5 days. Costs would be less because cost of delivery will be cheaper, better prices with buying larger quantities and will eliminate problem of running out of unleaded.	JOC
Peggy Boyd	TRANS	Transportation Bus Lot	Perimeter Fence	Existing fence is thirty plus years old and falling over	Security and Safety	JOC

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 11, 2017
For: Action

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 5, 2017
RE: 1 Governmental Procurement Alliance Cooperative Agreement

SUMMARY:

District Policy CH (LEGAL) and Texas Education Code 44.031 authorize the use of inter local agreements to increase efficiency in procurement. Texas Government Code 791.011 grants the legal authority to participate in purchasing cooperatives and inter local agreements.

1 Governmental Procurement Alliance (1GPA) has been delegated authority by the Lead Agencies to execute inter local agreements or intergovernmental agreements on behalf of the governing bodies of the Lead Agencies. A list of Lead Agencies is attached to the cooperative agreement. All contracts have been through a competitive solicitation and selection process. There are no membership fees or administrative fees for participation on the part of the district. 1GPA charges the vendor a 1% fee, which is less than the 2-3% fees charged by some of our current cooperatives. Since cooperative fees are typically built into the vendor pricing, using the 1GPA contracts could save the district 1 to 2% on purchases. Membership in the cooperative may be terminated at any time with a 30-day written notice.

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

RECOMMENDATION:

It is recommended the Board of Trustees approve participation and membership in 1 Governmental Procurement Alliance and adopt the resolution. The district membership will remain active until terminated with a 30-day written notice.

Respectfully submitted,

D O Williams

Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Debbie Johnson

Date Submitted: December 5, 2017

1Government Procurement Alliance

COOPERATIVE PROCUREMENT MEMBERSHIP AGREEMENT

This Agreement is entered into this 11th day of December, 20 17, between the 1 Governmental Procurement Alliance (1GPA), on behalf of its lead government agencies, as identified in **Exhibit A** ("Lead Agencies" and individually a "Lead Agency") and Granbury Independent School District ("Participating Entity"), a school district located in the State of Texas. By executing this Agreement, governmental entities and agencies, eligible school districts, charter schools, colleges, universities, tribes, cities, counties, all other public entities, and nonprofit organizations may participate in any bid or proposal issued by 1GPA on behalf of one or more of the Lead Agencies identified in **Exhibit A**. If Participating Entity is a governmental entity, this Agreement shall constitute an interlocal or intergovernmental agreement between Participating Entity and the Lead Agencies identified in **Exhibit A**. As permitted by law, 1GPA has designated by said Lead Agencies as the administrator of the purchasing cooperative sponsored by the Lead Agencies, and has been delegated authority by the Lead Agencies to execute interlocal or intergovernmental agreements on behalf of the governing bodies of the Lead Agencies. 173

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

1. The specifications, terms, and conditions for products, materials and services to be purchased under this cooperative shall be determined by 1GPA, or as requested by a Lead Agency.

2. 1GPA shall conduct all procurement in strict accordance with the procurement laws applicable to the Lead Agency sponsoring the particular procurement.

3. The Participating Entity shall:

   a. Insure that purchase orders issued against 1GPA contracts are in accordance with terms and prices established in the 1GPA contract.

   b. The Participating Entity shall provide 1GPA with a copy of any purchase order based on a 1GPA contract, at the time the purchase order is issued. Purchase orders may be faxed or emailed (see contact information below).

   c. Make timely payment to the contractor for all products, materials, and services in accordance with the terms and conditions of the 1GPA contract, or other payment arrangements negotiated between the Participating Entity and the 1GPA vendor. Payment, inspection and acceptance of products, materials and services ordered by the eligible school district or public entity shall be the exclusive obligation of the Participating Entity.

   d. Be responsible for the ordering of materials or services under this Agreement. 1GPA shall not be liable in any fashion for any violation by Participating Entity of the terms of this Agreement, and the Participating Entity shall hold 1GPA harmless, to the extent permitted by law, from any liability which may arise from the acts or omissions of the Participating Entity relating to this Agreement or its subject matter.

   e. Be responsible for compliance with applicable state or federal laws in determining which goods and services Participating Entity may lawfully procure through a government purchasing cooperative, and shall further be responsible for taking all actions required under applicable state or federal law in connection with the use of interlocal cooperation agreements and purchasing cooperatives.

4. The exercise of any rights or remedies by the Participating Entity shall be the exclusive obligation of Participating Entity; however, 1GPA, as the contract administrator, may, but shall not be obligated to unless required by applicable law, join in the resolution of any dispute between Participating Entity and a 1GPA vendor. Failure of the Participating Entity to secure performance from the1GPA vendor in accordance with the terms and conditions of any issued purchase order does not necessarily require 1GPA to exercise its own rights and remedies.

5. 1GPA may terminate this Agreement immediately, upon written notice, if the Participating Entity fails to comply with the terms of this Agreement, applicable state or federal law, or any provision of a 1GPA contract that is binding on Participating Entity.

6. The Participating Entity may terminate this Agreement immediately, upon written notice, if 1GPA fails to comply with the terms of this Agreement.

7. This Agreement shall take effect upon execution by the parties and shall continue until it is terminated in accordance with its terms. This Agreement supersedes any and all previous purchase agreements.

8. Except as provided in paragraphs 5 and 6, either party may terminate this Agreement with at least thirty (30) days written notice to the other party.

9. There shall be no charge to the Participating Entity for membership in 1GPA.

IN WITNESS WHEREOF, the parties of this Agreement have caused their names to be affixed hereto.

Name of Entity: Granbury Independent School District	Signature:
Address: 217 N. Jones	Printed Name: L. O. "Dobie" Williams
State/Zip Code: Granbury, Texas 76048	Title: Assistant Superintendent for Finance and Operations
Email: dobie.williams@granburyisd.org	
Date: December 11, 2017	Phone Number: 817-408-4015

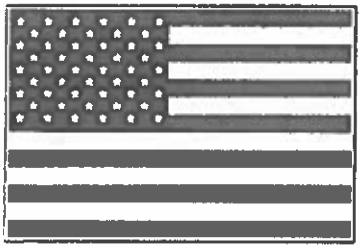
174

1GPA Approvals

1GPA Signature:
Printed Name:
Title:
Date:

1GPA –
1910 W. Washington St.
Phoenix, AZ 85009

P: 866/306-3893
F: 602/663-9515
E: admin@1GPA.org



1Government Procurement Alliance

Exhibit A

Lead Agencies

Arizona

Paradise Valley Unified School District
15002 N. 32nd Street
Phoenix, AZ 85032
602.449.2071

175

Pinal County ESA
75 N. Bailey
Florence, AZ 85132
520.450.4477

Scottsdale Unified School District
7575 E. Main Street
Scottsdale, AZ 85251
480.484.6154

Yavapai County Accommodation School District
6325 Baja Circle
Prescott Valley, AZ 86314
928.759.8126

Oregon

Portland Public Schools
501 N. Dixon Street
Portland, OR 97227
503.916.3315

Texas

Deer Park ISD
2800 Texas Ave.
Deer Park, TX 77536
832.668.7061

***** THE PARTIES AGREE AND ACKNOWLDGE THAT THIS EXHIBIT A MAY BE SUPPLEMENTED OR AMENDED, FROM TIME TO TIME, AND WITHOUT NEED FOR WRITTEN CONTRACT AMENDMENT, AS NECESSARY TO ADD OR REMOVE THE NAMES OF ELIGIBLE LEAD AGENCIES**

Updated as of 01.16.2017

RESOLUTION
GRANBURY INDEPENDENT SCHOOL DISTRICT

A RESOLUTION OF THE BOARD OF TRUSTEES of the Granbury Independent School District, Granbury, Texas, approving membership and participation in 1 Governmental Procurement Alliance (1GPA), which provides for a cooperative purchasing program for goods and services. As permitted by law, 1GPA as designated by said Lead Agencies as the administrator of the purchasing cooperative sponsored by the Lead Agencies, and has been delegated authority by the Lead Agencies to execute interlocal or intergovernmental agreements on behalf of the governing bodies of the Lead Agencies.

WHEREAS, the Board of Trustees of the Granbury Independent School District has been presented a cooperative procurement membership agreement by and between the 1 Governmental Procurement Alliance (1GPA) and the Granbury Independent School District and found to be acceptable and in the best interests of the Granbury Independent School District and its citizens, are hereby in all things approved.

WHEREAS, the Granbury Independent School District of Granbury, Texas, pursuant to the authority granted under Sections 791 of the Texas Government Code, and Chapter 44 of the Texas Education Code as last amended, desires to participate in the described purchasing cooperative program sponsored by 1 Governmental Procurement Alliance (1GPA), and is of the opinion participation in this program will be highly beneficial to the taxpayers through the anticipated savings to be realized.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Granbury Independent School District, Granbury, Texas:

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

The Assistant Superintendent for Finance and Operations (or his/her designee) of the Granbury Independent School District, under the direction of the Board of Trustees and Superintendent of the Granbury Independent School District, is hereby designated to act for the Granbury Independent School District in all matters relating to 1 Governmental Procurement Alliance (1GPA), including the designation of specific contracts in which the Granbury Independent School District desires to participate.

This resolution shall become effective from and after its passage.

DULY PASSED AND APPROVED THIS _____ day of _____, 2017.

ATTEST: (Authorized Signature)

_____ _____

Board President Board Secretary

GRANBURY ISD

2016-2017 ACCOUNTABILITY

TEXAS ACADEMIC PERFORMANCE REPORT

RON HOLMGREEN

ASSISTANT SUPERINTENDENT

DECEMBER 11, 2017

ACCOUNTABILITY DESIGN

- Accountability system is evolving
- A-F Ratings will be for the district, based upon 17-18 performance; campuses will receive a letter grade for 18-19 performance
- Commissioner is seeking input from stakeholders
- TAPR Public reporting is required
- TAPR report is available on our GISD website

ACCOUNTABILITY RATINGS

- GISD – Met Standard
- All campuses – Met Standard
- 6 campuses earned distinctions
- Bilingual/ESL Education, SPED – Stage 2 (PBMAS)
- All campuses addressing safeguards

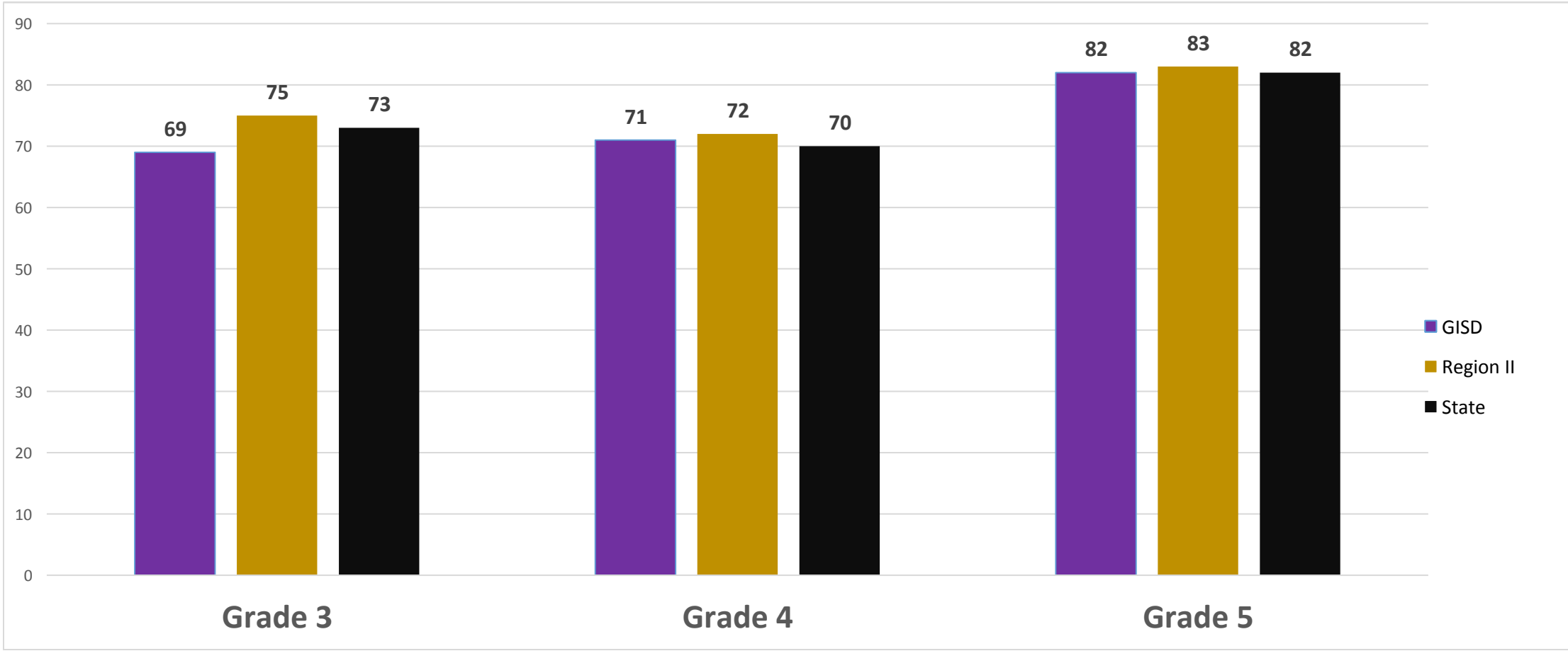
2016-2017 FOCUS

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

2016-2017 DEMOGRAPHICS

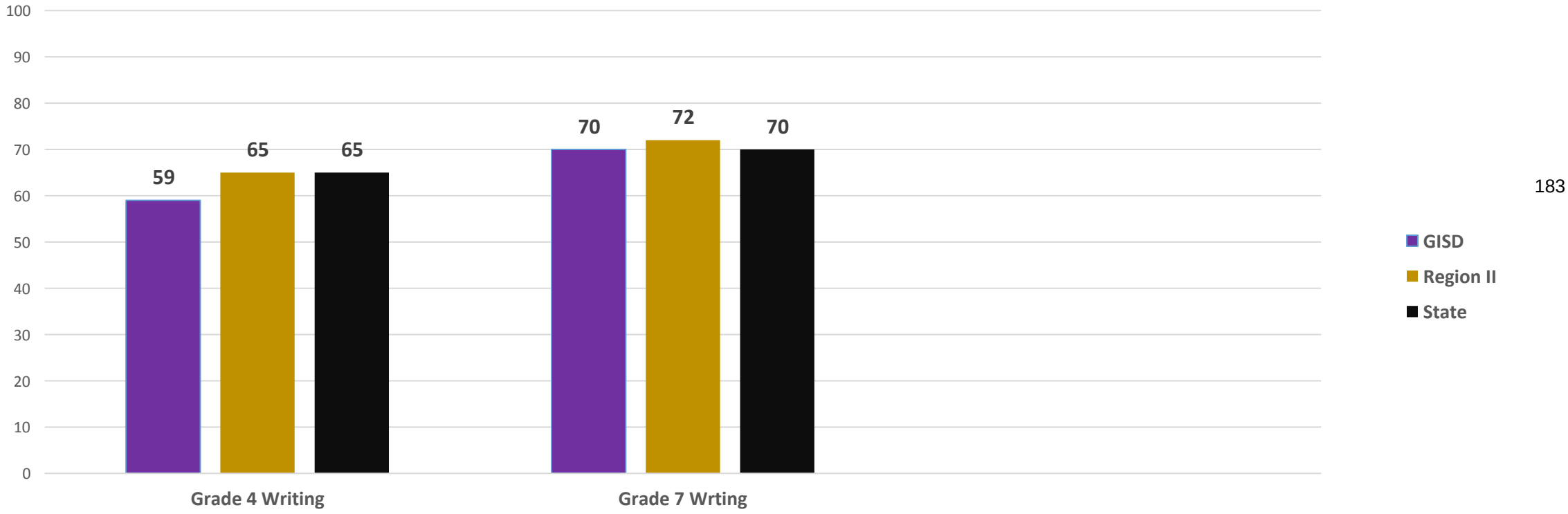
- Total Student Enrollment – 7,030
- African American – 0.7%
- Hispanic – 23.6%
- White – 72%
- American Indian – 0.7%
- Asian – 0.8%
- Two or More Races – 1.9%
- Economically Disadvantaged – 49.1%
- English Language Learners – 8.2%
- At-Risk – 39.6%

GRADE 3-5 STAAR READING

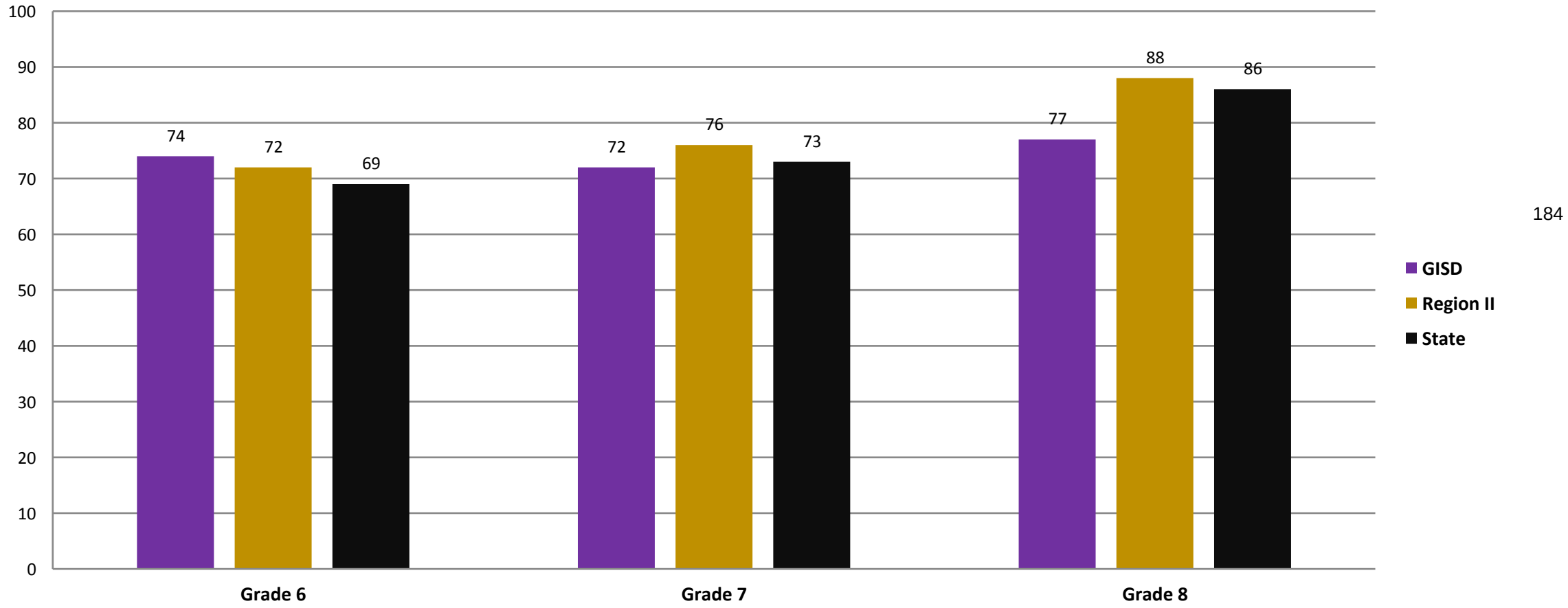


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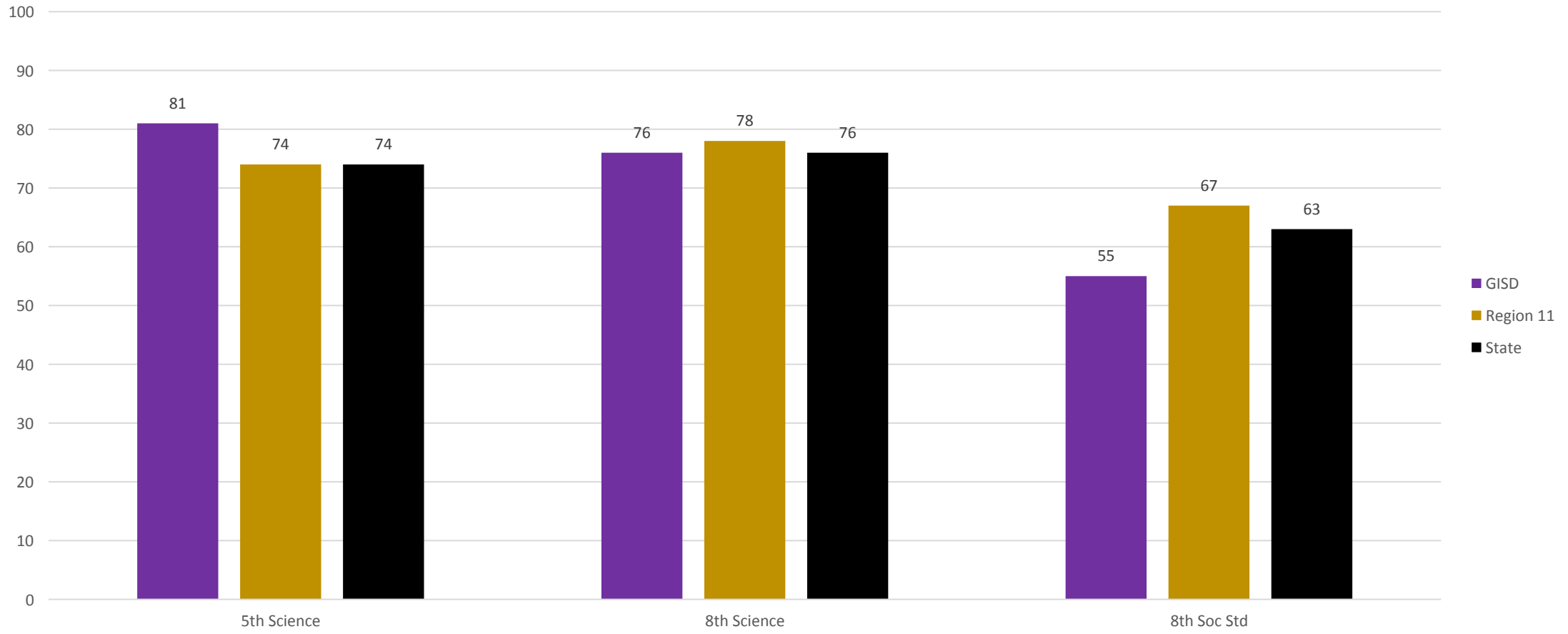
GRADE 4 and 7 STAAR WRITING



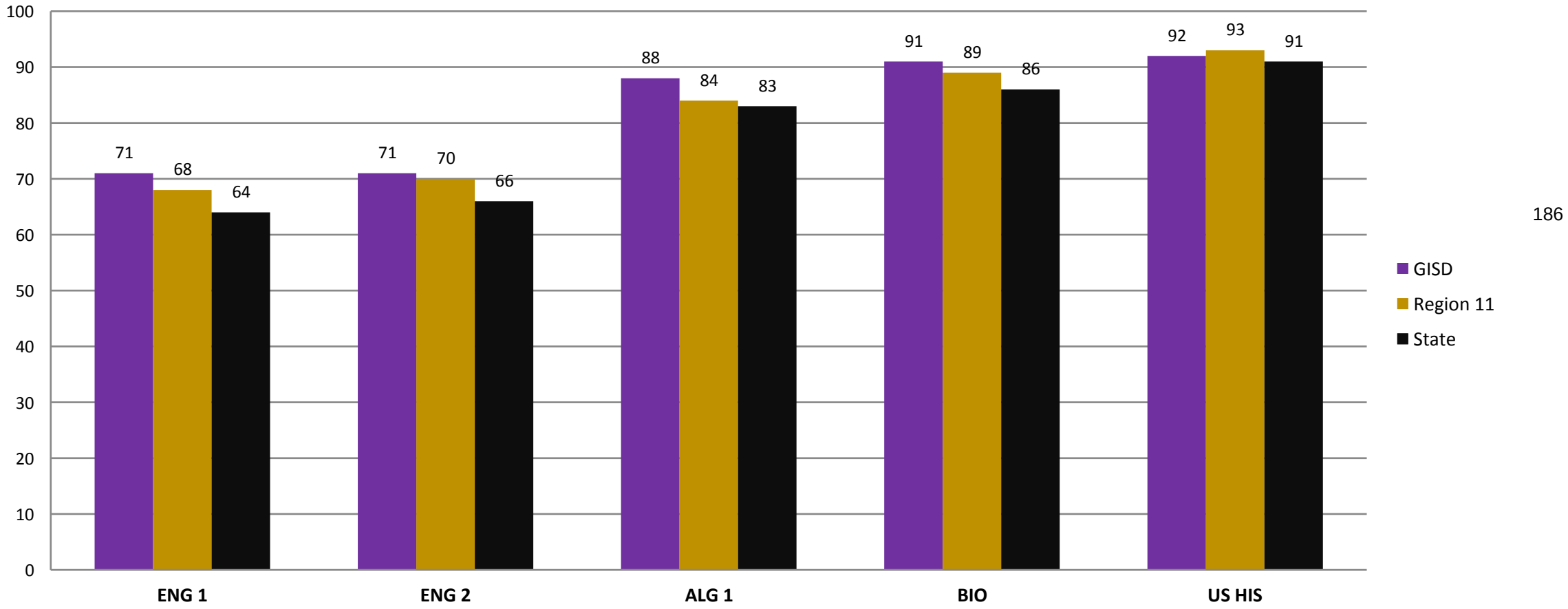
GRADE 6 – 8 STAAR READING



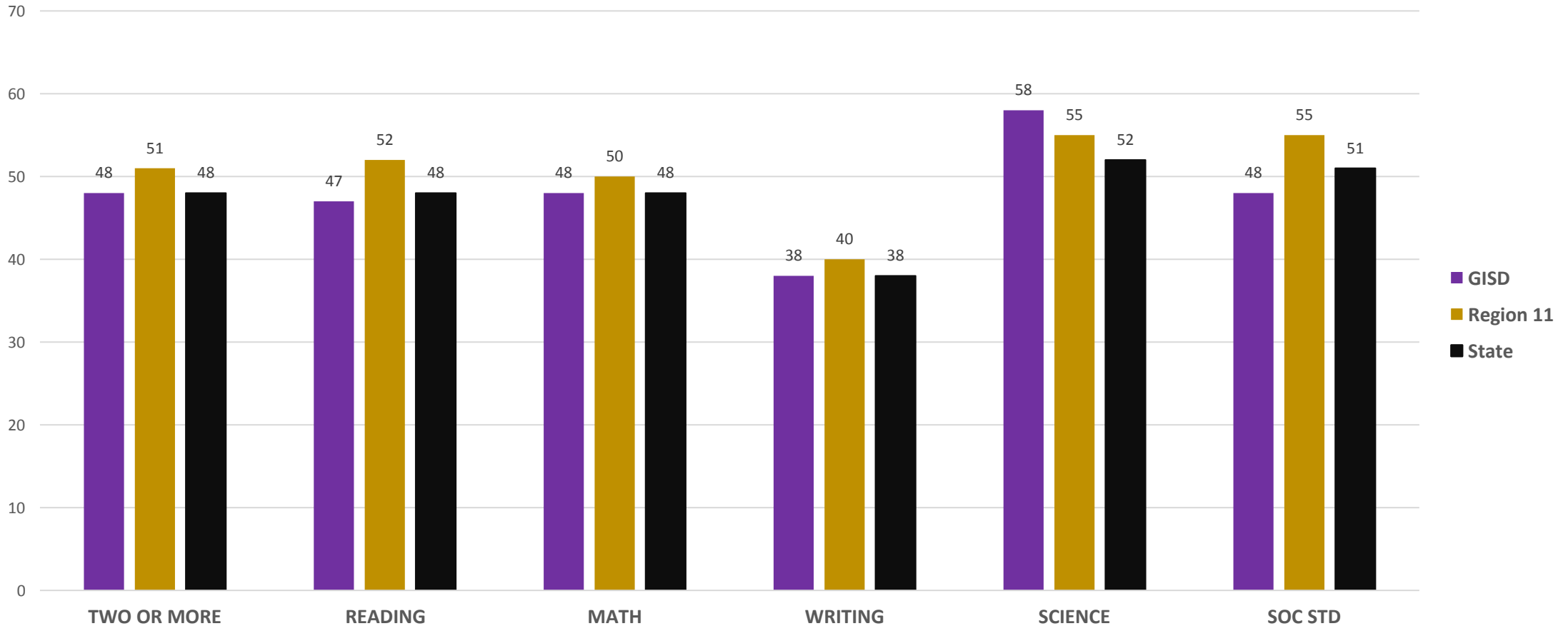
5th/8th SCIENCE and SOCIAL STUDIES



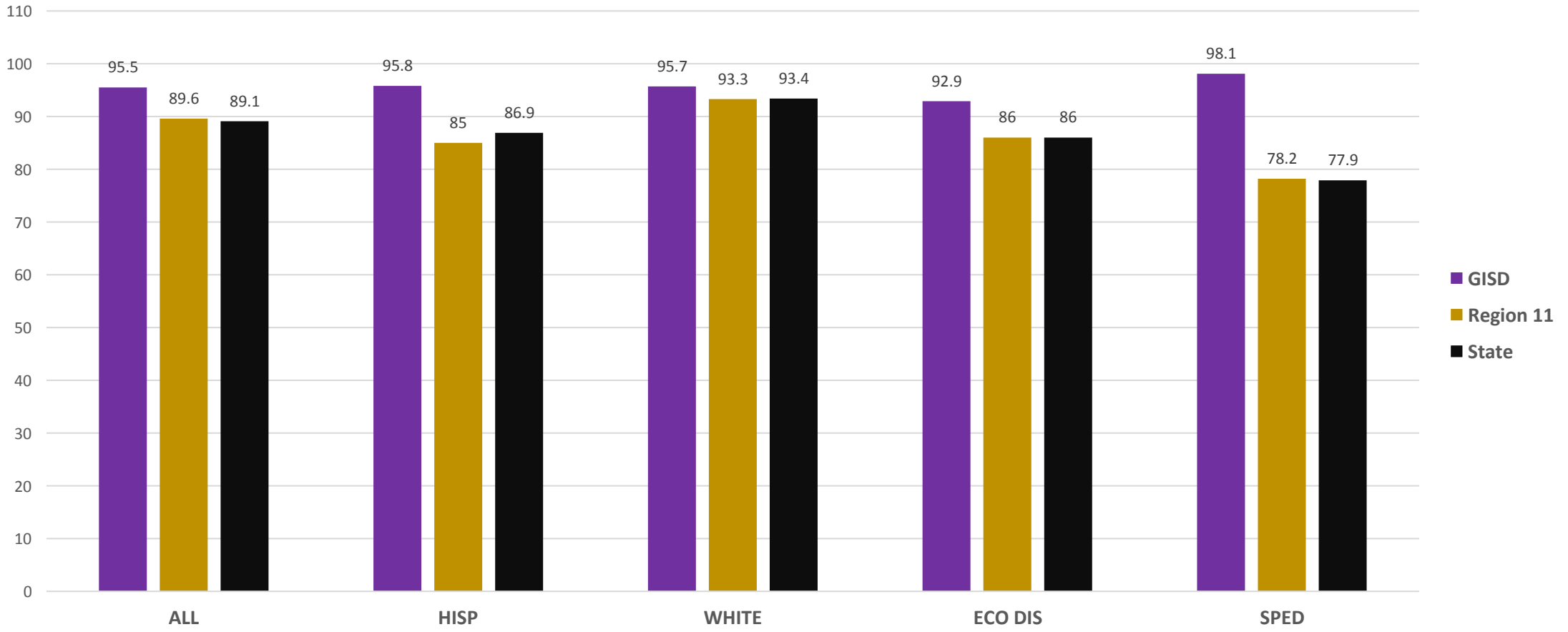
STAAR END OF COURSE



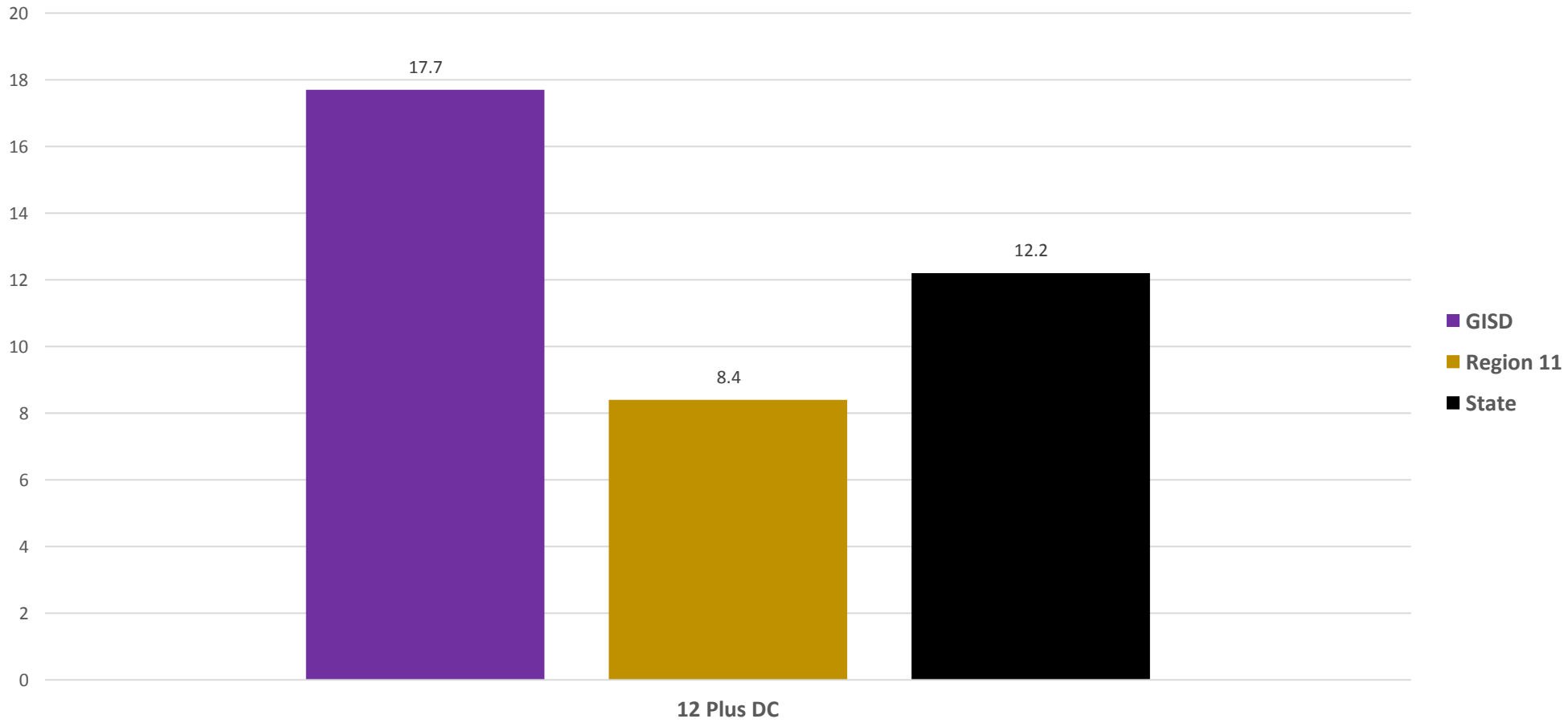
STAAR MEETS GRADE LEVEL
ALL GRADES



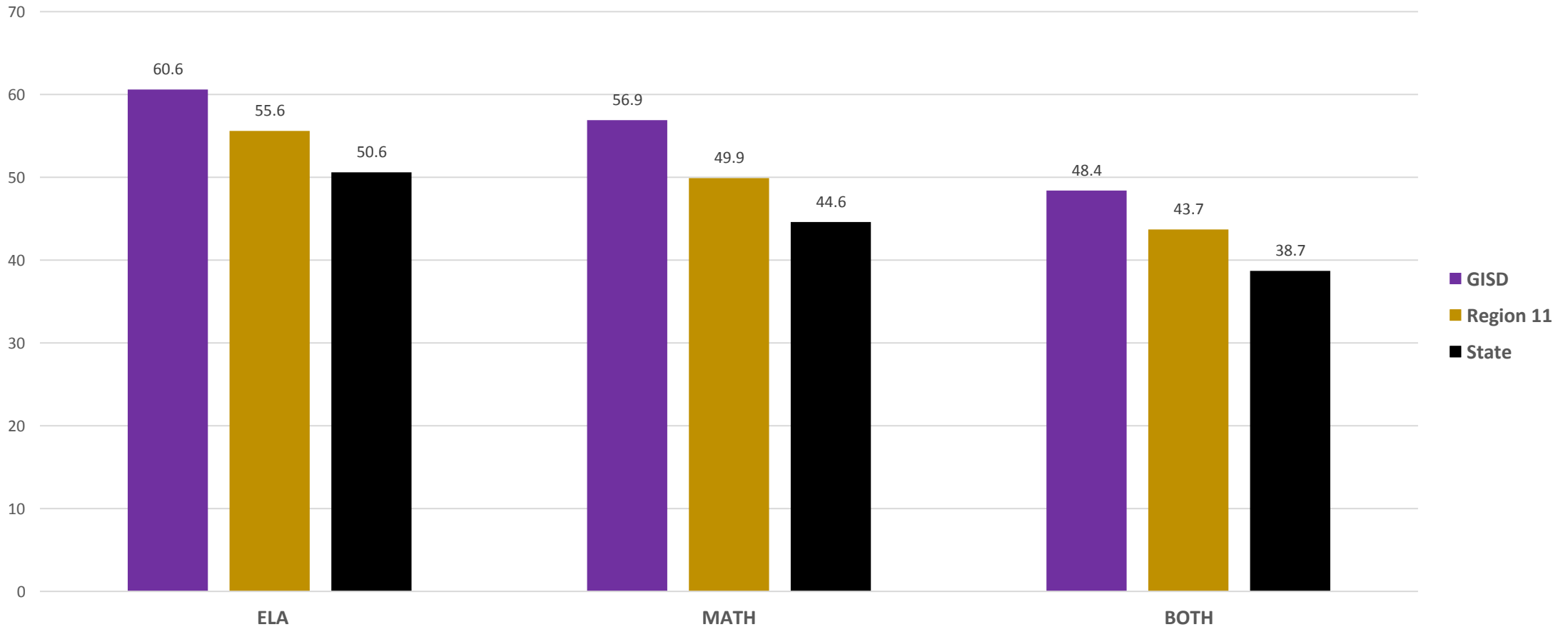
4 YEAR GRADUATION RATE
CLASS OF 2016



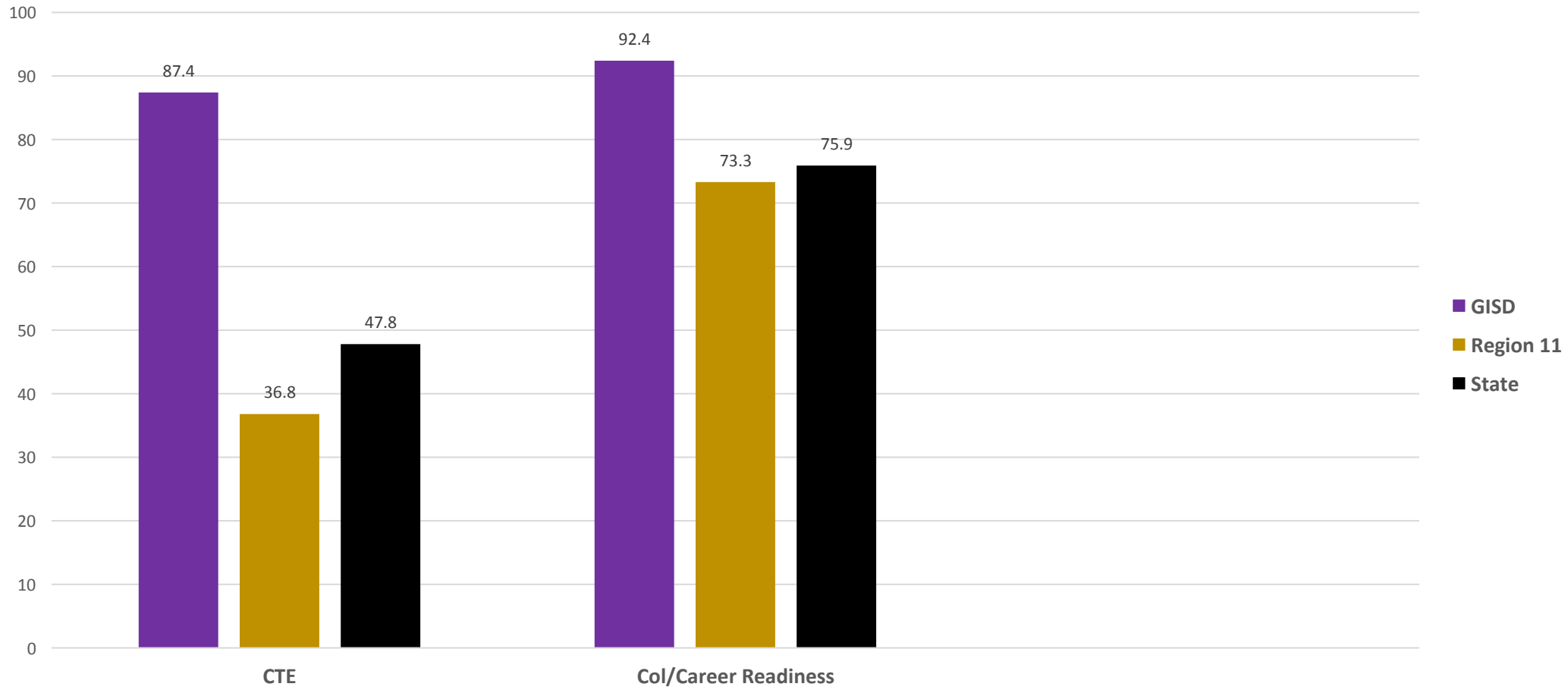
DUAL CREDIT – 12 or MORE HOURS



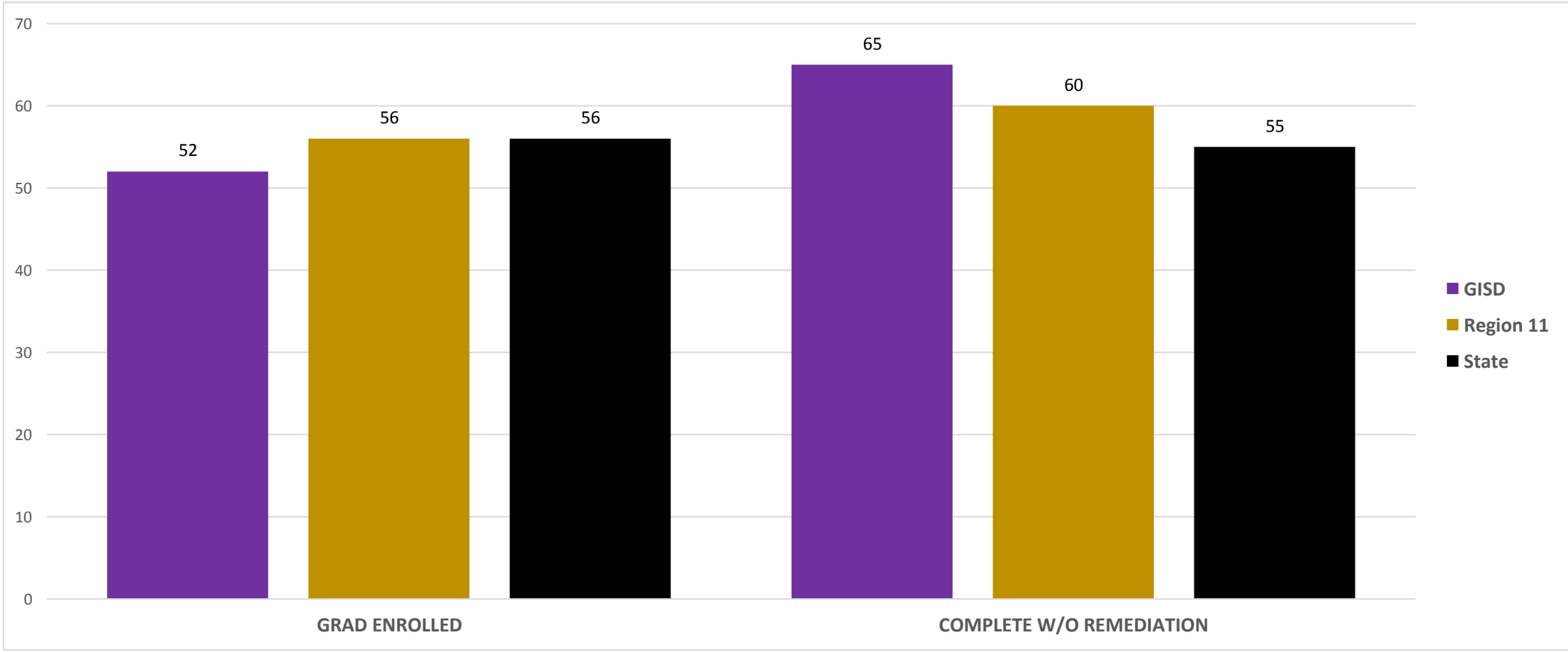
COLLEGE READY INDICATORS



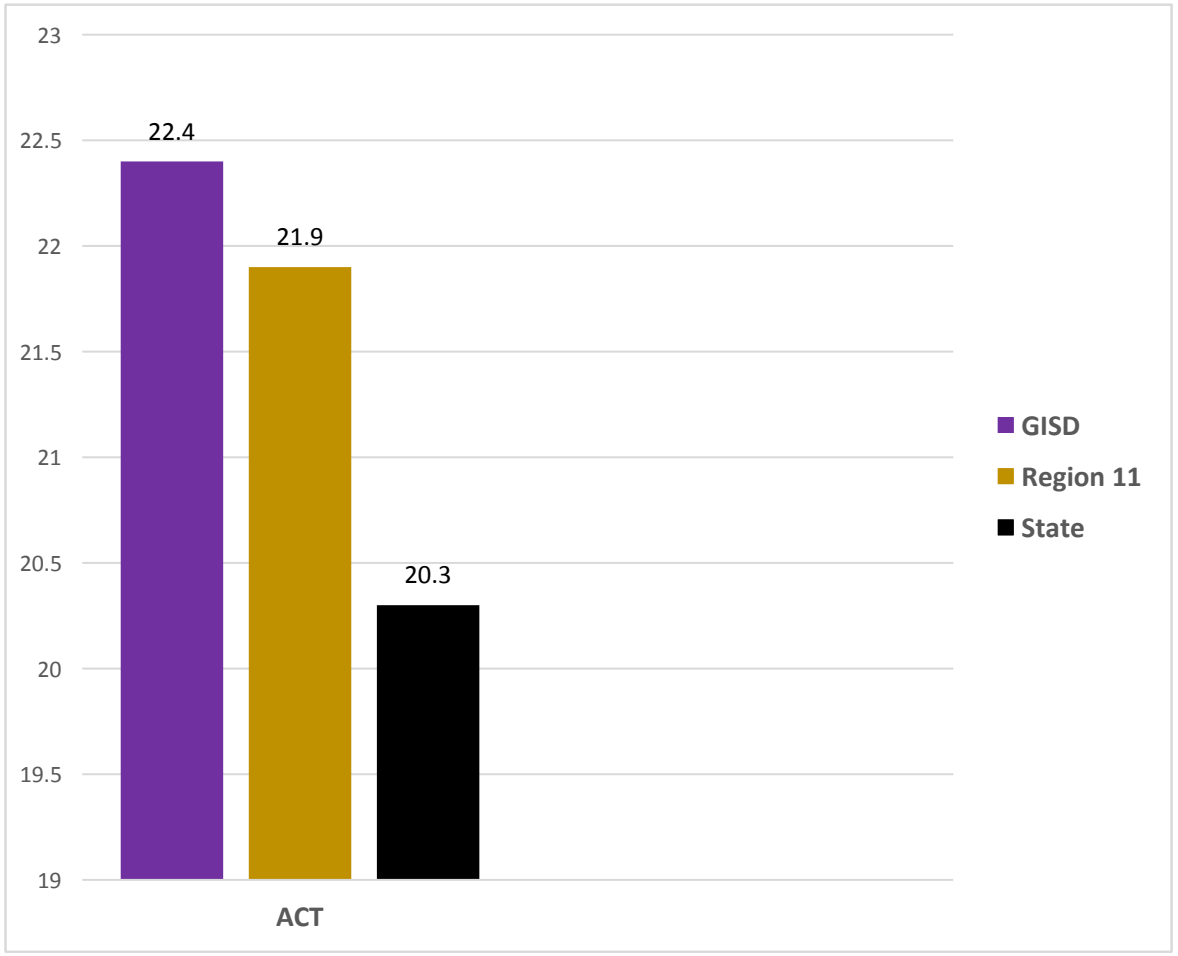
CTE COHERENT SEQUENCE and COLLEGE/CAREER READY GRADUATES

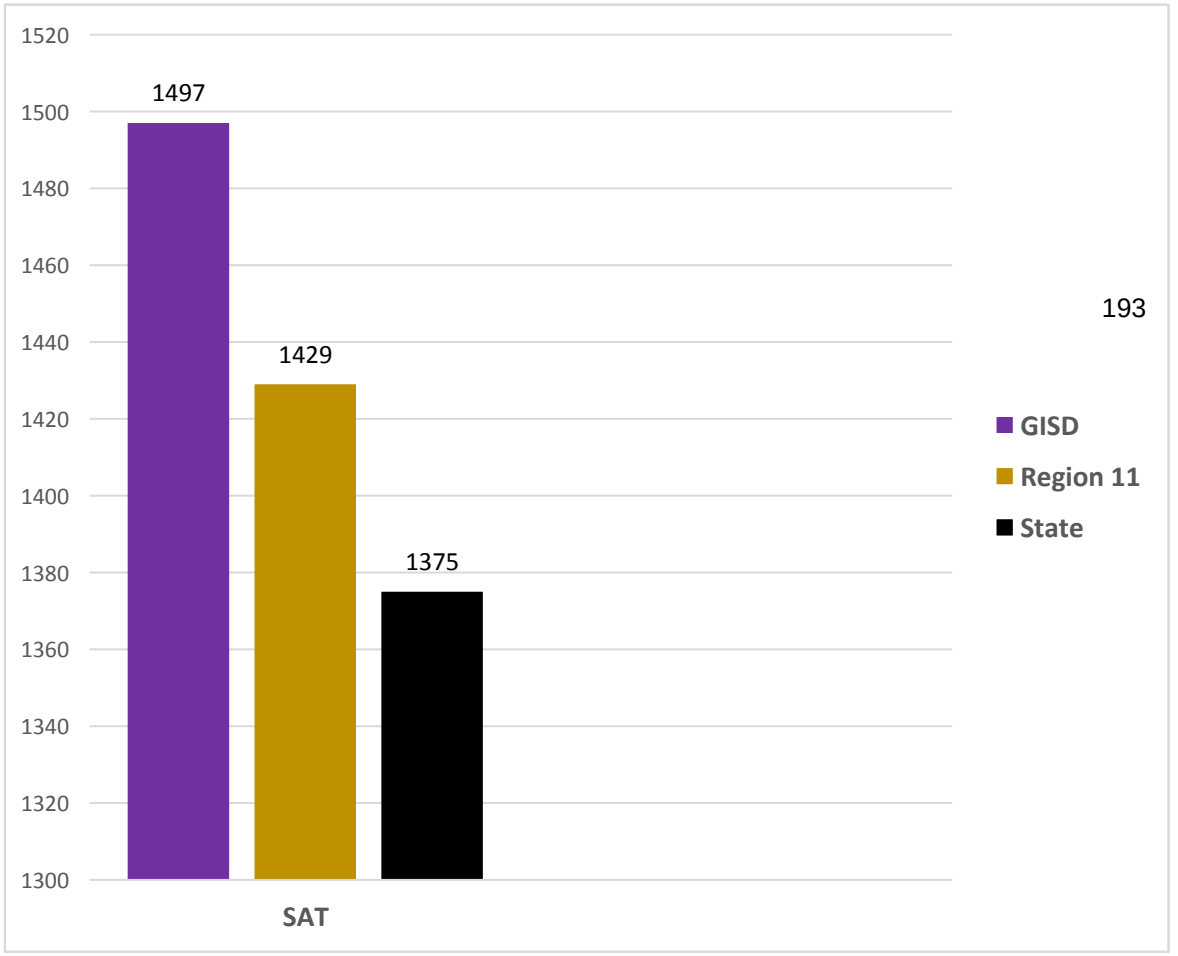


INSTITUTES OF HIGHER EDUCATION INDICATORS 2015

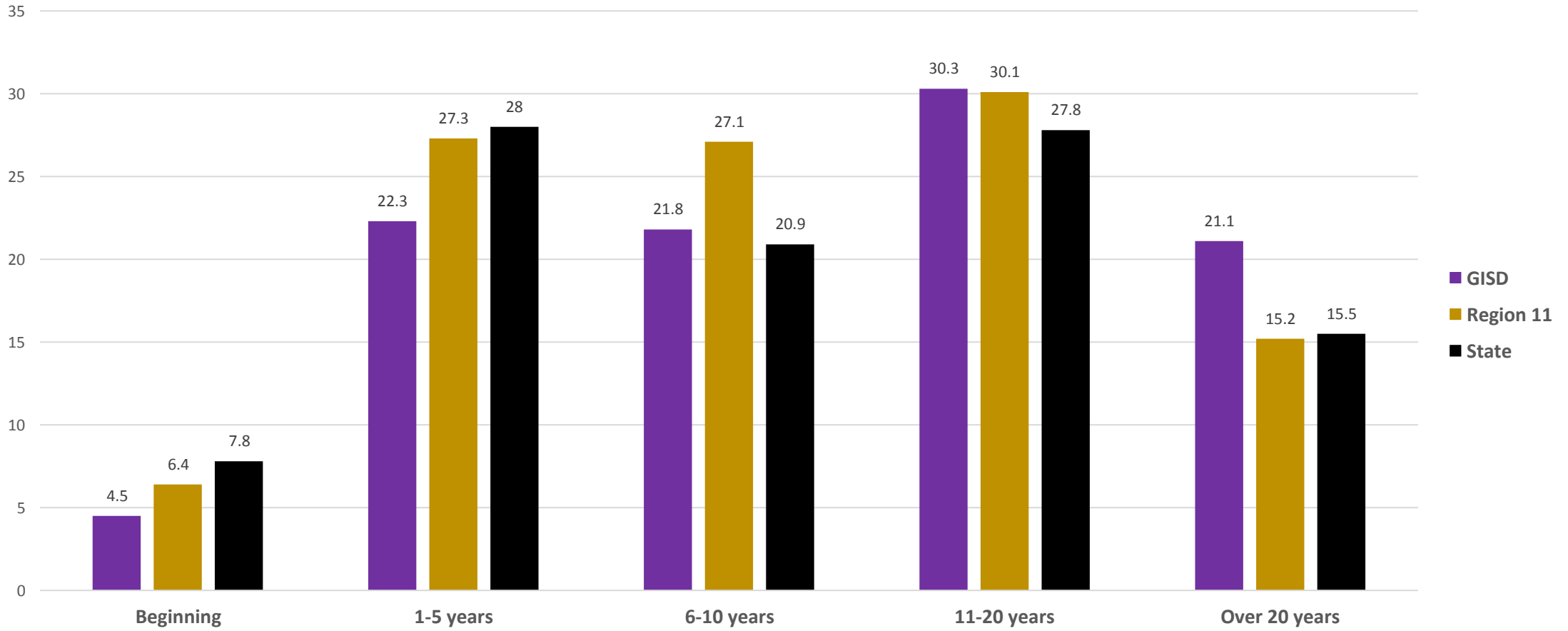


ACT and SAT Scores

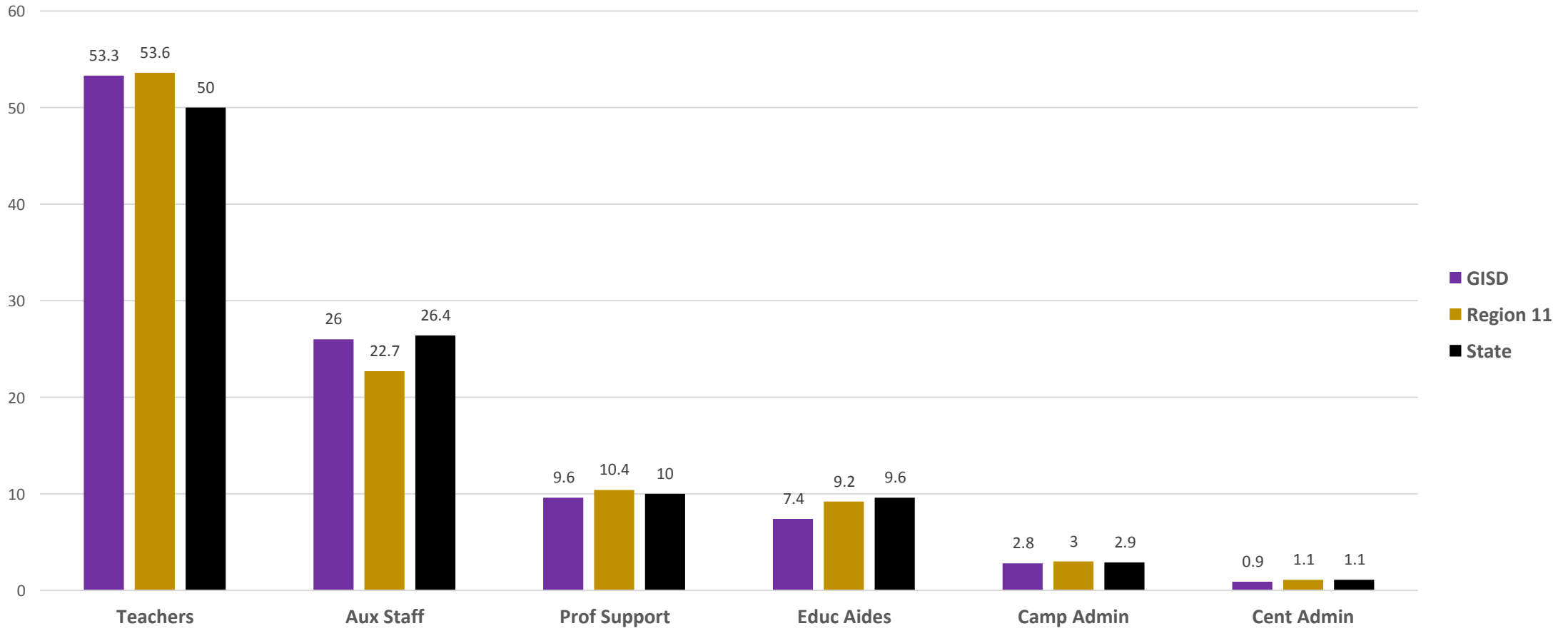




STAFF YEARS of EXPERIENCE



TOTAL STAFF PERCENTAGES



2017-2018 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
- AVID implementation at middle schools
- Empowering Writers at elementary
- Fundamental 5 at high school

2018 and BEYOND ISSUES

- Accountability Reforms through HB 2804 (A-F grades)
  - To be released in April for the current year
- Campus A-F will begin for 18-19 data; still unknown measurements
- ESSA requirements at Federal level
- Impact of Hurricane Harvey on accountability
- District of Innovation

STATE OF THE DISTRICT SUMMARY

- Elementary science scores surpass Region and the State
- Middle Schools implementing double block for ELA showed increased results compared to their “39 similar” districts
- Enrollment increased by 59 students over last year; 520 since 2013
- 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

GRANBURY ISD

2016-2017 ACCOUNTABILITY

TEXAS ACADEMIC PERFORMANCE REPORT

RON HOLMGREEN

ASSISTANT SUPERINTENDENT

DECEMBER 11, 2017

GRANBURY ISD
TECHNOLOGY DEPARTMENT

TO: Dr. James Largent, Superintendent	**FROM**: Amy Wood **DATE**: December 8, 2017 **RE**: Course Catalog

SUMMARY:

Courses for the 2018-2019 school year are outlined in the course catalogs presented in the board packet. There are three course catalogs included: Middle School, High School, and STARS.

This catalog is a work in progress. As we determine need and change in regulations, the catalog will be updated on the GISD website.

A special thanks to Dawn Bradley's classes for designing our covers. Principals selected the winning covers from all of her classes. Credit to the students can be found on the second page of the catalog.

RECOMMENDATION:

It is our recommendation to continue to offer all courses outlined in PEIMS CO22 and adjust the course catalog as necessary.

Respectfully submitted,



Amy Wood
Director of Technology

COURSE CATALOG
2018 - 2019

GRANBURY HIGH SCHOOL

"EVERY STUDENT, EVERY DAY"



2000 WEST PEARL STREET
GRANBURY, TX 76048
WWW.GRANBURYISD.ORG
817-408-4600

GRADES 9-12

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.

GHS Mission

Granbury High School empowers our students and challenges them to achieve success, show compassion, and contribute to a complex society.

Cover designed by

Abby Jones

Senior Granbury High School

2018-2019

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 to earn a 1.25 mutliplier 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:

A student in grades 9-12 will be advanced with their cohort based on the number of course credits earned. Students who accelerate or intend on graduating early will do so as a third-year student (or a Junior/11th grader). Third-year graduates will not be reclassified into the Senior cohort. To be classified as a senior, a student must have completed six consecutive semesters prior to receiving that classification.

Credits	Earned Classification
6	Grade 10(Sophomore)
12	Grade 11(Junior)
17	Grade 12(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***. Changing of courses at the beginning of school will be limited 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. Second semester schedule changes are unlikely.

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 grading periods. Progress reports are provided every three weeks, with report cards distributed at the end of each grading 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.

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.

**Please be advised that your high school dual credit grade may be different than your college dual credit grade.

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, 2018, 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 (6% 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) (for a total of 5 math credits including Algebra 1, Geometry, and Algebra 2)
Pre-Calculus, AP Statistics, Engineering Mathematics, AP Calculus, DC Math (2 courses), Advanced Quantitative Reasoning

Science: (Choose 2) (for a total of 5 science credits including Biology, Chemistry and Physics)
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, Astronomy

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 and DC), AP European History, Psychology, Sociology

English: *Choose 4* credits (for a total of 7 English 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
- Art 2 Painting
- Art 2 Photo
- Art 2 Ceramics
- Art 2 Print Design
- Honors Art 3 Drawing
- Honors Art 3 Painting
- Honors Art 3 Print Design
- Art 3 Photo
- Art 3 Ceramics
- AP Art 4 Drawing
- AP Art 4 Two-Dimensional Design
- Honors 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

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

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*
- Forensic Science*
- Court Systems and Practices*
- 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.*

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
  - Small Animal Management
  - Equine Science
  - 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*
  - Practicum in 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 and Sales
  - 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*

Transportation, Distribution, and Logistics:
- *Choose 4 credits, with at least one advanced choice*:
  - Automotive Basics
  - Small Engine Technology
  - Automotive Technology 1: Maintenance and Light Repair*
  - 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.*

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

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, some must be completed at a Weatherford College Campus
- 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
- 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
- DC 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 following provisions shall apply beginning with students who graduate in 2018. The full policy EIC (Local) is available on the district website at www.granburyisd.org/policy .

Eligible AP, honors, dual credit, and practicum/internship level CTE courses designated in the student handbook shall be categorized as Advanced Academic Courses, and 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 advanced credits, as outlined in the table below, a 1.25 multiplier will be applied to the student's cumulative GPA.

Grade Level	**Semester**	****Number of Advanced Credits Earned**
9	S1	No Multiplier Applied
9	S2	No Multiplier Applied
10	S1	No Multiplier Applied
10	S2	6
11	S1	6
11	S2	10
12	S1	13
12	Six Weeks 5/S2	16

Upon completion of grade 12, a student who has earned 16 advanced credits shall have a 1.25 multiplier applied to his or her cumulative GPA. ***A student who had not completed 16 advanced credits shall have his or her GPA reverted to unweighted status.***

FIDELITY POINTS

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.

The full policy EIC (LOCAL) is available on the district website at www.granburyisd.org/policy.

Advanced Academic Credit Course Information

Advanced Academic Credits (AAC) are tied to the credits earned in the course. For example, if the course is ½ credit, ½ AAC is earned, however if the course is 1 credit, 1 AAC is earned. No one course can earn more than 2 AACs, regardless of number of the earned credits.

EXAMPLES OF CORE ADVANCED ACADEMIC CREDITS

- Honors English 2
- AP English 3
- DC English 3
- AP English 4
- DC English 4
- Honors Geometry
- Honors Algebra 2
- Honors Pre-Calculus
- AP Calculus
- AP Statistics
- DC Math/College Algebra
- Honors Biology
- Honors Chemistry
- AP Physics 1
- AP Physics 2
- AP Chemistry
- AP Biology
- DC Biology1/Biology 2
- Forensic Science
- AP Environmental Science
- Aviation
- Anatomy and Physiology
- Honors World Geography
- AP World History
- AP US History
- AP European History
- DC US History
- AP US Government/AP Macroeconomics
- DC US Government /AP Macroeconomics
- DC US Government /DC Texas Government
- DC Government/DC Economics
- Honors Spanish 3
- AP Spanish 4
- AP Spanish 5
- Honors French 3
- AP French 4
- Honors American Sign Language 3
- Honors American Sign Language 4
- AP Music Theory
- Honors Art 3 Drawing
- Honors Art 3 Painting
- Honors Art 3 Print Design
- AP Art 4 Drawing
- AP Art 4 2-D

EXAMPLES OF CTE ADVANCED ACADEMIC CREDITS

- Practicum in A/F/N
- Advanced Animal Science
- Graphic Design and Illustration 2
- AV Production 2
- Practicum in AV
- Practicum in Education
- Health Science Theory
- Health Science Clinical
- Medical Terminology (Full Year Only)
- Pharmacology
- Anatomy and Physiology
- Practicum in Health Science
- Computer Programming 2
- Practicum in Information Technology
- Forensic Science
- Law Enforcement 2
- Practicum in Law, Public Safety, Corrections and Security
- Intro to Engineering Design
- Engineering Science
- Civil Engineering
- Aerospace Engineering
- Engineering Design and Development
- Accounting II
- Financial Analysis
- Practicum in Marketing
- Practicum in Transportation Systems

FIDELITY POINTS

Additional Advanced Credits/Fidelity Points allowed for a comprehensive, competitive extracurricular activity tied to a class (Athletics, Band, Dance, Cheer, Choir, Theatre, Yearbook, Student Council, Debate, F1 in Schools, 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.

	• **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**
	• **Requires a background check, a negative drug screening, a negative TB skin test, and a flu shot. Additionally, students must comply with LGMC and other health care facility policies and procedures.**
	Prerequisite = State Required *Recommended Prerequisite = State Recommended* *GISD Requirement = Granbury ISD Stipulation*

Description of Courses

English

English 1 (0110)
1 Credit - Grade 9-12
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 9-12
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
GISD Requirement: 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 English 2 *(0125)*
1 Credit - Grade 9-12
GISD Requirement: English 1



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 during junior and senior years.

English 3 (0130)
1 Credit – Grades 9-12
GISD Requirement: 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 9-12
GISD Requirement: English 1 and English 2



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 9-12
Prerequisites: TSI Assessment and registration with Weatherford College



This course offers students the opportunity to earn simultaneous credit in both the third year of high school English and freshman college English (1301 &1302) through Weatherford College. 1301 must be completed prior to 1302. *Please be advised that the WC grade may be different than the GHS grade.*

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.

Description of Courses

English

Advanced Placement English 4 (0145)
1 Credit - Grades 11-12
Prerequisites 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: 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 the fourth year of high school English and freshman college English (1301&1302) through Weatherford College. *Please be advised that the WC grade may be different than the GHS grade.*

Dual Credit Research and Technical Writing (ENGL 2311) (English 4 or Independent Study in English) (0150)
½ Credit- Grades 11-12
Prerequisites: English 1, English 2, and English 3, TSI Assessment and registration with Weatherford College, and College English 1301 & 1302



Students will practice 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. *Please be advised that the WC grade may be different than the GHS grade.*

Dual Credit Literary Genres (ENGL 2322) (English 4 or Independent Study in English) (0155)
½ Credit- Grades 11-12
Prerequisites: English 1, English 2, and English 3, TSI Assessment and registration with Weatherford College, and College English 1301 & 1302



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 to practice critical thinking and critical analysis by reading literature and writing about literature. Students will receive three hours of college credit. *Please be advised that the WC grade may be different than the GHS grade.*

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: English 1, 2 and 3 if used as a 4th English



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: English 1, 2 and 3 if used as a 4th English



This course includes the study of major historical and cultural movements and their relationships 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 Communications (9850)
½ Credit – Grades 9-12
Prerequisites: None



Professional Communications blends written, oral, and graphic communication. Students will be provided a strong academic foundation in professional oral and written communication while integrating computer and technology applications. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Professional Communications within careers and the workplace will be included in this curriculum.

English Electives

Journalism Yearbook Production 1 (0168)
1 Credit – Grades 09-12
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 copywriting 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 copywriting 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

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. ***A limit of 1 AAC can be earned for fidelity for 4 years successful completion 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, 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 Speech and Debate Association and achieve a minimum number of points toward the 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 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 Speech and Debate Associate and achieve a minimum number of points toward the distinction per semester on a graded scale.

Debate 3 (0177)
1 Credit - Grades 10-12
Prerequisites: 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 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 Speech and Debate Association and achieve a minimum number of points toward the distinction per semester on a graded scale.

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

This course is designed for competitive debate in standard forms. Curriculum includes researching current 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 Speech and Debate Association and achieve a minimum number of points toward the distinction per semester on a graded scale. AAC limited to 1 upon completion of 4 years of Debate in grades 9-12. ***A limit of 1 AAC can be earned for fidelity for 4 years successful completion in grades 9-12.***

Mathematics

Algebra 1 (0210)
1 Credit - Grades 9-12
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 9-12
Prerequisite: Algebra 1



This course is designed for the advanced, academically bright math students.. 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 9-12
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 9-12
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 9-12
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 9-12
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 9-12
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 11-12
Recommended Prerequisites: Precalculus or Honors 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 (0275)
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: None

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. *Please be advised that the WC grade may be different than the GHS grade.*

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. *Please be advised that the WC grade may be different than the GHS grade.*

Science

Biology (0310)
1 Credit - Grade 9-12
Prerequisites: None



Students conduct laboratory experiments over 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 9-12
Prerequisites: None



Students conduct laboratory experiments over 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



Biology 1 – Semester A **(BIOL 1408)**
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. *Please be advised that the WC grade may be different than the GHS grade.*

Biology 2 – Semester B **(BIOL 1409)**
An introduction to the nature of science, the fundamental principles of living organisms including characteristics of ecology, plant and animal diversity, and physiology for non-science majors. An emphasis will be placed on how these topics are related to current issues and problems facing modern society. *Please be advised that the WC grade may be different than the GHS grade.*

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 Honors 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.

Science

Anatomy & Physiology (9470)
1 Credit – Grades 10-12
Prerequisites: Biology I and a second science credit
Recommended Prerequisite: A course from the Health Science Endorsement



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.

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.

Science

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 Environmental Science exam.

Forensic Science (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 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?

Aviation Science (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 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. Students will also study the flight and operation of drones. Flight simulators will be used to enhance the study of flight and understanding of airport operation. ***Private Pilot Ground School license may be earned.***

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.

Astronomy (0375)
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.

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. *Please be advised that the WC grade may be different than the GHS grade.*

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. *Please be advised that the WC grade may be different than the GHS grade.*

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.

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. *Please be advised that the WC grade may be different than the GHS grade.*

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. *Please be advised that the WC grade may be different than the GHS grade.*

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.

Dual Credit Economics (ECON 2301) – Principles of Economics (Macro) (0456)
½ Credit – Grade 12
Prerequisites – TSI assessment and registration with Weatherford College

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, fiscal policy, and monetary policy. *Please be advised that the WC grade may be different than the GHS grade.*

Social Studies

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: None



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: None

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 Spanish Language 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 Spanish Language 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 exam..

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: None



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: None



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 (0685)
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 successful completion 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. ***A limit of 1 AAC can be earned for fidelity for 4 years successful completion in grades 9-12.***

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 successful completion in grades 9-12.***

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)
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 (0722)
1 Credit – Grades 10-12
Prerequisites: Choir 1 and Choir 2



This course provides 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 (0723)
1 Credit – Grades 10-12
Prerequisites: Choir 1, Choir 2, and Choir 3



This course provides 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. ***A limit of 1 AAC can be earned for fidelity for 4 years successful completion in grades 9-12.***

Choir 5 (0717)
1 Credit – Grades 10-12
Prerequisites: Choir 1, Choir 2, Choir 3, and Choir 4



This course provices 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. ***A limit of 1 AAC can be earned for fidelity for 4 years successful completion in grades 9-12.***

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.

Description of Courses

Fine Arts

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. 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.***

Jazz Band
1 Credit - Grades 9-12
Prerequisites: Audition required*, Current enrollment in Band 1, 2, 3, 4 or 5



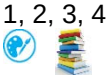
This is a year-long course designed to teach the basic concepts of jazz styles and improvisation used in both combo and big band settings. Performances include special functions, concerts throughout the year, and competition both for the individual students and the band as a whole. Must be concurrently enrolled in band I, II, III, IV, or V. *Exceptions to band enrollment may be made by special audition for the following: rhythm guitar, electric or string bass and piano.

Instrumental Ensemble Methods: Brass (1, 2, 3, 4)
1 Credit - Grades 9-12
Prerequisites: Audition required*, Current enrollment in Band 1, 2, 3, 4 or 5



This course is offered to the student with previous brass experience, currently enrolled in an approved band ensemble course. Concentration will be on the development of the individual student skills with experiences in small ensemble participation and the development of knowledge of brass literature.

Instrumental Ensemble Methods: Woodwind (1, 2, 3, 4)
1 Credit - Grades 9-12
Prerequisites: Audition required*, Current enrollment in Band 1, 2, 3, 4 or 5



This course is offered to the student with previous woodwind experience, currently enrolled in an approved band ensemble course. Concentration will be on the development of the individual student skills with experiences in small ensemble participation and the development of knowledge of woodwind literature.

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 (0731)
1 Credit - Grades 9-12
Prerequisites: Art 1

This course provides advanced art instruction in 2-dimensional art developing skills in drawing techniques that may apply to art elements and principles of design. The course provides for a variety of art media and tools. Emphasis will be put upon creating a portfolio which demonstrates skills developed in the drawing field.

Art 2 Painting (0736)
1 Credit – Grades 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 (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 (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 (0742)
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.

Art 2 Sculpture (0735)
1 Credit - Grades 9-12
Prerequisite: Art 1

Students will experience 3-dimensional design and visual problem solving through the exploration of diverse materials, techniques and themes. Previous mediums include: Clay, Wire, Cardboard, Found Objects, Plaster, Books, Soap and Toothpicks. Students will also gain proficiency in techniques such as: Hand-building, Carving, Installation and Assemblage. Student will have the opportunity to work realistically, as well as abstractly. Students are expected to participate in class discussions, peer critiques, written reflections, acquisition of project specific vocabulary and do work outside of class if necessary.

Honors Art 3 Drawing (0737)
1 Credit - Grades 10-12
Prerequisite: Art 2 Drawing

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.

Fine Arts

Honors Art 3 Print Design (0733)
1 Credit – Grades 10-12
Prerequisite: Art 2 Design



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 (0745)
1 Credit - Grades 10-12
Prerequisite: Art 2 Ceramics



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



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.

Honors Art 3 Painting (0743)
1 Credit - Grades 10-12
Prerequisite: Art 2 Painting



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.

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



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 or Art 3 Design



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.

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

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.

Description of Courses

- All students ***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	8860
YEAR 3	8870
YEAR 4	8880
YEAR 5	8890

BASEBALL

YEAR 1	8350
YEAR 2	8360
YEAR 3	8370
YEAR 4	8380
YEAR 5	8390

BASKETBALL

	BOYS	*GIRLS*
YEAR 1	8050	8100
YEAR 2	8060	8110
YEAR 3	8070	8120
YEAR 4	8080	8130
YEAR 5	8090	8140

GOLF

	BOYS	GIRLS
YEAR 1	8450	8500
YEAR 2	8460	8510
YEAR 3	8470	8520
YEAR 4	8480	8530
YEAR 5	8490	8540

CHEER

YEAR 1	8750
YEAR 2	8760 (FA)
YEAR 3	8770 (FA)
YEAR 4	8780 (FA)
YEAR 5	8790 (FA)

CROSS COUNTRY

YEAR 1	8250
YEAR 2	8260
YEAR 3	8270
YEAR 4	8280
YEAR 5	8290

FOOTBALL

YEAR 1	8000
YEAR 2	8010
YEAR 3	8020
YEAR 4	8030
YEAR 5	8040

SOCCER

	BOYS	*GIRLS*
YEAR 1	8650	8700
YEAR 2	8660	8710
YEAR 3	8670	8720
YEAR 4	8680	8730
YEAR 5	8690	8740

SOFTBALL

YEAR 1	8400
YEAR 2	8410
YEAR 3	8420
YEAR 4	8430
YEAR 5	8440

SWIM

YEAR 1	8550
YEAR 2	8560
YEAR 3	8570
YEAR 4	8580
YEAR 5	8590

TENNIS

YEAR 1	8600
YEAR 2	8610
YEAR 3	8620
YEAR 4	8630
YEAR 5	8640

TRACK

	BOYS	*GIRLS*
YEAR 1	8150	8200
YEAR 2	8160	8210
YEAR 3	8170	8220
YEAR 4	8180	8230
YEAR 5	8190	8240

VOLLEYBALL

YEAR 1	8825
YEAR 2	8830
YEAR 3	8835
YEAR 4	8840
YEAR 5	8845

Fitness and Wellness

Foundations of Personal Fitness (0835)
1 Credit – 9-12
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 9-12
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 9-12
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 9-12
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 9-12
Prerequisites: None

Students enrolled in adventure outdoor education develop competencies 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 for PE Credit) (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, 8770, 8780, 8790)
1 Credit – Grades 9-12
Prerequisite: Tryouts required

Description of Courses

MJROTC

Leadership Education is based upon the tenants of Marine Corps leadership: to teach and develop a sense of citizenship, responsibility, discipline and character. Throughout the program, the Leadership Education curriculum is presented by way of five different categories of instruction: (1) Leadership (2) Citizenship (3) Personal Growth and Responsibility (4) Public Service and Career Exploration, and (5) General Military Subjects. The curriculum reflects two fundamental aspects. Leadership studies teach leadership and citizenship whereas the Leadership Labs allow student to apply that knowledge.

If a student successfully completes all four JROTC courses, a Public Services Endorsement can be earned.

MCJROTC I (0501)
1 elective or 1 P.E. Credit - Grades 9-12
Prerequisites: None



This first unit of the Leadership Education provides an introduction to both leadership and citizenship. It also exposes new cadets to personal growth and responsibility and establishes a foundation in military structure and tradition. Additionally, cadets participate in a healthy physical education program and are first exposed to the teamwork required in organized drill.

MCJROTC II (0502)
1 elective or 1 PE Credit – Grades 10-12
Prerequisite: LE-1

This course continues the leadership and citizenship classes of LE-1. Students receive instruction in general military subjects with more structure and tradition than in LE-1. Cadets also receive an introduction to the exciting sport of marksmanship. LE-2 begins a cadet's orienteering training with map and compass.

MCJROTC III (0503)
1 elective or 1 PE Credit – Grades 11-12
Prerequisite: MCJROTC 2

In this course, cadets resume building upon the subjects studied in LE-1 and LE-2, including various career options by beginning to learn more about public service and other possible careers for life after high school. Cadets also learn about job seeking and the interview process as well as receiving instruction in personal finances.

MCJROTC IV (0504)
1 elective or 1 PE Credit – Grade 12
Prerequisite: MCJROTC 3

This course is the culmination of a cadet's Leadership Education studies. Cadets are expected to keep up with and be able to discuss current events. Social and cultural topics such as equal opportunity and sexual harassment are studied, and a research paper is required on a subject approved by the instructor. Cadets create a personal resume for future use after high school. ***A limit of 1 AAC can be earned for fidelity for 4 years successful completion in grades 9-12.***

Career and Technical Education

Principles classes are recommended for grades 9 and 10. A student who completes a principles-level course and changes career pathways may enter the next course in any pathway except for engineering. Engineering students must start with Introduction to Engineering (IED).

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 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 (POE) (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

Project Based Research in F1 in Schools (9790, 9795, 9797)
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 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.

Aviation Science (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 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. Students will also study the flight and operation of drones. Flight simulators will be used to enhance the study of flight and understanding of airport operation. ***Private Pilot Ground School license may be earned.***

Project Based Research in Aviation
1 Credit - Grades 11-12
Prerequisite: Engineering Science and concurrently enrolled in Aerospace



This course allows a student to serve as a team leader on the RV-12 project. The student can be enrolled in an additional hour and will work closely with mentors and teacher to prepare project build groups for the RV-12. The student will prepare labs, prep material and brief students on weekly projects.

Practicum in Engineering.
2 Credits - Grade 12
Prerequisite: CEA or AERO



This capstone engineering course allows a senior student to engage in engineering projects in the GHS Engineering Lab or other related industry shops/businesses. Students will work closely with engineering teaching staff to complete district and community-related projects.

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Career and Technical Education

PUBLIC SERVICES – HEALTH SCIENCE

Principles of Health Science (9450)
1 Credit – Grades 9-10
Prerequisite: None

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: Principles of Health Science

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)
2 Credits – Grades 11-12
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. 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: A background check, a negative drug screening, a negative TB Skin Test, and a flu shot. Additionally, students must comply with LGMC and other health care facility policies and Procedures.***

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Pharmacology (9475)
1 Credit – Grades 11-12
Prerequisite: Biology and Chemistry
Recommended Prerequisite: A course from the Health Science Cluster
GISD Requirement: Medical Terminology, Micro or Patho

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 12
Prerequisites: Principles of Health Science Theory and Biology
GISD Requirement: Health Science Theory and Clinical



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: Health Science Theory and Clinical



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.

Students must be 18 by January 1, 2018, in order to participate in EMT Clinicals. Students who are not 18 by January 1, 2018, may gain credit for the class, but will not have the opportunity to complete their certification while enrolled at GISD.

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.

Career and Technical Education

PUBLIC SERVICES – EDUCATION AND TRAINING

Practicum in Education and Training is usually offered 0 and 1st periods. Instructional Practices is usually offered 2nd and 3rd periods. Students who have conflicts can be placed in the opposite section. Mornings are best suited for the elementary schedules; therefore, the district is willing to work with student schedules so that student goals and pathways can be met.

Principles of Education and Training (9320)
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. Infant simulators are an optional project as part of the educational experience

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)
2 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 – CHILD CARE/DAY CARE

CHILD CARE/DAYCARE SEQUENCE

Principles of Education and Training
1 Credit – Grades 9-10
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).

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.

Dollars and Sense (9525)
½ Credit – Grades: 11-12
Recommended Prerequisites: Principles of Education and Training; or Principles of Business, Marketing, and Finance; or Principles of Hospitality and Tourism

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

Lifetime Nutrition and Wellness (9508)
½ Credit – Grades 10-12
Recommended Prerequisites: Principles of Education and Training

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) (9562)
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 (9570)
1 Credit – Grades 10-12
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 (9575)
2 Credits – Grades 11-12
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

PUBLIC SERVICES – LAW, PUBIC SAFETY, CORRECTIONS AND SECURITIES

Principles of Law, Public Safety, Corrections, and Security (9645)
1 Credit – Grades 9-10
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 11-12
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.

Court Systems and Procedures
1 Credit – Grade 11-12
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security
GISD Requirement: Law Enforcement I

Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.

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?

Career and Technical Education

PUBLIC SERVICES – LAW, PUBIC SAFETY, CORRECTIONS AND SECURITIES

Practicum in Law, Public Safety, Corrections and Security (9657)
2 Credits – Grade 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
1 Credit – Grade 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.

Description of Courses

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 9-10
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.

Small Animal Management
½ Credit – Grades 10-12
GISD Requirement: Principles of Agriculture, Food & Natural Resources

Small Animal Management is a course designed to prepare students for a career in the field of animal science as it relates to small animal care and production. Students will learn responsibility of small animal ownership, animal welfare, care and management, and examine career opportunities. Small animal species to be addressed in this course may include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats. This course is a stepping stone into the field of veterinary medicine or animal science.

Equine Science
½ Credit – Grades 10-12
GISD Requirement: Principles of Agriculture, Food & Natural Resources

Small Animal Management is a course designed to prepare students for a career in the field of animal science as it relates to small animal care and production. Students will learn responsibility of small animal ownership, animal welfare, care and management, and examine career opportunities. Small animal species to be addressed in this course may include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats. This course is a stepping stone into the field of veterinary medicine or animal science.

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 and Small Animal Management or Livestock Production

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
4TH SCIENCE OPTION

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.

Career and Technical Education

BUSINESS AND INDUSTRY – AGRICULTURE, FOOD, AND NATURAL RESOURCES

VETERINARY MED SEQUENCE:

Practicum in Agriculture, Food, and Natural Resources (Vet Med) (9025)
2 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.**

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Extended Practicum in Agriculture, Food, and Natural Resources (Vet Med)
1 Credit – 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.

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.**

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 (9040)
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.

Agriculture Laboratory and Field Experience (9045)
1 Credit – Grades 11-12
Recommended Prerequisite: One AFN Credit
Corequisite: Enrollment in any AG 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.

Agriculture Laboratory and Field Experience (9045)
1 Credit – Grades 11-12
Recommended Prerequisite: One AFN Credit
Corequisite: Enrollment in any AG 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
GISD Requirement: Ag Structures Design and Fabrication

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

GRAPHIC DESIGN AND ILLUSTRATION SEQUENCE

Principles of Arts and AV (9200)
1 Credit – Grade 9-10
Prerequisites: None

If you like movies, graphic design, drawing, or taking and editing pictures then the Arts/AV cluster is for you. The students in this course get the chance to get their feet wet in all these different areas. The students will spend time learning the very basics of graphic design, video production, animation, and commercial photography. This class is the base level class required for any student wanting to work in the Arts/AV cluster. This course will provide foundational information for the Adobe CC Suite, including Photoshop, InDesign, Premier Pro, and Illustrator. This course leads to a variety of Adobe certifications.

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 (9156)
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

Principles of Arts and AV (9200)
1 Credit – Grade 9-10
Prerequisites: None



If you like movies, graphic design, drawing, or taking and editing pictures then the Arts/AV cluster is for you. The students in this course get the chance to get their feet wet in all these different areas. The students will spend time learning the very basics of graphic design, video production, animation, and commercial photography. This class is the base level class required for any student wanting to work in the Arts/AV cluster. This course will provide foundational information for the Adobe CC Suite, including Photoshop, InDesign, Premier Pro, and Illustrator. This course leads to a variety of Adobe certifications.

Audio Video Production 1 (9205)
1 Credit – Grades 10-12
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 and Lab (9210)
2 Credits – Grades 11-12
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.

Practicum in Audio/Video Production (9215)
2 Credits – Grade 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 12
Prerequisite: Audio Video Production 2 and Audio Video Production Lab 2
Corequisite: Practicum in AV Production



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 Practicum in 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 9-10
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, mney – 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.

Dollars and Sense (9525)
½ Credit – Grades: 11-12
Recommended Prerequisites: Principles of Human Services
GISD Requirement: Principles of Education and Training; or Principles of Business, Marketing, and Finance; or Principles of Hospitality and Tourism

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

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 QuickBooks certification.

Career and Technical Education

BUSINESS AND INDUSTRY – BUSINESS MANAGEMENT AND ADMINISTRATION

CAREER DEVELOPMENT
(These courses can count as the elective CTE credit in endorsements with that option.)

Career Prep I (9420)
2 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)
2 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.

Extended Career Prep
1 credit – Grades 11-12
Prerequisite: One advanced CTE course
Corequisite: Career Prep I or Career Prep II

This course must be taken concurrently with Career Prep 1 and/or Career Prep 2.

Project Based Research
1 credits – Grade 11-12

Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Students may repeat this course with different course content for up to three credits

Career and Technical Education

BUSINESS AND INDUSTRY – MARKETING

Principles of Business, Marketing, and Finance (9505)
1 credit – Grades 9-10
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 and Sales (9705)
½ credit – Grades 10-12
Recommended Prerequisites: Principles 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: Principles of Business, Marketing and Finance
GISD Requirement: Advertising and Sales

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 11-12
Recommended Prerequisites: Principles of Business, Marketing and Finance
GISD Requirement: Advertising and Sales and Sports and Entertainment Marketing

Have you ever dreamed of owning your business? Research studies project that over 80% of students will own some type of small business in their life time. Entrepreneurship will guide students in the steps necessary to begin and operate a small business. The primary focus of the course is to help students understand the principles of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. The bottom line is profit – come learn how to own your own business!

Practicum in Marketing (9715)
2 Credits – Grades 12
Recommended Prerequisites: Principles of Business, Marketing and Finance
GISD Requirement: Entrepreneurship

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 12
Recommended Prerequisites: Principles of Business, Marketing and Finance
Corequisite: Practicum in Marketing

This one-credit course is designed for students enrolled in the Practicum in Marketing and who have 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 (9636)
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 (9631)
1 Credit – Grades 11-12
Recommended Prerequisites: 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 (9641)
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 through 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 (9642)
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 9-10
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 10-12
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).

Practicum in Culinary Arts (9519)
1 Credit – Grades 11-12
Prerequisites: Culinary Arts
GISD Requirement: Culinary Arts

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

**May advance in a pathway that supports a student's 4-year plan and academic advancement if he/she has demonstrated equivalent knowledge in the pathway.*

Extended Practicum in Culinary Arts (9517)
1 Credit – Grade 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

Advanced Culinary Arts (9518)
2 Credits – Grade 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).

Career and Technical Education

BUSINESS AND INDUSTRY – TRANSPORTATION, DISTRIBUTION AND LOGISTICS

Automotive Basics (9800)
1 Credit – Grades 9-10
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.

Small Engine Technology 1
1 Credit – Grades 10-12
GISD Requirement: Automotive Basics

Small Engine Technology I includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems.

Automotive Technology 1 (9805)
2 Credits – Grades 11-12
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.

Advanced Transportation Systems Laboratory (9817)
1 Credit – Grades 11-12
Corequisites: Automotive Technology 2

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

Practicum in Transportation Systems (9830)
2 Credits – Grades 11-12
GISD Requirement: Automotive Technology 1

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 (9831)
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.

Granbury ISD

Middle School Course Catalog

Grades 6-8

2018-2019

WWW.GRANBURYISD.ORG

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2000 Crossland Road
Granbury, TX 76048
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Acton Middle School
1300 James Road
Granbury, TX 76049
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Granbury ISD

2018-2019

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

Devin Dunn
Senior Granbury High School

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 4)*

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 6)*

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 9)*

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.

A Pre-Athletic Fitness and Wellness Course may be available for students interested in pursuing athletics in the middle School

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

TECHNOLOGY ESSENTIALS
In this one semester course, students will learn the foundational elements of technology. Essentials of the Google Suite, digital citizenship, and other foundational skills will help students integrate technology into all courses.

6th COLLEGE READINESS
The college/career ready course helps students explore college and career opportunities. During the semester, students will investigate tools for success, set personal goals, financial management and engage in career assessments/surveys.

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 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.

7th AVID ELECTIVE
The AVID elective class provides academic and leadership support for students entering rigorous coursework that prepares them from a pathway to university studies. AVID students learn organization and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivation activities to make their college dream reality. Students will be attending field trips to university campuses.

HEALTH
In this semester course, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. Students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

SPEECH
Communication skills are fundamental for all life activities. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in this semester course will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

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.

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

8th AVID ELECTIVE

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

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.

MTA – MULTISENSORY TEACHING APPROACH

The MTA (Multisensory Teaching Approach) is the curriculum used by all the dyslexia interventionists in Granbury ISD. It is a sequential program designed specifically for students with dyslexia to develop their language skills. Only students that require this type of intervention will be chosen to be enrolled in this course.

STARS

Accelerated High School

2018-2019



Grades 9-12

305 North Hannaford Street
Granbury, TX 76048
817-408-4450
www.granburyisd.org

Course Catalog

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

Alejandra Garcia

Sophomore Granbury High School

2018-2019

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.

Margaret Rodriquez
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.

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.

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
redit - 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.

Description of Courses

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:															

GISD MIDDLE SCHOOL
2018-2019
6TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

REQUIRED COURSES:

0601 ENGLISH LANGUAGE ARTS
0602 MATH
0603 SCIENCE
0604 SOCIAL STUDIES
0605 FITNESS AND WELLNESS

ELECTIVE COURSES:*

YOU MUST CHOOSE THREE ELECTIVES FROM THE LIST.
AT LEAST ONE SELECTION MUST BE A FINE ARTS COURSE
NUMBER YOUR CHOICES 1, 2, AND 3.
(3 WILL BE AN ALTERNATE IN CASE YOUR FIRST OR SECOND CHOICE IS NOT AVAILABLE)
****NUMBERS ONLY, NO CHECKS****

FINE ARTS COURSES:* (MUST CHOOSE AT LEAST ONE)

_____ 0819 CHOIR 6
_____ 0821 ART - A
_____ 0900 BAND 6

OTHER ELECTIVES:

_____ 6TH COLLEGE READINESS

_____ 6TH TECHNOLOGY ESSENTIALS

****ALL CHOICES FROM THE ELECTIVE COURSE SELECTION MAY BE IN THE FINE ARTS COURSES AREA.***

ADDITIONAL INFORMATION

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

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

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

OFFICE USE ONLY: *MTA*

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

GISD MIDDLE SCHOOL
2018-2019
7TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

REQUIRED COURSES:

**ALL STUDENTS MUST TAKE SCIENCE AND TEXAS HISTORY*

0417 SCIENCE
0517 TEXAS HISTORY

ALL STUDENTS MUST CHOOSE **ONE ELA AND **ONE MATH** COURSE*

_____ 0217 ENGLISH LANGUAGE ARTS
_____ 0216 ACCELERATED ENGLISH LANGUAGE ARTS

_____ 0317 MATH
_____ 0316 ACCELERATED MATH

ATHLETICS / PE:

**ALL STUDENTS MUST CHOOSE ONE PE ELECTIVE*

_____ 0613 BOYS ATHLETICS
_____ 0614 GIRLS ATHLETICS
_____ 0610M FITNESS AND WELLNESS BOYS
_____ 0610F FITNESS AND WELLNESS GIRLS

ELECTIVE COURSES:

CHOOSE 3 ELECTIVES - NUMBER YOUR CHOICES 1, 2, 3
(CHOICE 3 WILL BE USED AS AN ALTERNATE IN CASE YOUR SECOND CHOICE IS NOT AVAILABLE)
****NUMBERS ONLY - NO CHECKS****

_____ 0910 BAND*
_____ 0817 BOYS CHOIR
_____ 0815 GIRLS CHOIR
_____ 0821 ART - A**
_____ 0810 ART - B**
_____ 0813 THEATER ARTS

_____ 0855 7TH CAREER LEADERSHIP
_____ 0805 7TH PRINCIPLES OF EMERGING TECHNOLOGY
_____ 7TH HEALTH
_____ 7TH SPEECH

ADDITIONAL INFORMATION

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

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

OFFICE USE ONLY: MTA

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

**SPECIFIC BAND CLASSES TO BE ASSIGNED BY DIRECTOR*
*** CHOOSE ART B IF YOU COMPLETED ART IN THE 6TH GRADE*

Revised 12/6/2017

GISD MIDDLE SCHOOL
2018-2019
8TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

REQUIRED COURSES:

0312 SCIENCE
0412 AMERICAN HISTORY

MATHEMATICS

**ALL STUDENTS MUST CHOOSE ONE MATHEMATICS COURSE*

_____ 0212 MATH
_____ J210 ALGEBRA 1 **(H.S. CREDIT)**

ENGLISH LANGUAGE ARTS

**ALL STUDENTS MUST CHOOSE ONE ELA COURSE*

_____ 0112 ENGLISH / LANGUAGE ARTS
_____ J110 ENGLISH 1 **(H.S. CREDIT)**

ELECTIVE COURSES

CHOOSE 4 ELECTIVES - NUMBER YOUR CHOICES 1, 2, 3, 4
(CHOICE 4 WILL BE USED AS AN ALTERNATE IN CASE YOUR SECOND CHOICE IS NOT AVAILABLE)
****NUMBERS ONLY - NO CHECKS****
ALL ELECTIVES ARE FOR HIGH SCHOOL CREDIT**

ATHLETICS / PHYSICAL EDUCATION

_____ J585 DANCE MOVEMENT
_____ J888M BOYS ATHLETICS
_____ J888F GIRLS ATHLETICS
_____ J611F FITNESS AND WELLNESS (GIRLS)
_____ J611M FITNESS AND WELLNESS (BOYS)

FINE ARTS

_____ J700 BAND
_____ J720M BOYS CHOIR
_____ J720F GIRLS CHOIR
_____ J730 ART 1
_____ J750 THEATER ARTS 1

FOREIGN LANGUAGE

_____ J600 SPANISH 1
_____ J616 AP SPANISH (**INSTRUCTOR APPROVAL)**

STEM

_____ J975 GATEWAY TO TECHNOLOGY

AVID

_____ 8TH AVID

ADDITIONAL INFORMATION

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

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

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

OFFICE USE ONLY: *MTA*

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

**SPECIFIC BAND AND CHOIR CLASSES TO BE ASSIGNED BY THE DIRECTOR*

Revised 12/6/2017

GRANBURY HIGH SCHOOL
2018-2019 FRESHMAN COURSE SELECTION

NAME: _____ **ID:** _____

ALL FRESHMEN STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
_____	_____	0100	ENGLISH SOL 1
_____	_____	0105	*ENGLISH SOL 2
_____	_____	0110	ENGLISH 1
_____	_____	0120	ENGLISH 2
_____	_____	0125	HONORS ENGLISH 2 ***(AAC)***

ENGLISH ELECTIVES

_____	_____	0168	ADV JOURNALISM 1: YRBK 1
_____	_____	0175	DEBATE 1

MATHEMATICS (FULL YEAR)

_____	_____	0210	ALGEBRA 1
_____	_____	0220	GEOMETRY
_____	_____	0225	HONORS GEOMETRY ***(AAC)***

SCIENCE (FULL YEAR)

_____	_____	0310	BIOLOGY
_____	_____	0315	HONORS BIOLOGY ***(AAC)***
_____	_____	0305	IPC

SOCIAL STUDIES (FULL YEAR)

_____	_____	0400	WORLD GEOGRAPHY
_____	_____	0405	HONORS WORLD GEOGRAPHY ***(AAC)***

FOREIGN LANGUAGE (FULL YEAR)

_____	_____	0600	SPANISH 1
_____	_____	0605	*SPANISH 2
_____	_____	0606	*SPANISH 2 NTV
_____	_____	0640	FRENCH 1
_____	_____	0670	ASL 1

FINE ARTS - THEATRE (FULL YEAR)

_____	_____	0750	THEATRE ARTS 1
_____	_____	0751	*THEATRE ARTS 2
_____	_____	0770	TECH THEATRE 1

FINE ARTS - CHORAL (FULL YEAR)

_____	_____	0720	CHOIR 1
_____	_____	0721	*CHOIR 2

A	B		
FINE ARTS - ART (FULL YEAR)			
_____	_____	0730	ART 1
_____	_____	0731	*ART 2 DRAWING
_____	_____	0736	*ART 2 PAINTING
_____	_____	0732	*ART 2 PRINT DESIGN
_____	_____	0734	*ART 2 CERAMICS
_____	_____	0735	*ART 2 SCULPTURE
_____	_____	0742	*ART 2 PHOTO
_____	_____	9365	FLORAL DESIGN

ENDORSEMENT

_____	STEM
_____	BUS & IND
_____	ARTS & HU
_____	PUBLIC SR
_____	MULTI

PURSUING 16 AAC

_____	YES
_____	NO

FINE ARTS - DANCE

_____	_____	0785	DRILL TEAM YEAR 2- TRYOUT REQUIRED
_____	_____	0782	DANCE I (NON-DRILL TEAM)

FINE ARTS - BAND (FULL YEAR)

_____	_____	0700	BAND 1 MARCH
_____	_____	0701	*BAND 2 MARCH
_____	_____	0706	*PERCUSSION
_____	_____		JAZZ BAND
_____	_____		INSTRUMENTAL ENEMBLE METHODS BRASS 1
_____	_____		INSTRUMENTAL ENEMBLE METHODS WOODWINDS
_____	_____		

ATHLETICS / PHYSICAL EDUCATION

*****CHOOSE THE YEAR OF THE SPORT YOU HAVE BEEN IN THE LONGEST - THAT WILL BE THE YEAR FOR ALL SPORTS YOU PARTICIPATE IN*****

	YEAR 1	YEAR 2
PE AEROBICS	8930	
^ PE YOGA	8940	
FOUNDATIONS OF PER FIT	8935	
ADV/OUTDOOR EDU	8945	
ATH TRAIN - APP. REQ.	8850	8860
BASEBALL	8350	8360
BOYS BASKETBALL	8050	8060
GIRLS BASKETBALL	8100	8110
BOYS GOLF	8450	8470
GIRLS GOLF	8500	8510
BOYS SOCCER	8650	8660
GIRLS SOCCER	8700	8710
CHEER - TRYOUT REQ. (PE CREDIT)	8750	8765
DRILL TEAM/DANCE - TRYOUT REQ.	0780	
CROSS COUNTRY *FALL	8250	
FOOTBALL	8000	8510
SOFTBALL	8400	8410
SWIM	8550	8560
TENNIS	8600	8610
TRACK - BOYS *SPRING	8150	8160
TRACK - GIRLS *SPRING	8200	8210
VOLLEYBALL	8825	8830
ROTC	0501	0502

^ MAY ONLY TAKE IF NOT ALREADY RECEIVED CREDIT IN PE ITS.

GRANBURY HIGH SCHOOL
2018-2019 FRESHMAN COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION PATHWAYS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
_____	_____	9000	PRIN. OF AG, FOOD & NAT. RES.
_____	_____	9365	FLORAL DESIGN

AG MECHANICS / WELDING

_____	_____	9000	PRIN. OF AG, FOOD & NAT. RES.

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

_____	_____	9200	PRIN. OF ARTS AND AV

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

_____	_____	9200	PRIN. OF ARTS AND AV

EDUCATION AND TRAINING

_____	_____	9320	PRIN. OF EDUCATION AND TRAINING

EDUCATION AND TRAINING (CHILD CARE SEQUENCE)

_____	_____	9320	PRIN. OF EDUCATION AND TRAINING

FINANCE

_____	_____	9505	PRIN. OF BUS, MKT, FINANCE
_____	_____	9250	BUSINESS INFORMATION MGMT 1

HEALTH SCIENCE

A	B		
_____	_____	9450	PRIN. OF HEALTH SCIENCE

HOSPITALITY & TOURISM (CULINARY ARTS)

_____	_____	9500	PRIN. OF HOSPITALITY & TOURISM

INFORMATION TECHNOLOGY

_____	_____	9630	PRIN. OF INFORMATION TECH

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

_____	_____	9645	PRIN LAW, PUB SAF, CORR & SEC.

MARKETING

_____	_____	9505	PRIN. OF BUS, MKT, FINANCE

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

_____	_____	9750	INTRO TO ENG. DESIGN **(IED)** ***(AAC)***

TRANSPORTATION, DISTRIBUTION & LOGISTICS

_____	_____	9800	AUTOMOTIVE BASICS

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 of attendance. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.

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

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

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____
Parent Signature: _____ **Phone:** _____
E-Mail: _____

GRANBURY HIGH SCHOOL
2018-2019 SOPHOMORE COURSE SELECTION

NAME: _____ **ID:** _____

ALL SOPHOMORE STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0125	HONORS ENGLISH 2 ***(AAC)***
		0130	ENGLISH 3
		0135	*AP ENGLISH 3 ***(AAC)***
		0137	*DC ENGLISH 3 ***(AAC)***

ENGLISH ELECTIVES

		0168	ADV JOURNALISM 1: YRBK 1
		0169	*ADV JOURNALISM 2: YRBK 2
		0175	DEBATE 1
		0176	*DEBATE 2

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	GEOMETRY
		0225	HONORS GEOMETRY ***(AAC)***
		0230	*ALGEBRA 2
		0235	*HONORS ALGEBRA 2 ***(AAC)***
		0260	*MATH MODELS
		9030	MATH APP IN AFN

SCIENCE (FULL YEAR)

		0310	BIOLOGY
		0305	IPC
		0325	*AP BIOLOGY ***(AAC)***
		0330	*CHEMISTRY
		0335	*HONORS CHEMISTRY ***(AAC)***
		0360	*PHYSICS
		0366	*AP PHYSICS 1 ***(AAC)***
		0395	AP ENVIRONMENTAL SCI ***(AAC)***
		9470	*ANATOMY & PHYSIOLOGY ***(AAC)***

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0417	AP WORLD HISTORY ***(AAC)***
		0420	US HISTORY

FOREIGN LANGUAGE (FULL YEAR)

		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*HONORS SPANISH 3 ***(AAC)***
		0611	*HONORS SPANISH 3 NTV ***(AAC)***
		0616	*AP SPANISH 4 ***(AAC)***
		0617	*AP SPANISH 5 ***(AAC)***
		0618	*AP SPANISH 4 NTV ***(AAC)***
		0619	AP SPANISH 5 NTV ***(AAC)***
		0640	FRENCH 1
		0645	*FRENCH 2
		0670	ASL 1
		0675	*ASL 2

FINE ARTS - THEATRE (FULL YEAR)

		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2
		0752	*THEATRE ARTS 3
		0770	TECH THEATRE 1
		0771	*TECH THEATRE 2

FINE ARTS - CHORAL (FULL YEAR)

A	B		
		0720	CHOIR 1
		0721	*CHOIR 2
		0722	*CHOIR 3

_____ # DC HOURS COMPLETED

_____ # AAC COMPLETED

ENDORSEMENT

_____ STEM
_____ BUS & IND
_____ ARTS & HUM
_____ PUBLIC SRV
_____ MULTI

FINE ARTS - ART (FULL YEAR)

		0730	ART 1
		0731	*ART 2 DRAWING
		0736	*ART 2 PAINTING
		0732	*ART 2 PRINT DESIGN
		0734	*ART 2 CERAMICS
		0735	*ART 2 SCULPTURE
		0742	*ART 2 PHOTO
		0733	*HONORS ART 3 PRINT DESIGN ***(AAC)***
		0743	*HONORS ART 3 PAINTING ***(AAC)***
		0737	*HONORS ART 3 DRAWING ***(AAC)***
		0745	*ART 3 CERAMICS
		0738	*ART 3 PHOTOGRAPHY
		9365	FLORAL DESIGN

FINE ARTS - DANCE

		0785	DRILL TEAM YEAR 2- TRYOUT REQUIRED
		0790	DRILL TEAM YEAR 3- TRYOUT REQUIRED
		0782	DANCE I (NON-DRILL TEAM)
		0787	DANCE II (NON-DRILL TEAM)

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH
		0701	*BAND 2 MARCH
		0702	*BAND 3 MARCH
		0706	*PERCUSSION 1
		0707	*PERCUSSION 2
			JAZZ BAND
			INSTRUMENTAL ENEMBLE METHODS BRASS 1
			INSTRUMENTAL ENEMBLE METHODS WOODWINDS 1

ATHLETICS / PHYSICAL EDUCATION

*****THE YEAR INDICATES THE NUMBER OF YEARS YOU HAVE PARTICIPATED IN ANY SPORT INCLUDING 8TH GRADE*****

	YEAR 1	YEAR 2	YEAR 3
PE AEROBICS	8930		
^ PE YOGA	8940		
FOUNDATIONS OF PER FIT	8935		
ADV/OUTDOOR EDU	8945		
ATH TRAIN - APP. REQ.	8850	8860	8870
BASEBALL	8350	8360	8370
BOYS BASKETBALL	8050	8060	8070
GIRLS BASKETBALL	8100	8110	8120
BOYS GOLF	8450	8470	8470
GIRLS GOLF	8500	8510	8520
BOYS SOCCER	8650	8660	8670
GIRLS SOCCER	8700	8710	8720
CHEER - TRYOUT REQ. (PE CREDIT)	8750		
CHEER - TRYOUT REQ. (FA CREDIT)			
DRILL TEAM/DANCE - TRYOUT REQ.	0780		
CROSS COUNTRY *FALL	8250	8260	
FOOTBALL	8000	8510	8020
SOFTBALL	8400	8410	84720
SWIM	8550	8560	8570
TENNIS	8600	8610	8620
TRACK - BOYS *SPRING	8150	8160	8170
TRACK - GIRLS *SPRING	8200	8210	8220
VOLLEYBALL	8825	8830	8835
ROTC	0501	0502	0503

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^ MAY ONLY TAKE IF NOT ALREADY RECEIVED CREDIT IN PE ITS.

Revised 12/5/2017

GRANBURY HIGH SCHOOL
2018-2019 SOPHOMORE COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION PATHWAYS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
_____	_____	9000	PRIN. OF AG, FOOD & NAT. RES.
_____	_____	9005	*LIVESTOCK PRODUCTION
_____	_____	9030	*MATH APP IN AFN **(4TH MATH)**
_____	_____	9360	*WILDLIFE, FISHERIES, ECOLOGY MGMT
_____	_____	9365	FLORAL DESIGN
_____	_____	9040	*GREENHOUSE OPERATION & PRODUCTION
_____	_____	9035	*HORTICULTURE SCIENCE

AG MECHANICS / WELDING

_____	_____	9000	PRIN. OF AG, FOOD & NAT. RES.
_____	_____	9050	*AG MECHANICS & METAL TECH

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

_____	_____	9150	GRAPHIC DESIGN & ILLUSTRATION 1

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

_____	_____	9205	AUDIO VIDEO PRODUCTION 1

EDUCATION AND TRAINING

_____	_____	9320	PRIN. OF EDUCATION AND TRAINING
_____	_____	9560	CHILD DEVELOPMENT

EDUCATION AND TRAINING (CHILD CARE SEQUENCE)

_____	_____	9320	PRIN. OF EDUCATION AND TRAINING
	_____	9565	INTERPERSONAL STUDIES
_____		9525	DOLLARS AND SENSE
	_____	9508	LIFETIME NUTRITION & WELLNESS
_____	_____	9562	CHILD DEVELOPMENT **(DAYCARE)**

FINANCE

_____	_____	9505	PRIN. OF BUS, MKT, FINANCE
_____	_____	9405	ACCOUNTING I

HEALTH SCIENCE

A	B		
_____	_____	9450	PRIN. OF HEALTH SCIENCE
_____	_____	9455	MEDICAL TERMINOLOGY ***(AAC)***

HOSPITALITY & TOURISM (CULINARY ARTS)

_____	_____	9500	PRIN. OF HOSPITALITY & TOURISM
_____	_____	9510	*INTRO TO CULINARY ARTS

INFORMATION TECHNOLOGY

_____	_____	9630	PRIN. OF INFORMATION TECH
_____	_____	9636	*COMPUTER PROGRAMMING 1

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

_____	_____	9645	PRIN LAW, PUB SAF, CORR & SEC.
_____	_____	9650	*LAW ENFORCEMENT I

MARKETING

_____	_____	9505	PRIN. OF BUS, MKT, FINANCE
_____		9705	ADVERTISING AND SALES **(SEM A)**
	_____	9710	SPORTS & ENTERTAINMENT MARKETING **(SEM B)**

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

_____	_____	9750	INTRO TO ENG. DESIGN **(IED)** ***(AAC)***
_____	_____	9755	*ENGINEERING SCIENCE **(POE)** ***(AAC)***

TRANSPORTATION, DISTRIBUTION & LOGISTICS

_____	_____	9800	AUTOMOTIVE BASICS
_____	_____		SMALL ENGINE TECHNOLOGY 1

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 of attendance. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.

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

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

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

Revised 12/5/2017

GRANBURY HIGH SCHOOL
2018-2019 JUNIOR COURSE SELECTION

NAME: _____ **ID:** _____

ALL JUNIOR STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0130	ENGLISH 3
		0135	*AP ENGLISH 3 ***(AAC)***
		0137	*DC ENGLISH 3 ***(AAC)***
		0140	*ENGLISH 4
		0145	*AP ENGLISH 4 ***(AAC)***
		0147	*DC ENGLISH 4 ***(AAC)***
		0150	*DC TECHNICAL WRITING ***(AAC)***
		0155	*DC BRITISH LITERATURE ***(AAC)***

ENGLISH ELECTIVES

		0157	HUMANITIES (4TH ENG)
		0168	ADV JOURNALISM 1: YRBK 1
		0169	*ADV JOURNALISM 2: YRBK 2
		0170	*ADV JOURNALISM 3: YRBK 3
		0175	DEBATE 1
		0176	*DEBATE 2
		0177	*DEBATE 3 (4TH ENG)
		0193	CREATIVE WRITING (4TH ENG)

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	GEOMETRY
		0230	*ALGEBRA 2
		0235	*HONORS ALGEBRA 2 ***(AAC)***
		0236	*DC COLLEGE ALGEBRA ***(AAC)***
		0237	*DC CONTEMP MATH ***(AAC)***
		0240	*HONORS PRECALCULUS ***(AAC)***
		0245	*PRECALCULUS
		0260	*MATH MODELS
		0270	*AP STATISTICS ***(AAC)***
		0280	ADV QUANTITATIVE REASONING
		9780	ENGINEERING MATH
		0275	STATISTICS
		0285	ALGEBRAIC REASONING
		9030	MATH APP IN AFN

SCIENCE (FULL YEAR)

		0310	BIOLOGY
		0305	IPC
		0325	*AP BIOLOGY ***(AAC)***
		0328	*DC BIOLOGY 1/BIOLOGY 2 SR&D 3 ***(AAC)***
		0330	*CHEMISTRY
		0335	*HONORS CHEMISTRY ***(AAC)***
		0345	*AP CHEMISTRY ***(AAC)***
		0360	*PHYSICS
		0366	*AP PHYSICS 1 ***(AAC)***
		0367	*AP PHYSICS 2 ***(AAC)***
		0380	*AQUATIC SCIENCE
		0385	ENVIRONMENTAL SYSTEMS
		0395	AP ENVIRONMENTAL SCI ***(AAC)***
		9470	*ANATOMY & PHYSIOLOGY ***(AAC)***
		9660	FORENSIC SCIENCE ***(AAC)***
		9820	AVIATION SR&D 2 ***(AAC)***
		0375	ASTRONOMY
		9010	*ADVANCED ANIMAL SCIENCE ***(AAC)***

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0417	AP WORLD HISTORY ***(AAC)***
		0420	US HISTORY
		0425	*AP US HISTORY ***(AAC)***
		0426	*DC US HISTORY ***(AAC)***
		0427	*DC US HISTORY ***(AAC)***
		0430	*AP EUROPEAN HISTORY **(AAC)**
		0470	PSYCHOLOGY
		0475	SOCIOLOGY

FOREIGN LANGUAGE (FULL YEAR)

		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*HONORS SPANISH 3 ***(AAC)***
		0611	*HONORS SPANISH 3 NTV ***(AAC)***
		0616	*AP SPANISH 4 ***(AAC)***
		0617	*AP SPANISH 5 ***(AAC)***
		0618	*AP SPANISH 4 NTV ***(AAC)***
		0619	AP SPANISH 5 NTV ***(AAC)***
		0640	FRENCH 1
		0645	*FRENCH 2
		0650	*HONORS FRENCH 3 ***(AAC)***
		0670	ASL 1
		0675	*ASL 2
		0680	*HONORS ASL 3 ***(AAC)***

A	B		
FINE ARTS - THEATRE (FULL YEAR)			
		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2
		0752	*THEATRE ARTS 3
		0753	*THEATRE ARTS 4
		0770	TECH THEATRE 1
		0771	*TECH THEATRE 2
		0772	*TECH THEATRE 3
		0773	*TECH THEATRE 4

FINE ARTS - CHORAL (FULL YEAR)

		0720	CHOIR 1
		0721	*CHOIR 2
		0722	*CHOIR 3
		0723	*CHOIR 4
		0724	*AP MUSIC THEORY **(AAC)**

FINE ARTS - ART (FULL YEAR)

		0730	ART 1
		0731	*ART 2 DRAWING
		0736	*ART 2 PAINTING
		0732	*ART 2 PRINT DESIGN
		0734	*ART 2 CERAMICS
		0735	*ART 2 SCULPTURE
		0742	*ART 2 PHOTO
		0733	*HONORS ART 3 PRINT DESIGN ***(AAC)***
		0743	*HONORS ART 3 PAINTING ***(AAC)***
		0737	*HONORS ART 3 DRAWING ***(AAC)***
		0745	*ART 3 CERAMICS
		0738	*ART 3 PHOTOGRAPHY
		0739	*AP ART 4 DRAWING ***(AAC)***
		0741	*AP ART 4 2-D DESIGN PORTFOLIO ***(AAC)***
		0748	*HONORS ART 4 PHOTOGRAPHY ***(AAC)***
		9365	FLORAL DESIGN

FINE ARTS - DANCE

		0785	DRILL TEAM YEAR 2- TRYOUT REQUIRED
		0790	DRILL TEAM YEAR 3- TRYOUT REQUIRED
		0795	DRILL TEAM YEAR 4- TRYOUT REQUIRED
		0782	DANCE I (NON-DRILL TEAM)
		0787	DANCE II (NON-DRILL TEAM)
		0792	DANCE III (NON-DRILL TEAM)

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH
		0701	*BAND 2 MARCH
		0702	*BAND 3 MARCH
		0703	*BAND 4 MARCH
		0706	*PERCUSSION
		0707	*PERCUSSION 2
			JAZZ BAND
			INSTRUMENTAL ENEMBLE METHODS BRASS 1
			INSTRUMENTAL ENEMBLE METHODS WOODWINDS 1

_____ # DC HOURS COMPLETED

_____ # AAC COMPLETED

ENDORSEMENT

_____ STEM
_____ BUS & IND
_____ ARTS & HUM
_____ PUBLIC SRV
_____ MULTI

ATHLETICS / PHYSICAL EDUCATION

*****CHOOSE THE YEAR OF THE SPORT YOU HAVE BEEN IN THE LONGEST - THAT WILL BE THE YEAR FOR ALL SPORTS YOU PARTICIPATE IN*****

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
PE AEROBICS	8930			
^ PE YOGA	8940			
FOUNDATIONS OF PER FIT	8935			
ADV/OUTDOOR EDU	8945			
ATH TRAIN - APP. REQ.	8850	8860	8870	8880
BASEBALL	8350	8360	8370	8380
BOYS BASKETBALL	8050	8060	8070	8080
GIRLS BASKETBALL	8100	8110	8120	8130
BOYS Ggolf	8450	8460	8470	8480
GIRLS GOLF	8500	8510	8520	8530
BOYS SOCCER	8650	8660	8670	8680
GIRLS SOCCER	8700	8710	8720	85730
CHEER - TRYOUT REQ. (PE CREDIT)	8750			
DRILL TEAM/DANCE - TRYOUT REQ.	0780			
CROSS COUNTRY *YEAR LONG	8250	8260	8270	8280
FOOTBALL	8000	8510	8020	8430
SOFTBALL	8400	8410	8420	8580
SWIM	8550	8560	8570	8580
TENNIS	8600	8610	8620	8630
TRACK - BOYS *SPRING	8150	8160	8170	8180
TRACK - GIRLS *SPRING	8200	8210	8220	8230
VOLLEYBALL	8825	8830	8835	8840
ROTC	0501	0502	0503	

^ MAY ONLY TAKE IF NOT ALREADY RECEIVED CREDIT IN PE ITS.

Revised 12/6/2017

GRANBURY HIGH SCHOOL
2018-2019 JUNIOR COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION PATHWAYS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
		9005	*LIVESTOCK PRODUCTION
		9015	*VETERINARY MEDICAL APP
		9010	*ADVANCED ANIMAL SCI **(4TH SCIENCE)** ***(AAC)***
		9360	*WILDLIFE, FISHERIES, ECOLOGY MGMT
		9365	FLORAL DESIGN
		9040	*GREENHOUSE OPERATION & PRODUCTION
		9045	*AG LAB AND FIELD EXP

AG MECHANICS / WELDING

		9050	*AG MECHANICS & METAL TECH
		9055	*AG STRUCTURES DESIGN AND FAB.
			AG LAB FIELD EXPERIENCE

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

		9150	GRAPHIC DESIGN & ILLUSTRATION 1
		9155	*GRAPHIC DESIGN & ILLUS 2 ***(AAC)***

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

		9205	AUDIO VIDEO PRODUCTION 1
		9210	*AUDIO VIDEO PRODUCTION 2 ***(AAC)***

EDUCATION AND TRAINING

		9560	CHILD DEVELOPMENT
		9325	*INST PRACT IN ED TRAIN **(2CR/2 PER)**

EDUCATION AND TRAINING (CHILD CARE SEQUENCE)

		9565	INTERPERSONAL STUDIES
		9525	DOLLARS AND SENSE
		9508	LIFETIME NUTRITION & WELLNESS
		9562	CHILD DEVELOPMENT **(DAYCARE)**
		9570	FAMILY AND COMMUNITY SERVICES

FINANCE

		9400	BANKING & FINANCIAL SERV **(SEM B)**
		9525	DOLLARS AND SENSE **(SEM A)**
		9405	ACCOUNTING I
		9410	*ACCOUNTING II ***(AAC)***

CAREER DEVLOPMENT

		9420	CAREER PREP I **(2 CR)**
		9430	*EXTENDED CAREER PREP

HEALTH SCIENCE

A	B		
		9455	MEDICAL TERMINOLOGY ***(AAC)***
		9460	*HEALTH SCIENCE THEORY ***(AAC)***
		9475	*PHARMACOLOGY
		9470	*ANATOMY & PHYSIOLOGY **(4TH SCIENCE)** ***(AAC)***

HOSPITALITY & TOURISM (CULINARY ARTS)

		9510	*INTRO TO CULINARY ARTS
		9515	*CULINARY ARTS 1 **(2 CR/2 PER)**

INFORMATION TECHNOLOGY

		9636	*COMPUTER PROGRAMMING 1
		9631	*COMPUTER PROGRAMMING 2 ***(AAC)***

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

		9650	*LAW ENFORCEMENT I
		9655	*LAW ENFORCEMENT II ***(AAC)***
		9660	*FORENSIC SCIENCE **(4TH SCIENCE)** ***(AAC)***
			*COURT SYSTEMS AND PRACTICES

MARKETING

		9705	ADVERTISING AND SALES **(SEM A)**
		9710	SPORTS & ENTERTAINMENT MARKETING **(SEM B)**
		9265	*ENTREPRENEURSHIP

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

		9750	INTRO TO ENG. DESIGN **(IED)** ***(AAC)***
		9755	*ENGINEERING SCIENCE **(POE)** ***(AAC)***
		9785	*CIVIL ENGINEERING ***(AAC)***
		9787	*AEROSPACE ENGINEERING ***(AAC)***

TRANSPORTATION, DISTRIBUTION & LOGISTICS

		9800	AUTOMOTIVE BASICS
		9805	*AUTOMOTIVE TECH 1
			SMALL ENGINE TECHNOLOGY 1
		9816	*ADVANCED TRANSPORTATION SYSTEMS LAB
		9820	AVIATION **(4TH SCIENCE)** ***(AAC)***

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Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

GRANBURY HIGH SCHOOL
2018-2019 SENIOR COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL SENIOR STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

_____ # DC HOURS COMPLETED
_____ # AAC COMPLETED

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0130	ENGLISH 3
		0140	*ENGLISH 4
		0145	*AP ENGLISH 4 ***(AAC)***
		0147	*DC ENGLISH 4 (COLLEGE ENGLISH 1301, 1302) ***(AAC)***
		0150	*DC TECHNICAL WRITING (COLLEGE ENG. 2311) ***(AAC)***
		0155	*DC BRITISH LIT (COLLEGE ENGLISH 2322) ***(AAC)***

ENGLISH ELECTIVES

		0157	HUMANITIES
		0168	ADV JOURNALISM 1/YEARBOOK 1
		0169	*ADV JOURNALISM 2/YEARBOOK 2
		0170	*ADV JOURNALISM 3/YEARBOOK 3
		0175	DEBATE 1
		0176	*DEBATE 2
		0177	*DEBATE 3
		0180	*DEBATE 4
		0193	CREATIVE WRITING

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	*GEOMETRY
		0230	*ALGEBRA 2
		0236	*DC COLLEGE ALGEBRA (MATH 1314) ***(AAC)***
		0237	*DC CONTEMP MATH (MATH 1332) ***(AAC)***
		0245	*PRECALCULUS
		0240	*HONORS PRECALCULUS ***(AAC)***
		0255	*AP CALCULUS ***(AAC)***
		0270	*AP STATISTICS ***(AAC)***
		0280	*ADV QUANTITATIVE REASON
		9780	*ENGINEERING MATH
		0275	*STATISTICS
		0285	ALGEBRAIC REASONING
		9030	*MATH APP IN AFN

SCIENCE (FULL YEAR)

		0325	*AP BIOLOGY ***(AAC)***
		0328	*DC BIOLOGY 1/BIOLOGY 2 SR&D 3 ***(AAC)***
		0330	*CHEMISTRY
		0345	*AP CHEMISTRY ***(AAC)***
		0360	*PHYSICS
		0366	*AP PHYSICS 1 ***(AAC)***
		0367	*AP PHYSICS 2 ***(AAC)***
		0380	*AQUATIC SCIENCE
		0385	ENVIRONMENTAL SYSTEMS
		0395	AP ENVIRONMENTAL SCIENCE ***(AAC)***
		9470	*ANATOMY & PHYSIOLOGY ***(AAC)***
		9660	*FORENSIC SCIENCE ***(AAC)***
		9820	AVIATION ***(AAC)***
		0375	ASTRONOMY
		9010	ADV ANIMAL SCIENCE ***(AAC)***

SOCIAL STUDIES (FULL YEAR)

		0430	*AP EUROPEAN HISTORY ***(AAC)***
		0440	US GOVERNMENT
		0443	*DC US GOVERNMENT 1 (GOVT 2305) ***(AAC)***
		0444	*DC US GOVERNMENT 2 (GOVT 2306) ***(AAC)***
		0445	*AP US GOVERNMENT ***(AAC)***
		0450	ECONOMICS
		0455	AP MACROECONOMICS ***(AAC)***
		0470	PSYCHOLOGY
		0475	SOCIOLOGY
		0456	DC MACROECONOMICS ***(AAC)***

FOREIGN LANGUAGE (FULL YEAR)

		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*HONORS SPANISH 3 ***(AAC)***
		0611	*HONORS SPANISH 3 NTV ***(AAC)***
		0616	*AP SPANISH 4 ***(AAC)***
		0617	*AP SPANISH 5 ***(AAC)***
		0618	*SPANISH 4 NTV ***(AAC)***
		0619	*AP SPANISH 5 NTV ***(AAC)***
		0645	*FRENCH 2
		0650	*HONORS FRENCH 3 ***(AAC)***
		0660	*AP FRENCH 4 ***(AAC)***
		0675	*ASL 2
		0680	*HONORS ASL 3 ***(AAC)***
		0685	*HONORS ASL 4 ***(AAC)***

FINE ARTS - THEATRE (FULL YEAR)

A	B		
		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2
		0752	*THEATRE ARTS 3
		0753	*THEATRE ARTS 4
		0770	TECH THEATRE 1
		0771	*TECH THEATRE 2
		0772	*TECH THEATRE 3
		0773	*TECH THEATRE 4
		0758	*THEATRE ARTS 5

FINE ARTS - CHORAL (FULL YEAR)

		0721	*CHOIR 2
		0722	*CHOIR 3
		0723	*CHOIR 4
		0717	*CHOIR 5
		0724	*AP MUSIC THEORY ***(AAC)***

FINE ARTS - ART (FULL YEAR)

		0730	ART 1
		0731	*ART 2 DRAWING
		0736	*ART 2 PAINTING
		0732	*ART 2 PRINT DESIGN
		0734	*ART 2 CERAMICS
		0735	*ART 2 SCULPTURE
		0742	*ART 2 PHOTO
		0733	*HONORS ART 3 PRINT DESIGN ***(AAC)***
		0743	*HONORS ART 3 PAINTING ***(AAC)***
		0737	*HONORS ART 3 DRAWING ***(AAC)***
		0745	*ART 3 CERAMICS
		0738	*ART 3 PHOTOGRAPHY
		0739	*AP ART 4 DRAWING ***(AAC)***
		0741	*AP ART 4 2-D DESIGN PORTFOLIO ***(AAC)***
		0748	*HONORS ART 4 PHOTOGRAPHY ***(AAC)***
		9365	FLORAL DESIGN

FINE ARTS - DANCE

		0785	*DRILL TEAM YEAR 2 - TRYOUT REQUIRED
		0790	*DRILL TEAM YEAR 3 - TRYOUT REQUIRED
		0795	*DRILL TEAM YEAR 4 - TRYOUT REQUIRED
		0798	*DRILL TEAM YEAR 5 - TRYOUT REQUIRED
		0782	DANCE 1 (NON-DRILL TEAM)
		0787	*DANCE 2 (NON-DRILL TEAM)
		0792	*DANCE 3 (NON-DRILL TEAM)
		0797	*DANCE 4 (NON-DRILL TEAM)

FINE ARTS - BAND (FULL YEAR)

		0701	*BAND 2 MARCH
		0702	*BAND 3 MARCH
		0703	*BAND 4 MARCH
		0715	*BAND 5 MARCH
		0706	*PERCUSSION
		0707	*PERCUSSION 2
			JAZZ BAND
			INSTRUMENTAL ENEMBLE METHODS BRASS 1
			INSTRUMENTAL ENEMBLE METHODS WOODWINDS 1

ATHLETICS / PHYSICAL EDUCATION

*****CHOOSE THE YEAR OF THE SPORT YOU HAVE BEEN IN THE LONGEST - THAT WILL BE THE YEAR FOR ALL SPORTS YOU PARTICIPATE IN*****

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PE AEROBICS	8930				
^ PE YOGA	8940				
FOUNDATIONS OF PER FIT	8935				
ADV/OUTDOOR EDU	8945				
ATH TRAIN - APP. REQ.	8850	8860	8870	8880	8890
BASEBALL	8350	8360	8370	8380	8390
BOYS BASKETBALL	8050	8060	8070	8080	8090
GIRLS BASKETBALL	8100	8110	8120	8130	8140
BOYS GOLF	8450	8460	8470	8480	8490
GIRLS GOLF	8500	8510	8520	8530	8540
BOYS SOCCER	8650	8660	8670	8680	8690
GIRLS SOCCER	8700	8710	8720	85730	8740
CHEER - TRYOUT REQ.	8750	8765	8775	8785	
DRILL TEAM/DANCE - TRYOUT REQ.	0780				
CROSS COUNTRY *YEAR LONG	8250	8260	8270	8280	8290
FOOTBALL	8000	8510	8020	8430	8040
SOFTBALL	8400	8410	8420	8580	8440
SWIM	8550	8560	8570	8580	8590
TENNIS	8600	8610	8620	8630	8640
TRACK - BOYS	8150	8160	8170	8180	8190
TRACK - GIRLS	8200	8210	8220	8230	8240
VOLLEYBALL	8825	8830	8835	8840	8845
ROTC	0501	0502	0503	0504	

^ MAY ONLY TAKE IF NOT ALREADY RECEIVED CREDIT IN PE ITS.

GRANBURY HIGH SCHOOL
2018-2019 SENIOR COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER CLUSTERS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
		9005	*LIVESTOCK PRODUCTION
		9015	*VETERINARY MEDICAL APP
		9010	*ADVANCED ANIMAL SCI **(4TH SCIENCE)** ***(AAC)***
		9025	*PRAC. IN AFN ***(VET MED)*** **(2 CREDITS)** ***(AAC)***
		9026	*EXT PRAC. IN AFN ***(VET MED)***
		9360	*WILDLIFE, FISHERIES, ECOLOGY MGMT
		9365	FLORAL DESIGN
		9040	*GREENHOUSE OPERATION & PRODUCTION
		9045	*AG LAB AND FIELD EXP

AG MECHANICS / WELDING

		9050	*AG MECHANICS & METAL TECH
		9055	*AG STRUCTURES DESIGN AND FAB.
		9060	*PRAC IN AFN **(2CR) (WELDING)** ***(AAC)***
		9061	*EXT PRAC AFN (WELDING)
		9045	*AG LAB AND FIELD EXP

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

		9150	GRAPHIC DESIGN & ILLUSTRATION 1
		9155	*GRAPHIC DESIGN & ILLUS 2 ***(AAC)***
		9195	*PRACTICUM GRAPHIC DESIGN & ILLUSTR ***(AAC)***
		9196	*EXT PRACTICUM GRAPHIC DESIGN & ILLUSTR

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

		9205	AUDIO VIDEO PRODUCTION 1
		9210	*AUDIO VIDEO PRODUCTION 2 ***(AAC)***
		9215	*PRAC IN AV PROD **(2 CREDITS)** ***(AAC)***
		9220	*EXT PRAC IN AV PROD

EDUCATION AND TRAINING

		9560	CHILD DEVELOPMENT
		9325	*INST PRACT IN ED TRAIN **(2CR/2 PER)**
		9335	PRACT IN EDU & TRN **(2 CR/2 PR)** ***(AAC)***
		9336	EXTENDED PRACT IN EDU & TRN

EDUCATION AND TRAINING (CHILD CARE SEQUENCE)

		9565	INTERPERSONAL STUDIES
		9525	DOLLARS AND SENSE
		9508	LIFETIME NUTRITION & WELLNESS
		9562	CHILD DEVELOPMENT **(DAYCARE)**
		9570	FAMILY AND COMMUNITY SERVICES
		9575	CHILD GUIDANCE **(2CR)**

FINANCE

		9400	BANKING & FINANCIAL SERV **(SEM B)**
		9525	DOLLARS AND SENSE **(SEM A)**
		9405	ACCOUNTING I
		9410	*ACCOUNTING II ***(AAC)***
			PRACTICUM IN BUS/MKT

CAREER DEVLOPMENT

		9420	CAREER PREP I **(2 CR)**
		9425	CAREER PREP II **(2CR)**
		9430	*EXTENDED CAREER PREP

HEALTH SCIENCE

A	B		
		9455	MEDICAL TERMINOLOGY ***(AAC)***
		9460	*HEALTH SCIENCE THEORY ***(AAC)***
		9475	*PHARMACOLOGY
		9465	*PRAC IN HLTH SCI ***(PH TECH)*** **- (2 CR/2 PER)** ***(AAC)***
		9466	*PRAC IN HLTH SCI ***(EMT)*** **-(2 CR/2 PER)** ***(AAC)***
		9470	*ANATOMY & PHYSIOLOGY **(4TH SCIENCE)** ***(AAC)***

HOSPITALITY & TOURISM (CULINARY ARTS)

		9510	*INTRO TO CULINARY ARTS
		9515	*CULINARY ARTS 1 **(2 CR/2 PER)**
		9516	*PRACTICUM IN CULINARY ARTS ***(AAC)***
		9517	*EXT PRACTICUM IN CULINARY ARTS

INFORMATION TECHNOLOGY

		9636	*COMPUTER PROGRAMMING 1
		9631	*COMPUTER PROGRAMMING 2 ***(AAC)***
		9641	*PRACT IN IT **(2 CR/2 PER)** ***(AAC)***
		9642	*EXT PRACT IN IT **(2 CR/2 PER)** ***(AAC)***

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

		9650	*LAW ENFORCEMENT I
		9655	*LAW ENFORCEMENT II ***(AAC)***
			COURT SYSTEMS AND PRACTICES
		9660	*FORENSIC SCIENCE **(4TH SCIENCE)** ***(AAC)***
		9657	*PRACTICUM IN LAW **(2 CR/2 PER)** ***(AAC)***
		9658	*EXT PRACTICUM IN LAW

MARKETING

		9705	ADVERTISING AND SALES **(SEM A)**
		9710	SPORTS & ENTERTAINMENT MARKETING **(SEM B)**
		9265	*ENTREPRENEURSHIP
		9715	*PRACT IN MARKETING **(2 CR)** ***(AAC)***
		9716	*EXT PRACT IN MARKETING

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

		9750	INTRO TO ENG. DESIGN **(IED)** ***(AAC)***
		9755	*ENGINEERING SCIENCE (POE) ***(AAC)***
		9785	*CIVIL ENGINEERING ***(AAC)***
		9775	*ENGINEERING DESIGN AND DEV **(EDD)** ***(AAC)***
		9787	*AEROSPACE ENGINEERING ***(AAC)***

TRANSPORTATION, DISTRIBUTION & LOGISTICS

		9805	*AUTOMOTIVE TECH 1
			*SMALL ENGINE TECHNOLOLGY 1
		9815	* AUTOMOTIVE TECH 2 **(2 CR)**
		9816	*ADVANCED TRANSPORTATION SYSTEMS LAB
		9830	*PRACTICUM IN TRANS SYS **(2 CR/2 PER)**
		9831	*EXT PRACTICUM IN TRANS SYS
		9820	AVIATION **(4TH SCIENCE)** ***(AAC)***

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 of attendance. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.

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

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

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

GRANBURY ISD

Maintenance and Facilities Department Board Report

Randy Leach, Director of Maintenance and Facilities

Board of Directors

December 11, 2017

Maintenance Personnel

Name	Position	Years with District
Karen Johnson	Secretary	11
Scott Campbell	Supervisor	30
Rick Schulte	HVAC Supervisor	17
Steve Thompson	General Maintenance Supervisor	15
Kevin Cummings	Grounds & Athletic Fields Supervisor	6
James Starkes	Athletic Fields - Manager	15
John Minter	Electrician	2
James Garlick	HVAC - Electrician	16
	HVAC / Electrical	
Don Zimmerman	Carpenter	18
Todd Knapp	Carpenter	8
Daniel Bryant	Plumber	7

Name	Position	Years with District
Donald Burns	General Maintenance	17
Mark Davis	General Maintenance	8
James Marten	General Maintenance	8
Harlan Albertson	General Maintenance	6
Lester Jones	General Maintenance	2
Martin Briones	Groundskeeper	17
Raymond Harwell	Groundskeeper	-1
Jody Jones	Groundskeeper	17
Antonio Mojica	Groundskeeper	Retired
Chad Pasadava	Groundskeeper	1
Kevin Timmons	Groundskeeper	1
Darrell Wilkerson	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

Maintenance's Standard Budget Items

Budget Code	Budgeted Amt
Object 6200 (Contract Svc)	$ 214,375
Object 6300 (Supplies)	$ 271,325
Object 6400 (Travel)	$ 4,765
Object 6600 (Equipment)	$ 50,200
TOTAL	**$ 540,665**

Facilities Responsibilities

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

Energy Conservation

- **Automated HVAC Systems (Upgraded to <u>Tracer ES Expansion</u>):**
  - Granbury High School
  - Acton Middle School
  - Granbury Middle School
  - Mambrino
  - Acton Elementary
  - New Admin (CNG)
- **Upgrades:** Adding light sensors in closets
- **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 2017-18

Electric	$1,318,650
Natural Gas	$ 183,500
Water	$ 173,000
TOTAL	$1,675,150

Electric Utility Report Card

Range: September to August

Type	Campus	Grade Level	Year	Usage	%	Cost	%
Elementary / Intermediate	Acton Elementary	K - 5th	2010-11	913,093		$ 78,547.12	
			2014-15	866,516	-5%	$ 73,927.65	-6%
			2015-16	871,711	1%	$ 65,801.46	-11%
			2016-17	791,242	-9%	$ 61,833.53	-6%
	Baccus	K - 5th	2010-11	629,680		$ 57,401.67	
			2014-15	493,680	-22%	$ 44,688.88	-22%
			2015-16	520,800	5%	$ 41,431.99	-7%
			2016-17	587,520	13%	$ 47,149.01	14%
	Brawner	3rd - 5th	2010-11	715,600		$ 91,638.72	
			2014-15	823,680	10%	$ 90,068.56	-5%
			2015-16	717,120	-13%	$ 79,672.32	-12%
			2016-17	762,080	6%	$ 89,713.89	13%
	Emma	K - 2nd	2010-11	571,459		$ 46,370.58	
			2014-15	442,092	-15%	$ 37,490.15	-19%
			2015-16	478,165	8%	$ 35,917.47	-4%
			2016-17	485,034	1%	$ 37,704.83	5%
	Mambrino	K - 5th	2010-11	883,440		$ 77,475.87	
			2014-15	718,560	-19%	$ 60,741.47	-22%
			2015-16	791,880	10%	$ 59,357.10	-2%
			2016-17	785,160	-1%	$ 60,664.64	2%
	Oak Woods	K - 5th	2010-11	521,163		$ 46,520.99	
			2014-15	537,333	3%	$ 46,880.34	1%
			2015-16	490,150	-9%	$ 37,943.80	-19%
			2016-17	515,302	5%	$ 41,228.30	9%

Red shows increase.

Green shows decrease.

2010-11 shows usage and cost prior to the 2013 Energy Conservation Project:

- 207 HVAC Units (20 yrs old)
- 15,000 New Light Fixtures
- 1,285 Water Features

Electric Utility Report Card (cont.)

Range: September to August

Type	Campus	Grade Level	Year	Usage	%	Cost	%
Middle School	Acton Middle	6th - 8th	2010-11	1,507,907		$ 128,190.37	
			2014-15	1,357,552	-10%	$ 114,440.16	-11%
			2015-16	1,419,683	5%	$ 105,757.27	-8%
			2016-17	1,444,302	2%	$ 111,074.46	5%
	Granbury Middle	6th - 8th	2010-11	1,654,280		$ 209,972.29	
			2014-15	1,419,180	-14%	$ 154,981.21	-26%
			2015-16	1,359,070	-4%	$ 150,707.37	-3%
			2016-17	1,430,370	5%	$ 167,938.97	11%
High School	Granbury High	10th - 12th	2010-11	3,194,158		$ 405,985.48	
			2014-15	2,704,790	-15%	$ 300,443.91	-26%
			2015-16	2,969,580	10%	$ 334,229.80	11%
		9th - 12th	2016-17	2,677,250	-10%	$ 319,670.01	-4%
	Ag Complex	9th - 12th	2010-11	160,920		$ 20,442.83	
			2014-15	273,360	70%	$ 30,468.88	49%
			2015-16	303,120	11%	$ 33,877.45	11%
			2016-17	259,480	-14%	$ 30,996.66	-9%
Administration	Admin (Formerly CNG)		2010-11	601,050		$ 76,419.70	
			2014-15	530,220	-12%	$ 60,939.19	-20%
			2015-16	446,370	-16%	$ 51,659.99	-15%
			2016-17	601,040	35%	$ 73,003.49	41%
	Transportation & Maintenance		2010-11	161,380		$ 22,328.18	
			2014-15	145,400	-10%	$ 19,862.83	-11%
			2015-16	128,500	-12%	$ 18,244.62	-8%
			2016-17	132,810	3%	$ 19,596.16	7%

Red shows increase.

Green shows decrease.

2010-11 shows usage and cost prior to the 2013 Energy Conservation Project:

- 207 HVAC Units (20 yrs old)
- 15,000 New Light Fixtures
- 1,285 Water Features

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.

311

- **Campuses perform the following EOP Drills:**
  - Fire
  - Tornado
  - Lockdown (Granbury Police Department has trained staff district-wide on active shooters.)
  - Evacuation

Cameras & DVR/NVR Count

Campus / Departments	DVRS* on Campus	Analog Cameras	IP Cameras	Camera Totals
Acton Elementary			20	20
AG Barn			16	16
Acton Middle			56	56
Administration			33	33
Baccus			20	20
Brawner			20	20
Emma			20	20
Granbury High		59	83	142
GHS Athletics	1	11	8	19
Granbury Middle			56	56
Maintenance				
Mambrino			20	20
Oakwoods			20	20
Stars/BTC			2	2
Transportation	1	12		12
TOTAL	**2**	**82**	**374**	**456**

* DVRS have been replaced by NVRS (Network Video Recorder).
The district currently has **4** NVRS located in Technology

IP Upgrade Phases

Phase 1: Granbury High School – Initial Upgrade (2015)

Phase 2: Granbury and Acton Middle (2016)

Phase 3: K-5th (2017)

Phase 4: GHS remaining analogs, STARS/BTC, Maintenance, Transportation

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

Upcoming Construction

- Book Storage (Administration)
- Grounds Maintenance Equipment Storage (GHS)
- Behavior Transition Center (BTC) Renovation

Goals for 2017-18

1. IP Camera Project
2. Roof Replacement
3. Propane Replacements – Propane Mowers
4. Automated HVAC Controls
5. BTC Renovation
6. Maintenance / Facilities Personnel



TRANSPORTATION REPORT 2017

Goal #1 SAFETY

- Stop location
- Video Cameras
- GPS
- DPS and Police assistance when needed
- Discipline Referral Process/Email videos to administrators
- D.O.T. Driver Requirements
- Route Audits

Goal #2 DRIVER ATTRACTION/RETENTION

- Competitive Wages
- Benefits
- Support
- Leave
- Family Atmosphere
- Forward Training Center
- Develop Paid Training Program to Increase Recruitment

TRANSPORTATION REPORT 2017

Goal #3 EQUIPMENT

- **Replacement Schedule**
- **Work Order System**
- **Vendor provided hands on training for shop staff**
- **Competitive Bidding Process**
- **Preventative Maintenance Program**

Goal #4 DISTRICT/COMMUNITY SUPPORT

- **Night Shuttle**
- **Field Trips**
- **Maintenance/Repair to all GISD vehicles**
- **Comanche Peak Emergency Evacuation Team**
- **Community Service**

Goal #5 DEPARTMENT INITIATIVE

- **Continuation of Bus/White Fleet Replacement**
- **Bus Washing Station**
- **Unleaded Fuel Tank**

Thanks,
Terry Slemmons

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED NOVEMBER 30, 2017

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES						
5700	LOCAL					
	PROPERTY TAXES	56,783,907	4,209,594	52,574,313	7.41%	6.81%
	INVESTMENT INCOME	180,000	9,008	170,992	5.00%	13.92%
	OTHER LOCAL INCOME	426,439	181,228	245,211	42.50%	35.33%
5800	STATE					
	STATE FUNDING	6,656,433	3,242,945	3,413,488	48.72%	45.50%
5900	FEDERAL					
	FEDERAL PROJECTS	860,000	215,238	644,762	25.03%	10.06%
	TOTAL REVENUES	**64,906,779**	**7,858,014**	**57,048,765**	**12.11%**	**12.58%**
EXPENDITURES						
11	INSTRUCTION	34,260,269	8,712,911	25,547,358	25.43%	24.07%
12	INSTRUCTIONAL RESOURCES & MEDIA	748,645	180,524	568,121	24.11%	23.41%
13	CURRICULUM & STAFF DEVELOPMENT	877,909	195,199	682,710	22.23%	21.82%
21	INSTRUCTIONAL LEADERSHIP	659,522	159,990	499,532	24.26%	23.40%
23	SCHOOL LEADERSHIP	3,543,492	892,884	2,650,608	25.20%	23.73%
31	GUIDANCE/COUNSELING	2,678,284	695,688	1,982,596	25.98%	24.39%
32	SOCIAL WORK SERVICES	65,000	64,648	352	99.46%	99.46%
33	HEALTH SERVICES	373,156	95,736	277,420	25.66%	20.03%
34	TRANSPORTATION	3,356,050	1,254,202	2,101,848	37.37%	23.48%
35	FOOD SERVICE	0	0	0	0.00%	0.00%
36	CO-CURRICULAR/EXTRACURRICULAR	1,992,991	530,150	1,462,841	26.60%	26.23%
41	GENERAL ADMINISTRATION	2,309,792	587,948	1,721,844	25.45%	22.81%
51	PLANT MAINTENANCE	6,119,202	2,188,878	3,930,324	35.77%	26.76%
52	SECURITY & MONITORING SERVICES	307,269	74,660	232,609	24.30%	30.66%
53	DATA PROCESSING	1,312,453	520,008	792,445	39.62%	31.98%
61	COMMUNITY EDUCATION	107,881	11,153	96,728	10.34%	12.91%
71	DEBT SERVICE	0	0	0	0.00%	0.00%
81	FACILITIES CONSTRUCTION & ACQUISITION	0	0	0	0.00%	0.00%
91	CONTR INSTRUCTIONAL SERVICES	5,050,081	0	5,050,081	0.00%	0.00%
93	PAYMENTS TO FISCAL AGENT	25,500	0	25,500	0.00%	0.00%
99	OTHER INTER GOV CHARGES	1,119,283	3,900	1,115,383	0.35%	0.50%
	TOTAL EXPENDITURES	**64,906,779**	**16,168,479**	**48,738,300**	**24.91%**	**23.02%**
		0				
	OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
	EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**0**	**(8,310,465)**	**8,310,465**		

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED NOVEMBER 30, 2017

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	57,390,346	4,399,831	52,990,515	7.67%
5800 STATE SOURCES	6,656,433	3,242,945	3,413,488	48.72%
5900 FEDERAL SOURCES	860,000	215,238	644,762	25.03%
TOTAL REVENUES	**64,906,779**	**7,858,014**	**57,048,765**	**12.11%**
EXPENDITURES				
6100 PAYROLL COSTS	47,431,631	11,312,216	36,119,415	23.85%
6200 PROFESSIONAL & CONTRACTED SERVICES	11,883,747	2,300,256	9,583,491	19.36%
6300 SUPPLIES/MATERIALS	2,911,576	1,200,665	1,710,911	41.24%
6400 OTHER OPERATING	1,390,056	501,039	889,016	36.04%
6500 DEBT SERVICE	0	0	0	0.00%
6600 CAPITAL OUTLAY	1,289,769	854,302	435,467	66.24%
TOTAL EXPENDITURES	**64,906,779**	**16,168,479**	**48,738,300**	**24.91%**
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**	**(8,310,465)**	**8,310,465**	

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 11, 2017
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 5, 2017
RE: Cash Flow and Investment Report as of November 30, 2017

SUMMARY:

Attached is the Cash Flow and Investment Report for the period ending November 30, 2017. Please note the cash flow statement reflects information from the district's prior depository bank, First Financial Bank, and the district's current depository bank, PlainsCapital Bank. A few accounts remain open at First Financial to allow time for checks to clear to employees as well as vendors. We are working on getting those outstanding checks cleared so that we can close those accounts permanently.

Respectfully submitted,

D Williams

Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Emmett Whitefield

Date Submitted: December 5, 2017

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM NOVEMBER 1, 2017 TO NOVEMBER 30, 2017

FOR BOARD MEETING DECEMBER 11, 2017

	FIRST FINANCIAL BANK and PLAINS CAPITAL 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, 2017	$ 3,056,639	$ 2,725	$ 5,166	$ 1,465,667	$ 537,928	$ 375,192	$ 23,952	$ 247,607	$ 3,031,050	$ 6,404,305	$ 2,296	$ 1,059,755	$ 10,036,209	$ 26,248,490
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH	$ 854,332.53		$ -					$ 119,188						$ 973,520
														$ -
TAX COLLECTIONS	$ -	$ -								$ 4,559,670				$ 4,559,670
														$ -
TEA COLLECTIONS:														$ -
CHILD NUTRITION	$ 256,642							$ -						$ 256,642
FOUNDATION	$ -													$ -
TITLE FUNDS	$ 3,561													$ 3,561
AVAILABLE SCHOOL FUND	$ 129,558													$ 129,558
IDEA-B FUNDS	$ -													$ -
IMA														$ -
PERKINS	$ -													$ -
MAC/SHARS	$ -													$ -
TRANSFERS IN	$ 2,601,039	$ -	$ 123,000	$ 1,643,598	$ 1,408,849	$ 34,060	$ 15,822		$ 1,000,000	$ -	$ -			$ 6,826,368
														$ -
BOND PAYMENT		$ -												$ -
OPERATING EXPENSES	$ (2,411,486)		$ (124,703)		$ (1,624,039)	$ (55,520)	$ (16,433)	$ (170,167)	$ -	$ -			$ (909)	$ (4,403,256)
PAYROLL	$ (3,781,730)		$ -	$ (1,645,555)				$ (101,120)						$ (5,528,405)
TEA RECAPTURE	$ -	$ -			$ -									$ -
TRANSFERS OUT	$ -	$ -	$ -			$ -			$ -	$ (2,723,000)	$ -	$ -		$ (2,723,000)
MARKET APPRECIATION / (DEPRECIATION)													$ (18,135)	$ (18,135)
MONTHLY DIVIDENDS & INTEREST EARNED AND PAID	$ 2,704	$ 5	$ 10	$ 1,859	$ 1,068	$ 623	$ 31	$ 176	$ 3,713	$ 9,101	$ 2	$ 951	$ 16,138	$ 36,379
ACCRUED INTEREST PAID														$ -
ENDING BALANCE - NOVEMBER 30, 2017	$ 711,260	$ 2,730	$ 3,473	$ 1,465,568	$ 323,806	$ 354,355	$ 23,372	$ 95,683	$ 4,034,763	$ 8,250,076	$ 2,298	$ 1,060,706	$ 10,033,303	$ 26,361,392
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	31 Days	38 Days	33 Days	1 Days	0.76 yrs	
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:	0.890%	0.890%	0.890%	0.890%	0.890%	0.890%	0.890%	0.890%	1.305%	1.290%	1.051%	1.120%	1.658%	
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:	0.835%	0.835%	0.835%	0.835%	0.835%	0.835%	0.835%	0.835%	1.289%	1.272%	1.035%	1.050%	1.433%	
												CDs Various	2.376% Coupon	

We, the approved Investment Officers of Granbury ISD, hereby certify that the above Investment Report represents the investment position of the District (as of the end of the month indicated at the top of this investment form) in accordance with the Board approved Investment Funds Policy, the Public Funds Investment Act (Texas Government Code 2256), and Generally Accepted Accounting Principals (GAAP).

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

Emmett J. Whitefield
District Comptroller

2017-18 INTEREST ACCRUED (as of 11/30/17)			
Sep-17	$ 32,933.79	Mar-18	
Oct-17	$ 21,412.21	Apr-18	
Nov-17	$ 36,378.50	May-18	
Dec-17		Jun-18	
Jan-18		Jul-18	
Feb-18		Aug-18	
		TOTAL	$ 90,724.50

NOVEMBER INTEREST ACCRUED	$ -
NOVEMBER INTEREST EARNED & PD	$ 36,378.50
NOVEMBER TOTAL INTEREST	$ 36,378.50

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 11, 2017
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 5, 2017
RE: Bond Expenditure Update
As of November 30, 2017

SUMMARY:

Attached are bond expenditures through the period ended November 30, 2017. 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,

Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Karen Johnson

Date Submitted: December 5, 2017

GRANBURY ISD

Bond Project Status

Budget, Commitments, Expenditures, Construction Contracts (thru 11/30/17)

Summary Status - Construction

Description	Budgeted	Committed	Expended
Soft Cost	$ 4,806,560.20	$ 19,396.20	$ 4,785,145.73
Hard Cost	$ 58,886,391.44	$ -	$ 58,835,445.15
Contingency	$ 564,851.79	$ -	$ 564,335.73
Construction Total	***$ 64,257,803.43***	***$ 19,396.20***	***$ 64,184,926.61***

Description	Budgeted	Committed	Expended
Band Equip	$ 400,000.21	$ -	$ 347,138.86
Bus Replacement	$ 1,599,999.98	$ -	$ 1,599,999.98
Classroom Furniture	$ 1,049,673.67	$ -	$ 1,049,673.44
Furniture, Fixture, Equip	$ 4,373,068.48	$ 41,076.06	$ 4,275,773.39
Technology	$ 10,291,280.71	$ 141,930.69	$ 7,904,547.67
Other Areas Total	***$ 17,714,023.05***	***$ 183,006.75***	***$ 15,177,133.34***

Construction Vendor Status

Contract / Service	Paid to Date	Description
Alliance Geotech	$ 259,582.31	*Materials Testing*
Anixter	$ 13,880.70	*Electric Boxes & Fiber Jumpers - ADM*
B & S Southern Sign	$ 3,335.00	*Signage*
Blair Communications	$ 49,760.70	*VHF Communications*
Buford-Thompson	$ 58,884,165.03	*Construction Mgr*
C & R Services	$ 139,788.66	*Cameras*
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	$ 13,401.20	*Scrub & Finish New VCT - GHS*
G&G Electric	$ 12,477.00	*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.*

Contract / Service	Paid to Date	Description
Huckabee	$ 4,265,246.12	*Architect*
IESI	$ 13,613.66	*Temporary Roll-Off*
JPH Land Surveying	$ 44,900.00	*Survey*
JSK Company	$ 24,112.00	*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*
Quality Sound	$ 28,100.00	*PA System Upgrade - BIS, OWS*
Refrigerated Specialist	$ 2,050.00	*Disconnect Condenser for Roofers-GHS*
Rental One	$ 578.10	*Equipment Rental*
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*
University Bldg Specialties	$ 655.00	*Glass in Receptionist Door - BES*
Woodard Builders	$ 1,925.66	*Glass in Receptionist Door - BES*

Construction Vendor Total $ 64,184,926.61

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 11, 2017
For: Information

TO: Dr. James Largent, Superintendent

FROM: Dobie Williams
DATE: December 5, 2017
RE: Report of Categorical Purchases Between $50,000 and $100,000 as Per Board Policy CH (LOCAL)

SUMMARY:

The attached categorical purchases between $50,000 and $100,000 for the period of November 1, 2017 through November 30, 2017 are being reported as per the requirements of Board Policy CH (LOCAL), which states:

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

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

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

Respectfully submitted,

D O Williams

Assistant Superintendent for Finance and Operations

Staff Person Responsible: Dobie Williams
Debbie Johnson

Date Submitted: December 5, 2017

GRANBURY ISD

REPORT ON PURCHASES THROUGH A COOPERATIVE OR INTERLOCAL

Single Purchase Between $50,000 and $100,000 in accordance with CH(LOCAL)

Board Meeting – December 11, 2017

Purchases 11/1/17 to 11/30/17

Vendor	Cooperative/Inter local	Description	Amount
Dell	Department of Information Resources (DIR)	Laptops – Teacher Replacement	$93,374.25
Education Service Center Region 11	ESC 11 Master Interlocal Agreement	On-Line Subscriptions	$51,316.24