Regular

Monday, December 17, 2012 5:00 PM
Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048

1. **Call to order - 5:00 PM - GISD Board Room**
2. **Convene in closed session under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.**
   a. Chapter 551.074 - Personnel
   1. Consider staff appointments
   b. Chapter 551.072 - Purchase, exchange, lease or value of real property
3. **Reconvene in open session - 6:00 PM**
4. **Moment of Silence/Invocation**
5. **Pledges - U.S. Flag & Texas Flag**
6. **Consider Approval of Annual Audit Report**
7. **Achievement Spotlight**
   a. Texas Reading Bee Participant Kenna Clark, Emma Roberson student
   b. We the People State Champions: Lane Ballinger, David Barnette, Alexis Carpenter, Josh Carpenter, Blair Cowden, Devon DeYoung, Jessie Fallin, David Hull, Andrew Jackson, Justin Largent, Adam Lubbers, Jessica Martinez, Ashlee Myers, Matt Rose, John Schmeiz, Kyle Shanahan, Cy Sonderer, Tyler Titus, Tori Townsend, Alee Travis, Miles Wagner, Madison Weatherly, Chase Whittet, Tyler Wilkins and Natalie Willingham
8. **Public comments/audience participation**
9. **Discussion/Action**
   a. Consider Consent Agenda Items
   1. Minutes of the November 12, 2012 Regular Meeting
   2. Consider Budget Amendments
   3. Consider Renewal of Charter Bus Services CSP 2011-02
   4. Consider Guidance & Evaluation Supplies & Materials and Testing Materials Bid 2013-02
   5. Consider Renewal of Trophies, Awards, Incentives and Promotional Items Bid 2012-03
   6. Consider Renewal of Tee Shirts and Miscellaneous Clothing Bid 2012-02
   b. Consider GISD and STARS 2013-2014 School Calendars
   c. Consider Interlocal Agreement with the City of Granbury regarding Water Wells on Granbury ISD land
   d. Consider Approval of Courses for 2013-2014
   e. Consider Technology Purchase
   f. Consider Resolution Amending TexPool Authorized Representatives
   g. Consider Joint Agreement between Granbury ISD and City of Granbury regarding use of drug detecting canine on Granbury ISD Property
   h. Consider Somervell Central Appraisal District Board of Directors
   i. Consider Interlocal Agreement and MOA between Granbury ISD, Hood County and the YMCA
   j. Consider Accepting Resignation of Board Trustee B. J. Wallace, Place 7
10. **Discussion/Information**
    a. Superintendent's Reports
    1. Strategic Planning
    2. Hood County Appraisal District Board of Directors
    3. Board of Trustee Resignation
    b. Financial Statements for period ending October 31, 2012

c. Board Continuing Education Hours
d. Technology Plan
e. AEIS Report
11. **Consider action on items discussed in closed session**
a. Consider staff appointments
b. Consider purchase, exchange, lease or value of real property
12. **Adjourn**

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 17, 2012
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Sharay Boynton
DATE: December 10, 2012
RE: Annual Financial Report – Year ended 8/31/2012

SUMMARY:

The annual audit has been completed. Ms. Jenny Miller of 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, 2012, the management letter, and the SAS 114 letter are available in PDF format for the Boardbook and a hard copy is available for board members that wish to have a copy.

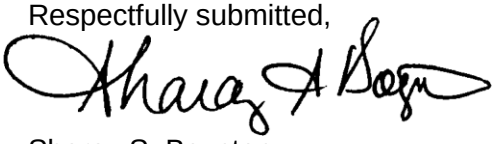
Fund Balance for the General Fund increased by $1,179,253 compared to the projected $33,475 originally adopted.

Should you have questions regarding the report, please feel free to contact me prior to the Board meeting so that I can get with Ms. Miller and 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, 2012 as presented.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton

Date Submitted: December 10, 2012

SNOWGARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

December 10, 2012

To the Board of Trustees
Granbury Independent School District

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Granbury Independent School District for the year ended August 31, 2012. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards* and OMB Circular A-133, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter to you dated February 6, 2012. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Granbury Independent School District are described in Note A to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the fiscal year 2012. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. No significant estimates affecting the financial statements were noted.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 10, 2012.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Information in Documents Containing Audited Financial Statements

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of Board of Trustees and management of Granbury Independent School District and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Snow Garrett Williams

Snow Garrett Williams

SNOWGARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

December 10, 2012

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

In connection with our audit of the financial statements of Granbury Independent School District for the year ended August 31, 2012, we have made a review of the accounting procedures and internal controls. While the primary objective of such a review is to afford us a basis of determining the scope of our audit procedures, it nevertheless presents us with an opportunity to submit, for management's consideration, suggestions for changes in procedures, which, in our opinion, would strengthen internal control or contribute to the improvement of operating efficiency.

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

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

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

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

Sincerely yours,

Snow Garrett Williams

Snow Garrett Williams
Certified Public Accountants

Optimum Fund Balance

As reflected in Exhibit C-2, the District in the General Fund incurred an increase in the General Fund's fund balance in the amount of $1,179,253 resulting in an ending fund balance of $16,489,163. **This is a fantastic increase in fund balance!** However, as noted in Exhibit J-3 of the financial report, the District's Optimum Fund Balance should be approximately $19,314,770. The Board should continue to closely monitor fund balance and make every effort to increase reserves. Also, the Board should continue to review construction, equipment expenditures, and other improvements and determine the amount of reserves that should be assigned or committed for future needs. The District currently has $3,024,264 assigned for these future projects.

Bank Accounts

In our testing of pledged securities, we noted that on the highest cash day of the year, the District's cash deposits were not fully secured. The District should closely monitor the depository bank to ensure that deposits are fully collateralized.

OBJECTIVE OF INTERNAL CONTROL

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

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

GRANBURY INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED AUGUST 31, 2012

Introductory Section

Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2012

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Granbury Independent School District
Annual Financial Report
For The Year Ended August 31, 2012

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CERTIFICATE OF BOARD

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

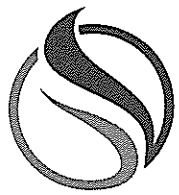
We, the undersigned, certify that the attached annual financial reports of the above named school district were reviewed and (check one) _____approved _____disapproved for the year ended August 31, 2012, at a meeting of the board of trustees of such school district on the ____ day of _____, _____.

_____ Signature of Board Secretary

_____ Signature of Board President

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

Financial Section



SNOWGARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report on Financial Statements

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

Members of the Board of Trustees:

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 Granbury Independent School District as of and for the year ended August 31, 2012, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Granbury Independent School District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our 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, 2012, and the respective changes in financial position, and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 10, 2012, 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* and should be considered in assessing the results of our audit.

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

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information 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.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Granbury Independent School District's financial statements as a whole. The individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the financial statements. The accompanying other supplementary information is presented for purposes of additional analysis and is also not a required part of the financial statements. The inidividual nonmajor fund financial statements and other supplementary information, except for Exhibit J-3, 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 financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole. Exhibit J-3 of the other supplementary information 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.

Respectfully submitted,

Snow Garrett Williams

Snow Garrett Williams
December 10, 2012

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, 2012. 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 $19,608,985 (*net assets*). Of this amount, $18,236,696 (*unrestricted net assets*) 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 $17,294,250. Approximately 78 percent of this total amount, $13,464,899, 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 $13,464,899 or 21 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 assets* presents information on all of the District's assets and liabilities, with the difference between the two reported as *net assets.* Over time, increases or decreases in net assets 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 11-13 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 14-17 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 18-20 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 assets that can be found on pages 21-22.

- **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 23-36 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 37-38 of this report.

Government-wide Financial Analysis

As noted earlier, net assets 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 $19,540,835 as of August 31, 2012.

The District's Net Assets-Governmental Activities

	August 31, 2012	August 31, 2011
Current assets	$ 23,721,186	$ 29,582,763
Capital assets	55,622,513	58,310,813
Total assets	79,343,699	87,893,576
Current liabilities	4,517,097	11,745,080
Long-term liabilities outstanding	55,285,767	56,934,310
total liabilities	59,802,864	68,679,390
Net assets:		
Invested in capital assets, net of related debt	443,226	1,515,650
Restricted	929,063	692,147
Unrestricted	18,168,546	17,006,389
Total net assets	$ 19,540,835	$ 19,214,186

Investment in capital assets (e.g., land, buildings, furniture and equipment, and construction in progress) less any related debt used to acquire those assets that is still outstanding is $443,226. 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 assets ($929,063) represents resources that are subject to external restrictions on how they may be used. The remaining balance of *unrestricted net assets* ($18,168,546) 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 Assets-Business-Type Activities

	August 31, 2012	August 31, 2011
Current assets	$ 78,918	$ 24,726
Total assets	78,918	24,726
Current liabilities	10,768	14,914
Total liabilities	10,768	14,914
Net assets:		
Unrestricted	68,150	9,812
Total net assets	$ 68,150	$ 9,812

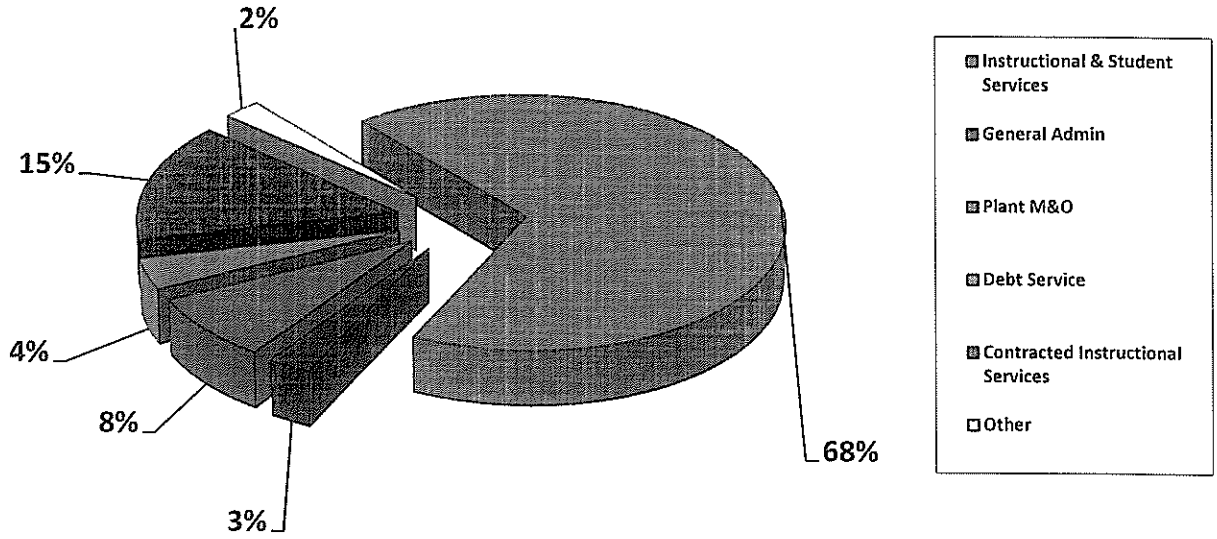
The above surplus is not an indication the District has significant assets that are available to meet financial obligations next year, but rather the result of having currently available resources that exceed *long-term* commitments.

Governmental activities. The District's total net assets increased $326,649. The total cost of all *governmental activities* this year was $76,420,305. The amount that our taxpayers paid for these activities through property taxes was $52,960,332 or 69%.

Changes in the District's Net Assets

	Fiscal Year August 31, 2012	Fiscal Year August 31, 2011
Revenues:		
Program revenues		
Charges for services	$ 1,651,687	$ 1,704,396
Operating grants and contributions	9,104,500	10,189,017
General revenues		
Property taxes	52,960,332	53,489,303
State grants	12,980,872	11,961,011
Other	391,132	446,254
Other Resources - Cleburne ISD Bonds Allocated	(341,569)	-
Total revenues	76,746,954	77,789,981
Expenses:		
Instruction	35,133,149	38,783,720
Instruction resources and media services	888,608	1,033,440
Curriculum and staff development	858,927	1,087,383
Instructional leadership	698,109	949,082
School leadership	3,733,914	3,741,181
Guidance, counseling & evaluation services	2,346,835	2,519,181
Social work services	58,243	78,652
Health services	408,623	578,615
Student transportation	2,782,562	2,735,232
Food service	3,388,649	3,302,153
Cocurricular/extracurricular activities	1,749,266	1,748,897
General administration	1,907,436	2,183,016
Plant maintenance and operations	6,154,897	6,549,823
Security and monitoring services	134,401	316,501
Data processing services	917,934	964,036
Community Services	74,458	124,658
Interest on long-term debt	3,209,800	3,127,225
Bond issuance costs and fees	(255,283)	29,110
Capital Outlay	1,564	-
Contracted instructional service arrangements	11,472,385	9,857,624
Other intergovernemental charges	755,828	761,658
Total expenses	76,420,305	80,471,187
Increase (decrease) in net assets	326,649	(2,681,206)
Beginning net assets	19,214,186	21,895,392
Ending net assets	$ 19,540,835	$ 19,214,186

Expenditures by Function



Business-type activities. The District's total net assets increased $58,338. The total cost of all *business-type activities* this year was $227,530.

Changes in the District's Net Assets

	Fiscal Year August 31, 2012	Fiscal Year August 31, 2011
Revenues:		
Program revenues		
Charges for services	$ 279,055	$ 270,701
Grants and Contributions	$ 6,813	$ -
Total revenues	285,868	270,701
Expenses:		
Extended School Day Program	227,530	230,642
Total expenses	227,530	230,642
Increase (decrease) in net assets	58,338	40,059
Beginning net assets	9,812	(30,247)
Ending net assets	$ 68,150	$ 9,812

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 $17,294,250, an increase of $1,411,769. Approximately 78 percent of this total amount ($13,464,899) constitutes *unassigned fund balance.* The remainder of fund balance is *restricted or committed* to indicate that it is not available

for new spending because it has already been *restricted* to pay (1) debt service ($580,356), (2) for federal/state funds grant restrictions ($187,698), (3) capital acquisitions and contractual obligations ($6,612), (4) other restricted fund balance ($1,751) ; *committed* for (1) construction ($2,424,264), (2) capital expenditures for equipment ($400,000), and (3) for other committed fund balance ($200,000). $28,670 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 $13,464,899, out of a total fund balance of $16,489,163. 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 21 percent of the total general fund expenditures. Total general fund balance represents 26 percent of the total general fund expenditures.

The fund balance of the District's general fund increased $1,179,253 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.

After School Care Program info. Unrestricted net assets for the Enterprise fund at August 31, 2012 amounted to $68,150, an increase of $58,338 over the prior year.

Internal Service Fund info. Total net assets for the Internal Service fund at August 31, 2012 amounted to $262,221, an increase of $18,057 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:

- Amendments approved shortly after the beginning of the new fiscal year for amounts reserved and designated in prior year.
- Amendments made in early and late summer to revise estimates for local and state revenue based on latest information on student attendance numbers and tax collections.
- Amendments throughout the year for transfers to and from other functions.
- Amendments during the year for unexpected occurrences and donated funds for special projects.
- Amendments in the middle of year reallocating anticipated lapse expenditures to special projects needed.

Capital Asset and Debt Administration

Capital Assets. The District's investment in capital assets for its governmental activities as of August 31, 2012, amounts to $55,622,513 (net of accumulated depreciation). This investment in capital assets includes land, buildings and improvements, and furniture and equipment.

District's Capital Assets
(net of depreciation)

	August 31, 2012	August 31, 2011
Land	$ 1,892,108	$ 1,892,108
Buildings and improvements	51,221,878	54,612,262
Furniture and equipment	2,242,317	1,806,443
Construction In Progress	266,210	-
Totals at historical cost	$ 55,622,513	$ 58,310,813

Additional information on the District's capital assets can be found in Note C on page 30 of this report.

Long-term Debt. As of August 31, 2012, the District had total general obligation bonded debt outstanding of $44,324,567, a decrease of $1,370,277 over the prior year. Premium on bonds decreased $73,875 from the prior year resulting in an ending balance of $1,255,902. The District's loss on refunding decreased $76,520 from the prior year resulting in an ending balance of $1,262,487. Accretion on CAB's decreased $280,911 for fiscal year 2012 resulting in an ending balance of $10,967,785.

The "AAA" long-term rating on the District's Texas' bonds reflects the Texas Permanent School Fund guarantee. The "A+" Standard & Poor's 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.

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 $457,598,478, 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 page 32 of this report.

The District's bonds are rated "AAA" 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 "Baa3" by Moody's. The district also has two other issues outstanding which are rated "A+" by Standard and Poor's and "Aaa" by Moody's by virtue of the guarantee of the Permanent School Fund of the State of Texas.

Economic Factors and Next Year's Budgets and Rates

- The District's enrollment was projected to be similar to that in 2011-12. However, enrollment is trending at a slight decrease from the 2011-12 school year. The District's taxable valuation increased approximately 4 percent for 2012-13 and is projected to stay the same for 2013-14.
- The District's tax rate decreased by $0.005 to $1.145 ($1.04 for maintenance and operations and $0.105 for debt service). This is a result of the higher property values and the amount needed for debt service. The District has fully utilized the additional $0.04 available as a result of HB1. 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 2012-13 budgets of $60,106,370 and $60,096,183 respectively in its general fund. Essentially a balanced budget in spite of the additional loss of State Revenue in the amount of $2,100,000 for a total of $6,800,000 over the biennium.
- The future of school funding is of concern to District management and being monitored closely.

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 ASSETS
AUGUST 31, 2012

Data Control Codes		1 Governmental Activities	2 Business-type Activities	3 Total
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 1,155,837	$ 95,685	$ 1,251,522
1120	*Current Investments*	18,726,860	--	18,726,860
1225	*Property Taxes Receivable (Net)*	1,541,138	--	1,541,138
1240	*Due from Other Governments*	1,597,890	--	1,597,890
1260	*Internal Balances*	16,767	(16,767)	--
1267	*Due from Fiduciary*	68,008	--	68,008
1290	*Other Receivables (Net)*	154,352	--	154,352
1300	*Inventories*	29,763	--	29,763
1410	*Deferred Expenses*	56,257	--	56,257
1420	*Capitalized Bond and Other Debt Issuance Costs*	374,314	--	374,314
	Capital Assets:			
1510	*Land*	1,892,108	--	1,892,108
1520	*Buildings and Improvements, Net*	51,221,878	--	51,221,876
1530	*Furniture and Equipment, Net*	2,242,317	--	2,242,319
1580	*Construction in Progress*	266,210	--	266,210
1000	Total Assets	79,343,699	78,918	79,422,617
	LIABILITIES:			
2110	*Accounts Payable*	695,147	--	695,147
2140	*Interest Payable*	267,834	--	267,834
2165	*Accrued Liabilities*	1,712,831	10,768	1,723,599
2177	*Due to Fiduciary*	940,959	--	940,959
2180	*Due to Other Governments*	861,691	--	861,691
2300	*Unearned Revenue*	38,635	--	38,635
	Noncurrent Liabilities:			
2501	*Due Within One Year*	1,629,237	--	1,629,237
2502	*Due in More Than One Year*	53,656,530	--	53,656,530
2000	Total Liabilities	59,802,864	10,768	59,813,632
	NET ASSETS			
3200	Invested in Capital Assets, Net of Related Debt	443,226	--	443,226
	Restricted For:			
3820	Federal and State Programs	187,698	--	187,698
3850	Debt Service	734,753	--	734,753
3860	Capital Projects	6,612	--	6,612
3900	Unrestricted	18,168,546	68,150	18,236,696
3000	Total Net Assets	$ 19,540,835	$ 68,150	$ 19,608,985

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2012

Data Control Codes	Functions/Programs	1 Expenses	3 Program Revenues: Charges for Services	4 Program Revenues: Operating Grants and Contributions
	Governmental Activities:			
11	*Instruction*	$ 35,133,149	$ 99,250	$ 4,311,965
12	*Instructional Resources and Media Services*	888,608	801	40,746
13	*Curriculum and Staff Development*	858,927	588	78,328
21	*Instructional Leadership*	698,109	554	106,558
23	*School Leadership*	3,733,914	3,388	150,046
31	*Guidance, Counseling, & Evaluation Services*	2,346,835	993	1,163,300
32	*Social Work Services*	58,243	53	2,294
33	*Health Services*	408,623	371	16,097
34	*Student Transportation*	2,782,562	2,683	303,463
35	*Food Service*	3,388,649	1,364,554	1,845,354
36	*Cocurricular/Extracurricular Activities*	1,749,266	131,084	146,136
41	*General Administration*	1,907,436	1,732	75,351
51	*Plant Maintenance and Operations*	6,154,897	32,492	285,033
52	*Security and Monitoring Services*	134,401	36	4,326
53	*Data Processing Services*	917,934	869	37,696
61	*Community Services*	74,458	7	7,281
72	*Interest on Long-term Debt*	3,209,800	--	--
73	*Bond Issuance Costs and Fees*	(255,283)	--	--
81	*Capital Outlay*	1,564	342	14,836
91	*Contracted Instructional Services between Schools*	11,472,385	11,155	483,815
99	*Other Intergovernmental Charges*	755,828	735	31,875
TG	Total Governmental Activities	76,420,305	1,651,687	9,104,500
	Business-type Activities:			
01	After School Care Program	227,530	279,055	--
TP	Total Primary Government	$ 76,647,835	$ 1,930,742	$ 9,104,500
	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*			
	Other Resources- Cleburne ISD Bonds Allocated			
TR	Total General Revenues			
CN	Change in Net Assets			
NB	Net Assets - Beginning			
NE	Net Assets - Ending			

The accompanying notes are an integral part of this statement.

6	7	8
Net (Expense) Revenue and Changes in Net Assets		
Governmental Activities	Business-type Activities	Total
$ (30,721,934)		$ (30,721,934)
(847,061)		(847,061)
(780,011)		(780,011)
(590,997)		(590,997)
(3,580,480)		(3,580,480)
(1,182,542)		(1,182,542)
(55,896)		(55,896)
(392,155)		(392,155)
(2,476,416)		(2,476,416)
(178,741)		(178,741)
(1,472,046)		(1,472,046)
(1,830,353)		(1,830,353)
(5,837,372)		(5,837,372)
(130,039)		(130,039)
(879,369)		(879,369)
(67,170)		(67,170)
(3,209,800)		(3,209,800)
255,283		255,283
13,614		13,614
(10,977,415)		(10,977,415)
(723,218)		(723,218)
(65,664,118)		(65,664,118)
--	$ 51,525	51,525
(65,664,118)	51,525	(65,612,593)
47,897,967	--	47,897,967
5,062,365	--	5,062,365
66,340	--	66,340
12,980,872	6,813	12,987,685
324,792	--	324,792
(341,569)	--	(341,569)
65,990,767	6,813	65,997,580
326,649	58,338	384,987
19,214,186	9,812	19,223,998
$ 19,540,835	$ 68,150	$ 19,608,985

GRANBURY INDEPENDENT SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS
AUGUST 31, 2012

Data Control Codes		10 General Fund	Other Governmental Funds	98 Total Governmental Funds
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 471,211	$ 430,100	$ 901,311
1120	*Current Investments*	16,857,808	732,467	17,590,275
1225	*Taxes Receivable*	2,081,360	252,255	2,333,615
1230	*Allowance for Uncollectible Taxes (Credit)*	(694,619)	(97,858)	(792,477)
1240	*Due from Other Governments*	906,094	691,796	1,597,890
1260	*Due from Other Funds*	1,763,702	64,000	1,827,702
1290	*Other Receivables*	93,410	7,861	101,271
1300	*Inventories*	--	29,763	29,763
1000	Total Assets	$ 21,478,966	$ 2,110,384	$ 23,589,350
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	$ 129,712	$ 63,409	$ 193,121
2150	*Payroll Deductions & Withholdings*	139	--	139
2160	*Accrued Wages Payable*	1,579,096	133,596	1,712,692
2170	*Due to Other Funds*	1,011,910	949,286	1,961,196
2180	*Due to Other Governments*	861,691	--	861,691
2300	*Deferred Revenue*	1,407,255	159,006	1,566,261
2000	Total Liabilities	4,989,803	1,305,297	6,295,100
	FUND BALANCES:			
	Nonspendable Fund Balances:			
3410	*Inventories*	--	28,670	28,670
	Restricted Fund Balances:			
3450	*Federal/State Funds Grant Restrictions*	--	187,698	187,698
3470	*Capital Acquisitions & Contractual Obligations*	--	6,612	6,612
3480	*Retirement of Long-Term Debt*	--	580,356	580,356
3490	*Other Restrictions of Fund Balance*	--	1,751	1,751
	Committed Fund Balances:			
3510	*Construction*	2,424,264	--	2,424,264
3530	*Capital Expenditures for Equipment*	400,000	--	400,000
3545	*Other Committed Fund Balance*	200,000	--	200,000
3600	Unassigned	13,464,899	--	13,464,899
3000	Total Fund Balances	16,489,163	805,087	17,294,250
4000	Total Liabilities and Fund Balances	$ 21,478,966	$ 2,110,384	$ 23,589,350

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET ASSETS
AUGUST 31, 2012

Total fund balances - governmental funds balance sheet	$	17,294,250
Amounts reported for governmental activities in the Statement of Net Assets ("SNA") are different because:		
Capital assets used in governmental activities are not reported in the funds.		55,622,513
Property taxes receivable unavailable to pay for current period expenditures are deferred in the funds.		1,541,138
The assets and liabilities of internal service funds are included in governmental activities in the SNA.		262,221
Payables for bond principal which are not due in the current period are not reported in the funds.		(44,324,567)
Payables for bond interest which are not due in the current period are not reported in the funds.		(267,834)
Bond issuance costs are capitalized in the SNA but not in the funds.		374,314
Deferred loss on refunding bonds is capitalized in the SNA but not in the funds.		1,262,487
Premiums on bonds which are not due and payable in the current period are not reported in the funds.		(1,255,902)
Accumulated accretion on capital appreciation bonds are not reported in the funds.		(10,967,785)
Net assets of governmental activities - Statement of Net Assets	$	19,540,835

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, 2012

Data Control Codes		10 General Fund	Other Governmental Funds	98 Total Governmental Funds
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 48,908,220	$ 6,470,298	$ 55,378,518
5800	*State Program Revenues*	14,532,717	820,636	15,353,353
5900	*Federal Program Revenues*	758,357	5,617,286	6,375,643
5020	Total Revenues	64,199,294	12,908,220	77,107,514
	EXPENDITURES:			
	Current:			
0011	*Instruction*	30,111,270	2,914,192	33,025,462
0012	*Instructional Resources and Media Services*	824,038	5,995	830,033
0013	*Curriculum and Staff Development*	607,459	194,849	802,308
0021	*Instructional Leadership*	569,300	82,791	652,091
0023	*School Leadership*	3,484,693	3,089	3,487,782
0031	*Guidance, Counseling, & Evaluation Services*	1,021,232	1,170,904	2,192,136
0032	*Social Work Services*	54,404	--	54,404
0033	*Health Services*	381,687	--	381,687
0034	*Student Transportation*	2,759,519	187,088	2,946,607
0035	*Food Service*	81,370	3,137,850	3,219,220
0036	*Cocurricular/Extracurricular Activities*	1,760,203	--	1,760,203
0041	*General Administration*	1,781,480	222	1,781,702
0051	*Plant Maintenance and Operations*	5,932,460	61,565	5,994,025
0052	*Security and Monitoring Services*	125,542	--	125,542
0053	*Data Processing Services*	893,863	--	893,863
0061	*Community Services*	64,353	5,197	69,550
0071	*Principal on Long-term Debt*	--	1,711,845	1,711,845
0072	*Interest on Long-term Debt*	--	3,199,617	3,199,617
0073	*Bond Issuance Costs and Fees*	--	500	500
0081	*Capital Outlay*	351,789	--	351,789
0091	*Contracted Instructional Services*			
0091	*Between Public Schools*	11,472,385	--	11,472,385
0099	*Other Intergovernmental Charges*	755,828	--	755,828
6030	Total Expenditures	63,032,875	12,675,704	75,708,579
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	1,166,419	232,516	1,398,935
	Other Financing Sources and (Uses):			
7912	*Sale of Real or Personal Property*	12,834	--	12,834
7080	Total Other Financing Sources and (Uses)	12,834	--	12,834
1200	Net Change in Fund Balances	1,179,253	232,516	1,411,769
0100	Fund Balances - Beginning	15,309,910	572,571	15,882,481
3000	Fund Balances - Ending	$ 16,489,163	$ 805,087	$ 17,294,250

The accompanying notes are an integral part of this statement.

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, 2012

Net change in fund balances - total governmental funds	$	1,411,769
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:		
Capital outlays are not reported as expenses in the SOA.		1,421,107
The depreciation of capital assets used in governmental activities is not reported in the funds.		(4,108,335)
The gain or loss on the sale of capital assets is not reported in the funds.		11,762
All proceeds from the sale of capital assets are reported in the funds but not in the SOA.		(12,835)
Certain property tax revenues are deferred in the funds. This is the change in these amounts this year.		(30,753)
Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA.		1,711,845
Bond issuance costs and similar items are amortized in the SOA but not in the funds.		(25,127)
The accretion of interest on capital appreciation bonds is not reported in the funds.		280,911
(Increase) decrease in accrued interest from beginning of period to end of period.		(7,539)
The net revenue (expense) of internal service funds is reported with governmental activities.		18,057
Deferred loss on refunding is amortized in the SOA but not in the funds.		(76,520)
Allocation of debt from Cleburne ISD resulting from the detachment and annexation of territory.		(341,568)
Bond premiums are amortized in the SOA but not in the funds.		73,875
Change in net assets of governmental activities - Statement of Activities	$	326,649

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET ASSETS
PROPRIETARY FUNDS
AUGUST 31, 2012

Data Control Codes		Nonmajor Enterprise Fund Extended Day Program	Internal Service Funds
	ASSETS:		
	Current Assets:		
1110	*Cash and Cash Equivalents*	$ 95,685	$ 254,526
1120	*Investments*	--	1,136,585
	Receivables:		
1260	*Due from Other Funds*	--	36,234
1290	*Other Receivables (net)*	--	53,081
1410	*Deferred Expenditures*	--	56,257
	Total Current Assets	95,685	1,536,683
1000	Total Assets	$ 95,685	$ 1,536,683
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ --	$ 502,026
2160	*Accrued Wages Payable*	10,768	--
2170	*Due to Other Funds*	16,767	758,924
2300	*Unearned Revenues*	--	13,512
	Total Current Liabilities	27,535	1,274,462
2000	Total Liabilities	27,535	1,274,462
	NET ASSETS:		
3900	*Unrestricted Net Assets*	68,150	--
3000	Total Net Assets	$ 68,150	$ 262,221

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET ASSETS - PROPRIETARY FUNDS FOR THE YEAR ENDED AUGUST 31, 2012

Data Control Codes		Nonmajor Enterprise Fund Extended Day Program	Internal Service Funds
	OPERATING REVENUES:		
5700	*Local and Intermediate Sources*	$ 279,055	$ 595,460
5800	*State Program Revenues*	6,813	--
5020	Total Revenues	285,868	595,460
	OPERATING EXPENSES:		
6100	*Payroll Costs*	211,401	--
6200	*Professional and Contracted Services*	525	--
6300	*Supplies and Materials*	13,606	--
6400	*Other Operating Costs*	1,958	577,403
6600	*Capital Outlay - Land, Buildings & Equipment*	40	--
6030	Total Expenses	227,530	577,403
1300	Change in Net Assets	58,338	18,057
0100	Total Net Assets - Beginning	9,812	244,164
3300	Total Net Assets - Ending	$ 68,150	$ 262,221

The accompanying notes are an integral part of this statement.

EXHIBIT D-3

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF CASH FLOWS
PROPRIETARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2012

	Nonmajor Enterprise Fund Extended Care Program	Internal Service Funds
Cash Flows from Operating Activities:		
Cash Received from Customers	$ 279,072	$ --
Cash Receipts (Payments) for Quasi-external Operating Transactions with Other Funds	--	586,366
Cash Payments to Employees for Services	(208,463)	--
Cash Payments to Other Suppliers for Goods and Services	(14,459)	(479,161)
Other Operating Cash Receipts (Payments)	(1,958)	(1,958)
Net Cash Provided (Used) by Operating Activities	54,192	107,205
Net Increase (Decrease) in Cash and Cash Equivalents	54,192	107,205
Cash and Cash Equivalents at Beginning of Year	41,493	1,283,906
Cash and Cash Equivalents at End of Year	$ 95,685	$ 1,391,111
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:		
Operating Income (Loss)	$ 58,338	$ 18,057
Adjustments to Reconcile Operating Income to Net Cash Provided by Operating Activities		
Change in Assets and Liabilities:		
Decrease (Increase) in Interfund Receivables	17	(16,728)
Decrease (Increase) in Receivables	--	7,633
Decrease (Increase) in Prepaid Expenses	--	(56,257)
Increase (Decrease) in Accounts Payable	(272)	32,489
Increase (Decrease) in Accrued Wages Payable	(3,875)	--
Increase (Decrease) in Interfund Payables	(16)	125,126
Increase (Decrease) in Due to Other Governments	--	--
Increase (Decrease) in Accrued Expenses	--	--
Increase (Decrease) in Unearned Revenue	--	(3,115)
Total Adjustments	(4,146)	89,148
Net Cash Provided (Used) by Operating Activities	$ 54,192	$ 107,205

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET ASSETS
FIDUCIARY FUNDS
AUGUST 31, 2012

Data Control Codes		Private-purpose Trust Funds	Agency Funds
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ 83,377	$ 249,375
1120	*Current Investments*	31,697	--
1260	*Due from Other Funds*	951	940,007
1000	Total Assets	$ 116,025	$ 1,189,382
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ 1,083	$ 115,067
2150	*Payroll Deduction & Withholdings*	--	855,077
2170	*Due to Other Funds*	2,045	65,962
2190	*Due to Student Groups*	--	153,276
2000	Total Liabilities	3,128	1,189,382
	NET ASSETS		
3800	*Held in Trust*	112,897	--
3000	Total Net Assets	$ 112,897	$ --

The accompanying notes are an integral part of this statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT

STATEMENT OF CHANGES IN FIDUCIARY NET ASSETS
FIDUCIARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2012

	Private-Purpose Trusts
Additions:	
Investment Income	$ 258
Gifts and Bequests	7,500
Total Additions	7,758
Deductions:	
Scholarship Awards	27,842
Total Deductions	27,842
Change in Net Assets	(20,084)
Net Assets-Beginning of the Year	132,891
Net Assets-End of the Year	$ 112,807

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" as defined by the GASB in its Statement No. 14, "The Financial Reporting Entity," as revised by GASB Statement No.39, and there are no component units included within the reporting entity.

2. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-wide Financial Statements: The statement of net assets 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.

The District reports the following non-major enterprise funds:

After School Care Program Fund: This fund accounts for all resources and expenditures of the after school program.

In addition, the District reports the following fund types:

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

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

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

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

b. Measurement Focus, Basis of Accounting

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

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

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

Under GASB Statement No. 20, "Accounting and Financial Reporting for Proprietary Funds and Other Governmental Entities That Use Proprietary Fund Accounting," all proprietary funds will continue to follow Financial Accounting Standards Board ("FASB") standards issued on or before November 30, 1989. However, from that date forward, proprietary funds will have the option of either 1) choosing not to apply future FASB standards (including amendments of earlier pronouncements), or 2) continuing to follow new FASB pronouncements unless they conflict with GASB guidance. The District has chosen to apply future FASB standards.

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

The District records purchases of supplies as expenditures, utilizing the purchase method of accounting for inventory in accordance with the Resource Guide.

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

d. Capital Assets

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

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

Asset Class	Estimated Useful Lives
Buildings and Improvements	9-30
Land Improvements	12-25
Equipment	5-15

e. 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.

f. 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 assets.

g. Use of Estimates

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

h. 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 insure accuracy in building a statewide database for policy development and funding plans.

i. 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 governing board. Committed amounts cannot be used for any other purpose unless the governing board 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 governing board. 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 governing board or by an official or body to which the governing board delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund conveys that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself. The Distrct 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.

When an expenditure is incurred for a purpose for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

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.

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, 2012, the carrying amount of the District's deposits (cash, certificates of deposit, and interest-bearing savings accounts included in temporary investments) was $1,584,274 and the bank balance was $3,227,407. The District's cash deposits were fully covered on August 31, 2012 but were not covered by FDIC insurance or by pledged collateral held by the District's agent bank in the District's name on the highest cash day.

In addition, the following is disclosed regarding coverage of combined balances on the date of highest deposit:

a. Depository: First Financial Bank

b. The market value of securities pledged as of the date of the highest combined balance on deposit was $6,000,000.

c. The highest combined balances of cash, savings and time deposit accounts amounted to $7,241,068 and occurred during the month of February, 2012.

d. Total amount of FDIC coverage at the time of the largest combined balance was $500,000.

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, 2012 are shown below.

Investment or Investment Type	Wtd Avg Maturity	Fair Value
Texpool LGIP	60 days	$ 2,939,483
Logic LGIP	45 days	12,215,014
Lone Star (First Public) LGIP	46 days	78,490
Texas Term LGIP	less than 60 days	2,980,073
Certificates of Deposit	Various	545,497
Total Investments		$ 18,758,557

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, 2012, the District's investments, other than those which are obligations of or guaranteed by the U. S. Government, are rated as to credit quality as follows:

Texpool LGIP	AAAm
Logic LGIP	AAA
Lone Star (First Public) LGIP	AAA
Texas Term LGIP	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 not exposed to interest rate risk.

e. Foreign Currency Risk

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

Investment Accounting Policy

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

Public Funds Investment Pools

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

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

C. Capital Assets

Capital asset activity for the year ended August 31, 2012, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	$ 1,892,108	$ --	$ --	$ 1,892,108
Construction in progress	--	266,210	--	266,210
Total capital assets not being depreciated	1,892,108	266,210	--	2,158,318
Capital assets being depreciated:				
Buildings and improvements	98,251,719	49,515	--	98,301,234
Equipment	10,917,022	1,070,882	184,412	11,803,492
Land Improvements	9,384,229	34,500	--	9,418,729
Total capital assets being depreciated	118,552,970	1,154,897	184,412	119,523,455
Less accumulated depreciation for:				
Buildings and improvements	(46,827,597)	(3,069,789)	--	(49,897,386)
Equipment	(9,110,579)	(633,936)	(183,340)	(9,561,175)
Land Improvements	(6,196,089)	(404,610)	--	(6,600,699)
Total accumulated depreciation	(62,134,265)	(4,108,335)	(183,340)	(66,059,260)
Total capital assets being depreciated, net	56,418,705	(2,953,438)	1,072	53,464,195
Governmental activities capital assets, net	$ 58,310,813	$ (2,687,228)	$ 1,072	$ 55,622,513

Depreciation was charged to functions as follows:

Instruction	$ 2,330,601
Instructional Resources and Media Services	58,575
Curriculum and Staff Development	56,619
Instructional Leadership	46,018
School Leadership	246,132
Guidance, Counseling, & Evaluation Services	154,699
Social Work Services	3,839
Health Services	26,936
Student Transportation	207,941
Food Services	227,180
Extracurricular Activities	124,217
General Administration	125,734
Plant Maintenance and Operations	422,997
Security and Monitoring Services	8,859
Data Processing Services	63,080
Community Services	4,908
	$ 4,108,335

D. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at August 31, 2012, consisted of the following:

Due To Fund	Due From Fund	Amount	Purpose
General Fund	Trust and Agency Funds	$ 36,680	Short-term loans
Trust and Agency Fund	General Fund	940,007	Short-term loans
General Fund	Private Purpose Trust Funds	2,045	Short-term loans
Private Purpose Trust Fund	General Fund	951	Short-term loans
General Fund	Internal Service Fund	758,924	Short-term loans
General Fund	Debt Service Fund	2,253	Debt service expenditures
General Fund	Capital Projects Fund	8,029	Capital projects expenditures
General Fund	Enterprise Fund	16,767	Short-term loans
Internal Service Fund	General Fund	16,728	Short-term loans
Internal Service Fund	Trust and Agency Fund	19,506	Short-term loans
General Fund	Special Revenue Fund	939,004	For transfer of federal receipts
Special Revenue Fund	General Fund	54,223	For transfer of federal receipts
Special Revenue Fund	Trust and Agency Fund	9,777	For transfer of federal receipts
	Total	$ 2,804,894	

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, 2012, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental activities:					
UT Refunding Series 2005	$ 31,145,000	$ --	$ (95,000)	$ 31,050,000	$ 95,000
UT Refunding Series 2010	2,660,000	--	(15,000)	2,645,000	20,000
UT Building and Refunding Series 1999 CAB	11,359,844	--	(1,583,406)	9,776,438	1,492,188
Cleburne ISD Bonds- Allocated	--	341,568	(18,439)	323,129	22,049
UT Refunding Series 2005 CAB	490,000	--	--	490,000	
UT Refunding Series 2010 CAB	40,000	--	--	40,000	
Accumulated Accretion:					
CAB Series 1999	10,373,337	1,191,419	(1,541,593)	10,023,163	
CAB Series 2005	740,380	61,784	--	802,164	
CAB Series 2010	134,979	7,479	--	142,458	
Premium (amortized)	1,329,777	--	(73,875)	1,255,902	
Deferred Loss on Refunding	(1,339,007)	--	76,520	(1,262,487)	
Total governmental activities	$ 56,934,310	$ 1,602,250	$ (3,250,793)	$ 55,285,767	$ 1,629,237

2. Debt Service Requirements

Debt service requirements on long-term debt at August 31, 2012, are as follows:

	Governmental Activities		
Year Ending August 31,	Principal	Interest	Total
2013	$ 1,629,237	$ 3,283,504	$ 4,912,741
2014	1,545,062	3,368,784	4,913,846
2015	1,467,484	3,447,142	4,914,626
2016	1,398,880	3,516,243	4,915,123
2017	1,332,343	3,581,920	4,914,263
2018-2022	8,511,867	15,996,127	24,507,994
2023-2027	19,308,854	5,192,915	24,501,769
2028-2032	9,130,840	698,454	9,829,294
Totals	$ 44,324,567	$ 39,085,089	$ 83,409,656

The interest rate on the Series 1999 Unlimited Tax School Building and Refunding Bonds ranges from 3.50% to 5.60% and matures on August 1, 2020.

The interest rate on the Series 2005 Unlimited Tax School Refunding Bonds ranges from 3.00% to 5.00% and matures on August 1, 2029.

The interest rate on the Series 2010 Unlimited Tax School Refunding Bonds ranges from 2.00% to 5.00% and matures on August 1, 2029.

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

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, 2012, as follows:

Year Ending August 31,	
2013	$ 174,180
2014	49,513
2015	4,784
Total Minimum Rentals	$ 228,477
Rental Expenditures in 2012	$ 232,926

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 2012, the District participated in the Texas Association of School Boards Risk Management Fund (the Fund) with coverage in Auto Liability, Auto Physical Damage, Crime, Equipment Breakdown, General Liability, Property, Sexual Misconduct Endorsement and Special Legal Liability. The Fund was created under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. All members participating the Fund 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.

The Fund purchases stop-loss coverage for protection against catastrophic and larger than anticipated claims for the Property Casualty Program. 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, 2012, the Fund anticipates Granbury ISD has no additional liability beyond the contractual obligations for payment of contributions.

The Fund engages the services of an independent auditor to conduct a financial audit after the close of each plan year on August 31. The audit is accepted by the Fund's Board of Trustees in November or December of the current year. The Fund's audited financial statements as of August 31, 2011 are available at the TASB offices.

Workers' Compensation

The District has established a self-funded workers' compensation fund through an internal service fund. 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 $218,911 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, 2012, are reflected as accounts and claims payable of the Fund. The plan is funded to discharge liabilities of the fund as they become due.

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

	Year Ended 8/31/2012	Year Ended 8/31/2011
Unpaid claims, beginning of year	$ 448,519	$ 384,541
Incurred claims	259,253	191,840
Claim payments	221,666	(127,862)
Unpaid claims, end of fiscal year	$ 486,106	$ 448,519

Unemployment Compensation

During the year ended August 31, 2012, 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.

The Fund engages the services of an independent auditor to conduct a financial audit after the close of each plan 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, 2011, are available at the TASB offices and have been filed with the Texas Department of Insurance in Austin.

H. Pension Plan

1. Plan Description

The District contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing multiple employer defined benefit pension plan. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas. It operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government Code, Title 8, Subtitle C. TRS also administers proportional retirement benefits and service credit transfer under Texas Government Code, Title 8, Chapters 803 and 805, respectively. The Texas state legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit pension plan. That report may be obtained by downloading the report from the TRS internet website, www.trs.state.tx.us, under the TRS Publications heading, by calling the TRS Communications Department at 1-800-223-8778, or by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701.

2. Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) The state constitution requires the legislature to establish a member contribution rate of not less than 6.0% of the member's annual compensation and a state contribution rate of not less that 6.0% and not more than 10% of the aggregate annual compensation of all members of the system. (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a 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. State law provides for a member contribution rate of 6.4% for fiscal years 2012, 2011 and 2010, and a state contribution rate of 6.0% for fiscal year 2012 and 6.644% for fiscal years 2011 and 2010. In certain instances the reporting district is required to make all or a portion of the state's contribution. State contributions to TRS made on behalf of the District's employees for the years ending August 31, 2012, 2011 and 2010 were $2,257,353, $2,550,000 and $2,033,451, respectively. The District paid additional state contributions for the years ending August 31, 2012, 2011 and 2010 in the amount of $566,375, $743,082 and $773,001, respectively, on portion of the employees' salaries that exceeded the statutory minimum.

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 and active public school employee contribution rates were 1.0% and 0.65% of public school payroll, respectively, with school districts contributing a percentage of payroll set at 0.55% for fiscal years 2012, 2011 and 2010. For the years ended August 31, 2012, 2011, and 2010, the State's contributions to TRS-Care were $382,560, $419,964, and $426,384, respectively, the active member contributions were $248,664, $272,977, and $277,150, respectively, and the District's contributions were $210,407, $230,980, and $234,511, 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, 2012, 2011, and 2010, the subsidy payments received by TRS-Care on behalf of the District were $98,654, $96,906, and $105,738, respectively.

3. Early Retiree Reinsurance Program (ERRP)

The Early Retiree Reinsurance Program (ERRP) is a provision of the Patient Protection and Affordable Care Act (PPACA) and provides reimbursement to plan sponsors for a portion of the cost of providing health benefits to retirees between the ages of 55-64 and their covered dependants regardless of age. An "early retiree" is defined as a plan participant aged 55-64 who is not eligible for Medicare and is not covered by an active employee of the plan sponsor.

This temporary program is available to help employers continue to provide coverage to early retirees. ERRP reimbursement is available on a first come, first served basis for qualified employers that apply and become certified for the program. TRS has been certified for this program and has received funds from the ERRP program. For the fiscal year ended August 31, 2012, the amount received by TRS-Care on behalf of the District was $93,295.

J. Employee Health Care Coverage

During the year ended August 31, 2012, 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 licensed insurer. The Plan was authorized by Section 21.922, Texas Education Code and was documented by contractual agreement.

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

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

K. Commitments and Contingencies

1. Contingencies

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

2. Litigation

No reportable litigation was pending against the District at August 31,2012.

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-Oo	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 statemetns. The District neither has a joint ownership interest in fixed assets purchased by the fiscal agent, Peaster ISD, nor does the District have a net equity interest in the fiscal agent. The fiscal agent is neither accumulating significant financial resources nor fiscal exigencies that would give rise to a future additional benefit or burden to the District. The fiscal agent manager is responsible for all financial activities of the SSA.

Required Supplementary Information

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

GRANBURY INDEPENDENT SCHOOL DISTRICT

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2012

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*	$ 47,651,994	$ 49,551,288	$ 48,908,220	$ (643,068)
5800	*State Program Revenues*	15,600,902	14,948,760	14,532,717	(416,043)
5900	*Federal Program Revenues*	475,000	541,660	758,357	216,697
5020	Total Revenues	63,727,896	65,041,708	64,199,294	(842,414)
	EXPENDITURES:				
	Current:				
	Instruction & Instructional Related Services:				
0011	*Instruction*	30,864,564	30,490,006	30,111,270	378,736
0012	*Instructional Resources and Media Services*	807,075	827,403	824,038	3,365
0013	*Curriculum and Staff Development*	669,221	617,833	607,459	10,374
	Total Instruction & Instr. Related Services	32,340,860	31,935,242	31,542,767	392,475
	Instructional and School Leadership:				
0021	*Instructional Leadership*	575,502	578,653	569,300	9,353
0023	*School Leadership*	3,487,785	3,518,021	3,484,693	33,328
	Total Instructional & School Leadership	4,063,287	4,096,674	4,053,993	42,681
	Support Services - Student (Pupil):				
0031	*Guidance, Counseling and Evaluation Services*	1,065,479	1,085,203	1,021,232	63,971
0032	*Social Work Services*	57,000	57,000	54,404	2,596
0033	*Health Services*	369,369	378,872	381,687	(2,815)
0034	*Student (Pupil) Transportation*	2,526,325	2,917,662	2,759,519	158,143
0035	*Food Services*	60,000	84,377	81,370	3,007
0036	*Cocurricular/Extracurricular Activities*	1,617,704	1,689,067	1,760,203	(71,136)
	Total Support Services - Student (Pupil)	5,695,877	6,212,182	6,058,415	153,767
	Administrative Support Services:				
0041	*General Administration*	1,830,556	1,827,804	1,781,480	46,324
	Total Administrative Support Services	1,830,556	1,827,804	1,781,480	46,324
	Support Services - Nonstudent Based:				
0051	*Plant Maintenance and Operations*	6,047,074	6,277,415	5,932,460	344,955
0052	*Security and Monitoring Services*	128,251	131,808	125,542	6,266
0053	*Data Processing Services*	1,003,154	964,677	893,863	70,814
	Total Support Services - Nonstudent Based	7,178,479	7,373,900	6,951,865	422,035
	Ancillary Services:				
0061	*Community Services*	153,434	156,848	64,353	92,495
	Total Ancillary Services	153,434	156,848	64,353	92,495
	Capital Outlay:				
0081	*Capital Outlay*	250,000	453,728	351,789	101,939
	Total Capital Outlay	250,000	453,728	351,789	101,939
	Intergovernmental Charges:				
0091	*Contracted Instr. Services Between Public Schools*	11,508,288	11,808,288	11,472,385	335,903
0099	*Other Intergovernmental Charges*	760,720	760,720	755,828	4,892
	Total Intergovernmental Charges	12,269,008	12,569,008	12,228,213	340,795
6030	Total Expenditures	63,781,501	64,625,385	63,032,875	1,592,510

GRANBURY INDEPENDENT SCHOOL DISTRICT

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2012

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	(53,605)	416,323	1,166,419	750,096
	Other Financing Sources (Uses):				
7912	*Sale of Real or Personal Property*	--	--	12,834	12,834
7080	Total Other Financing Sources and (Uses)	--	--	12,834	12,834
1200	Net Change in Fund Balance	(53,605)	416,323	1,179,253	762,930
0100	Fund Balance - Beginning	15,309,910	15,309,910	15,309,910	--
3000	Fund Balance - Ending	$ 15,256,305	$ 15,726,233	$ 16,489,163	$ 762,930

Combining Statements and Budget Comparisons as Supplementary Information

This supplementary information includes financial statements and schedules not required by the Governmental Accounting Standards Board, nor a part of the basic financial statements, but are presented for purposes of additional analysis.

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
AUGUST 31, 2012

Data Control Codes		Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Total Nonmajor Governmental Funds (See Exhibit C-1)
	ASSETS:				
1110	*Cash and Cash Equivalents*	$ 233,280	$ 183,221	$ 13,599	$ 430,100
1120	*Current Investments*	339,896	391,528	1,043	732,467
1225	*Taxes Receivable*	--	252,255	--	252,255
1230	*Allowance for Uncollectible Taxes (Credit)*	--	(97,858)	--	(97,858)
1240	*Due from Other Governments*	691,796	--	--	691,796
1260	*Due from Other Funds*	64,000	--	--	64,000
1290	*Other Receivables*	1	7,860	--	7,861
1300	*Inventories*	29,763	--	--	29,763
1000	Total Assets	$ 1,358,736	$ 737,006	$ 14,642	$ 2,110,384
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ 63,409	$ --	$ --	$ 63,409
2160	*Accrued Wages Payable*	133,596	--	--	133,596
2170	*Due to Other Funds*	939,003	2,253	8,030	949,286
2300	*Deferred Revenue*	4,609	154,397	--	159,006
2000	Total Liabilities	1,140,617	156,650	8,030	1,305,297
	FUND BALANCES:				
	Nonspendable Fund Balances:				
3410	*Inventories*	28,670	--	--	28,670
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	187,698	--	--	187,698
3470	*Capital Acquisitions & Contractual Obligations*	--	--	6,612	6,612
3480	*Retirement of Long-Term Debt*	--	580,356	--	580,356
3490	*Other Restrictions of Fund Balance*	1,751	--	--	1,751
3000	Total Fund Balances	218,119	580,356	6,612	805,087
4000	Total Liabilities and Fund Balances	$ 1,358,736	$ 737,006	$ 14,642	$ 2,110,384

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES NONMAJOR GOVERNMENTAL FUNDS FOR THE YEAR ENDED AUGUST 31, 2012

Data Control Codes		Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Total Nonmajor Governmental Funds (See Exhibit C-2)
	REVENUES:				
5700	*Local and Intermediate Sources*	$ 1,397,230	$ 5,073,041	$ 27	$ 6,470,298
5800	*State Program Revenues*	820,636	--	--	820,636
5900	*Federal Program Revenues*	5,617,286	--	--	5,617,286
5020	Total Revenues	7,835,152	5,073,041	27	12,908,220
	EXPENDITURES:				
	Current:				
0011	*Instruction*	2,914,192	--	--	2,914,192
0012	*Instructional Resources and Media Services*	5,995	--	--	5,995
0013	*Curriculum and Staff Development*	194,849	--	--	194,849
0021	*Instructional Leadership*	82,791	--	--	82,791
0023	*School Leadership*	3,089	--	--	3,089
0031	*Guidance, Counseling, & Evaluation Services*	1,170,904	--	--	1,170,904
0034	*Student Transportation*	187,088	--	--	187,088
0035	*Food Service*	3,137,850	--	--	3,137,850
0041	*General Administration*	222	--	--	222
0051	*Plant Maintenance and Operations*	61,565	--	--	61,565
0061	*Community Services*	5,197	--	--	5,197
0071	*Principal on Long-term Debt*	--	1,711,845	--	1,711,845
0072	*Interest on Long-term Debt*	--	3,199,617	--	3,199,617
0073	*Bond Issuance Costs and Fees*	--	500	--	500
6030	Total Expenditures	7,763,742	4,911,962	--	12,675,704
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	71,410	161,079	27	232,516
1200	Net Change in Fund Balances	71,410	161,079	27	232,516
0100	Fund Balances - Beginning	146,709	419,277	6,585	572,571
3000	Fund Balances - Ending	$ 218,119	$ 580,356	$ 6,612	$ 805,087

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2012

Data Control Codes		211 ESEA Title I Improving Basic Programs	224 IDEA-B Formula	225 IDEA-B Preschool Grant	226 IDEA-B Discretionary
	ASSETS:				
1110	*Cash and Cash Equivalents*	$ --	$ --	$ --	$ --
1120	*Current Investments*	--	--	--	--
1240	*Due from Other Governments*	112,998	336,790	4,792	--
1260	*Due from Other Funds*	--	--	--	--
1290	*Other Receivables*	--	--	--	--
1300	*Inventories*	--	--	--	--
1000	Total Assets	$ 112,998	$ 336,790	$ 4,792	$ --
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ --	$ 2,604	$ --	$ --
2160	*Accrued Wages Payable*	34,824	53,270	1,408	--
2170	*Due to Other Funds*	78,174	280,916	3,384	--
2300	*Deferred Revenue*	--	--	--	--
2000	Total Liabilities	112,998	336,790	4,792	--
	FUND BALANCES:				
	Nonspendable Fund Balances:				
3410	*Inventories*	--	--	--	--
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	--	--	--	--
3490	*Other Restrictions of Fund Balance*	--	--	--	--
3000	Total Fund Balances	--	--	--	--
4000	Total Liabilities and Fund Balances	$ 112,998	$ 336,790	$ 4,792	$ --

227 IDEA-B Deaf	228 IDEA-B Preschool Deaf	240 National School Breakfast/Lunch Program	244 Career and Tech Basic Grant	253 IDEA-C Deaf
$ --	$ --	$ 233,280	$ --	$ --
--	--	339,896	--	--
--	--	54,166	10,066	--
--	--	9,625	--	--
--	--	1	--	--
--	--	29,763	--	--
$ --	$ --	$ 666,731	$ 10,066	$ --
$ --	$ --	$ 58,206	$ --	$ --
--	--	37,035	--	--
--	--	395,776	10,066	--
--	--	1,093	--	--
--	--	492,110	10,066	--
--	--	40,214	--	--
--	--	134,407	--	--
--	--	--	--	--
--	--	174,621	--	--
$ --	$ --	$ 666,731	$ 10,066	$ --

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2012

Data Control Codes		255 ESEA Title II Training & Recruiting	263 English Language Acquisition and Enhancement	284 IDEA - Part B Preschool - ARRA	285 ESEA Title 1 Part A Improving Basic Programs - ARRA
	ASSETS:				
1110	*Cash and Cash Equivalents*	$ --	$ --	$ --	$ --
1120	*Current Investments*	--	--	--	--
1240	*Due from Other Governments*	68,567	10,347	--	--
1260	*Due from Other Funds*	152	--	--	--
1290	*Other Receivables*	--	--	--	--
1300	*Inventories*	--	--	--	--
1000	Total Assets	$ 68,719	$ 10,347	$ --	$ --
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ --	$ --	$ --	$ --
2160	*Accrued Wages Payable*	529	1,920	--	--
2170	*Due to Other Funds*	68,190	8,427	--	--
2300	*Deferred Revenue*	--	--	--	--
2000	Total Liabilities	68,719	10,347	--	--
	FUND BALANCES:				
	Nonspendable Fund Balances:				
3410	*Inventories*	--	--	--	--
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	--	--	--	--
3490	*Other Restrictions of Fund Balance*	--	--	--	--
3000	Total Fund Balances	--	--	--	--
4000	Total Liabilities and Fund Balances	$ 68,719	$ 10,347	$ --	$ --

287 Education Jobs Fund	289 Summer School LEP	385 Supplemental Visually Impaired	386 Regional Day School for the Deaf	397 Advanced Placement Incentives
$ --	$ --	$ --	$ --	$ --
--	--	--	--	--
94,070	--	--	--	--
--	--	--	5,955	21,245
--	--	--	--	--
--	--	--	--	--
$ 94,070	$ --	$ --	$ 5,955	$ 21,245
$ --	$ --	$ --	$ --	$ --
--	--	--	4,610	--
94,070	--	--	--	--
--	--	--	1,345	--
94,070	--	--	5,955	--
--	--	--	--	--
--	--	--	--	24,420
--	--	--	--	(3,175)
--	--	--	--	21,245
$ 94,070	$ --	$ --	$ 5,955	$ 21,245

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2012

Data Control Codes		409 Texas High School Project	410 State Textbook Fund	411 Technology Allotment
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ --	$ --	$ --
1120	*Current Investments*	--	--	--
1240	*Due from Other Governments*	--	--	--
1260	*Due from Other Funds*	--	6,387	20,394
1290	*Other Receivables*	--	--	--
1300	*Inventories*	--	--	--
1000	Total Assets	$ --	$ 6,387	$ 20,394
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	$ --	$ 2,599	$ --
2160	*Accrued Wages Payable*	--	--	--
2170	*Due to Other Funds*	--	--	--
2300	*Deferred Revenue*	--	2,037	--
2000	Total Liabilities	--	4,636	--
	FUND BALANCES:			
	Nonspendable Fund Balances:			
3410	*Inventories*	--	--	--
	Restricted Fund Balances:			
3450	*Federal/State Funds Grant Restrictions*	--	--	20,394
3490	*Other Restrictions of Fund Balance*	--	1,751	--
3000	Total Fund Balances	--	1,751	20,394
4000	Total Liabilities and Fund Balances	$ --	$ 6,387	$ 20,394

423 LEP Student Success Initiative	429 State Funded Special Revenue Fund	Total Nonmajor Special Revenue Funds (See Exhibit H-1)
$ --	$ --	$ 233,280
--	--	339,896
--	--	691,796
--	242	64,000
--	--	1
--	--	29,763
$ --	$ 242	$ 1,358,736
$ --	$ --	$ 63,409
--	--	133,596
--	--	939,003
--	134	4,609
--	134	1,140,617
--	--	40,214
--	108	179,329
--	--	(1,424)
--	108	218,119
$ --	$ 242	$ 1,358,736

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2012

Data Control Codes		211 ESEA Title I Improving Basic Programs	224 IDEA-B Formula	225 IDEA-B Preschool Grant	226 IDEA-B Discretionary
	REVENUES:				
5700	*Local and Intermediate Sources*	$ --	$ --	$ --	$ --
5800	*State Program Revenues*	--	--	--	--
5900	*Federal Program Revenues*	1,072,292	1,290,780	4,792	4,229
5020	Total Revenues	1,072,292	1,290,780	4,792	4,229
	EXPENDITURES:				
	Current:				
0011	*Instruction*	973,243	974,942	4,214	4,229
0012	*Instructional Resources and Media Services*	5,995	--	--	--
0013	*Curriculum and Staff Development*	12,987	--	--	--
0021	*Instructional Leadership*	75,071	3,763	--	--
0023	*School Leadership*	--	--	--	--
0031	*Guidance, Counseling, & Evaluation Services*	--	123,716	578	--
0034	*Student Transportation*	--	187,088	--	--
0035	*Food Service*	--	--	--	--
0041	*General Administration*	--	--	--	--
0051	*Plant Maintenance and Operations*	--	1,271	--	--
0061	*Community Services*	4,996	--	--	--
6030	Total Expenditures	1,072,292	1,290,780	4,792	4,229
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	--	--	--	--
1200	Net Change in Fund Balances	--	--	--	--
0100	Fund Balances - Beginning	--	--	--	--
3000	Fund Balances - Ending	$ --	$ --	$ --	$ --

227 IDEA-B Deaf	228 IDEA-B Preschool Deaf	240 National School Breakfast/Lunch Program	244 Career and Tech Basic Grant	253 IDEA-C Deaf
$ --	$ --	$ 1,395,479	$ --	$ --
--	--	15,168	--	--
5,137	1,009	1,860,331	81,892	177
5,137	1,009	3,270,978	81,892	177
5,137	1,009	--	74,457	177
--	--	--	--	--
--	--	--	3,040	--
--	--	--	3,957	--
--	--	--	--	--
--	--	--	438	--
--	--	--	--	--
--	--	3,137,850	--	--
--	--	--	--	--
--	--	60,294	--	--
--	--	--	--	--
5,137	1,009	3,198,144	81,892	177
--	--	72,834	--	--
--	--	72,834	--	--
--	--	101,787	--	--
$ --	$ --	$ 174,621	$ --	$ --

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2012

Data Control Codes		255 ESEA Title II Training & Recruiting	263 English Language Acquisition and Enhancement	284 IDEA - Part B Preschool - ARRA	285 ESEA Title 1 Par Improving Basic Programs - ARR
	REVENUES:				
5700	*Local and Intermediate Sources*	$ --	$ --	$ --	$ --
5800	*State Program Revenues*	--	--	--	--
5900	*Federal Program Revenues*	272,473	50,101	2,059	5,495
5020	Total Revenues	272,473	50,101	2,059	5,495
	EXPENDITURES:				
	Current:				
0011	*Instruction*	120,998	45,725	105	3,750
0012	*Instructional Resources and Media Services*	--	--	--	--
0013	*Curriculum and Staff Development*	151,475	3,953	--	1,745
0021	*Instructional Leadership*	--	--	--	--
0023	*School Leadership*	--	--	--	--
0031	*Guidance, Counseling, & Evaluation Services*	--	--	1,954	--
0034	*Student Transportation*	--	--	--	--
0035	*Food Service*	--	--	--	--
0041	*General Administration*	--	222	--	--
0051	*Plant Maintenance and Operations*	--	--	--	--
0061	*Community Services*	--	201	--	--
6030	Total Expenditures	272,473	50,101	2,059	5,495
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	--	--	--	--
1200	Net Change in Fund Balances	--	--	--	--
0100	Fund Balances - Beginning	--	--	--	--
3000	Fund Balances - Ending	$ --	$ --	$ --	$ --

287 Education Jobs Fund	289 Summer School LEP	385 Supplemental Visually Impaired	386 Regional Day School for the Deaf	397 Advanced Placement Incentives
$ --	$ --	$ --	$ --	$ --
50,672	--	4,884	58,145	3,600
963,749	2,770	--	--	--
1,014,421	2,770	4,884	58,145	3,600
--	2,770	4,884	58,145	2,925
--	--	--	--	--
--	--	--	--	3,850
--	--	--	--	--
--	--	--	--	--
1,014,421	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
1,014,421	2,770	4,884	58,145	6,775
--	--	--	--	(3,175)
--	--	--	--	(3,175)
--	--	--	--	24,420
$ --	$ --	$ --	$ --	$ 21,245

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2012

Data Control Codes		409 Texas High School Project	410 State Textbook Fund
	REVENUES:		
5700	*Local and Intermediate Sources*	$ --	$ 1,751
5800	*State Program Revenues*	42,904	625,865
5900	*Federal Program Revenues*	--	--
5020	Total Revenues	42,904	627,616
	EXPENDITURES:		
	Current:		
0011	*Instruction*	10,018	625,865
0012	*Instructional Resources and Media Services*	--	--
0013	*Curriculum and Staff Development*	--	--
0021	*Instructional Leadership*	--	--
0023	*School Leadership*	3,089	--
0031	*Guidance, Counseling, & Evaluation Services*	29,797	--
0034	*Student Transportation*	--	--
0035	*Food Service*	--	--
0041	*General Administration*	--	--
0051	*Plant Maintenance and Operations*	--	--
0061	*Community Services*	--	--
6030	Total Expenditures	42,904	625,865
1100	Excess (Deficiency) of Revenues Over (Under)		
1100	Expenditures	--	1,751
1200	Net Change in Fund Balances	--	1,751
0100	Fund Balances - Beginning	--	--
3000	Fund Balances - Ending	$ --	$ 1,751

411 Technology Allotment	423 LEP Student Success Initiative	429 State Funded Special Revenue Fund	Total Nonmajor Special Revenue Funds (See Exhibit H-2)
$ --	$ --	$ --	$ 1,397,230
--	19,398	--	820,636
--	--	--	5,617,286
--	19,398	--	7,835,152
--	1,599	--	2,914,192
--	--	--	5,995
--	17,799	--	194,849
--	--	--	82,791
--	--	--	3,089
--	--	--	1,170,904
--	--	--	187,088
--	--	--	3,137,850
--	--	--	222
--	--	--	61,565
--	--	--	5,197
--	19,398	--	7,763,742
--	--	--	71,410
--	--	--	71,410
20,394	--	108	146,709
$ 20,394	$ --	$ 108	$ 218,119

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF NET ASSETS
INTERNAL SERVICE FUNDS
AUGUST 31, 2012

Data Control Codes		753 Workers' Compensation Insurance Fund	770 Dental Insurance Fund	Total Internal Service Funds (See Exhibit D-1)
	ASSETS:			
	Current Assets:			
1110	*Cash and Cash Equivalents*	$ 213,495	$ 41,031	$ 254,526
1120	*Investments*	1,036,102	100,483	1,136,585
	Receivables:			
1260	*Due from Other Funds*	16,728	19,506	36,234
1290	*Other Receivables (net)*	39,681	13,400	53,081
1410	*Deferred Expenditures*	56,257	--	56,257
	Total Current Assets	1,362,263	174,420	1,536,683
1000	Total Assets	$ 1,362,263	$ 174,420	$ 1,536,683
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	$ 486,106	$ 15,920	$ 502,026
2170	*Due to Other Funds*	707,597	51,327	758,924
2300	*Unearned Revenues*	--	13,512	13,512
	Total Current Liabilities	1,193,703	80,759	1,274,462
2000	Total Liabilities	1,193,703	80,759	1,274,462
	NET ASSETS:			
3000	Total Net Assets	$ 168,560	$ 93,661	$ 262,221

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENSES,
AND CHANGES IN FUND NET ASSETS
INTERNAL SERVICE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2012

Data Control Codes		753 Workers' Compensation Insurance Fund	770 Dental Insurance Fund	Total Internal Service Funds (See Exhibit D-2)
	OPERATING REVENUES:			
5700	*Local and Intermediate Sources*	$ 400,000	$ 195,460	$ 595,460
5020	Total Revenues	400,000	195,460	595,460
	OPERATING EXPENSES:			
6400	*Other Operating Costs*	386,606	190,797	577,403
6030	Total Expenses	386,606	190,797	577,403
	Operating Income (Loss)	13,394	4,663	18,057
	Income (Loss) before Contributions and Transfe	13,394	4,663	18,057
1300	Change in Net Assets	13,394	4,663	18,057
0100	Total Net Assets - Beginning	155,166	88,998	244,164
3300	Total Net Assets - Ending	$ 168,560	$ 93,661	$ 262,221

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF FIDUCIARY NET ASSETS
PRIVATE-PURPOSE TRUST FUNDS
AUGUST 31, 2012

Data Control Codes		820 Scholarship Fund	821 James Wann Scholarship	822 West Scholarship
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 6,863	$ 1,621	$ 2,403
1120	*Current Investments*	--	--	--
1260	*Due from Other Funds*	--	--	--
1000	Total Assets	$ 6,863	$ 1,621	$ 2,403
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	$ --	$ --	$ --
2170	*Due to Other Funds*	1,797	--	--
2000	Total Liabilities	1,797	--	--
	NET ASSETS			
3800	*Held in Trust*	5,066	1,621	2,403
3000	Total Net Assets	$ 5,066	$ 1,621	$ 2,403

823 Doyle Holmes Scholarship	824 BRAG Scholarship Fund	825 TU Electric Scholarship Fund	826 Aaron Tugwell Scholarship	Total Private-Purpose Trust Funds (See Exhibit E-1)
$ 19,592	$ 7,668	$ 45,230	$ --	$ 83,377
--	--	--	31,697	31,697
--	951	--	--	951
$ 19,592	$ 8,619	$ 45,230	$ 31,697	$ 116,025
$ --	$ --	$ 1,083	$ --	$ 1,083
--	--	248	--	2,045
--	--	1,331	--	3,128
19,592	8,619	43,899	31,697	112,897
$ 19,592	$ 8,619	$ 43,899	$ 31,697	$ 112,897

GRANBURY INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF CHANGES IN FIDUCIARY NET ASSETS
ALL PRIVATE-PURPOSE TRUST FUNDS
FOR THE YEAR ENDED AUGUST 31, 2012

	820 Scholarship Fund	821 James Wann Scholarship	822 West Scholarship	823 Doyle Holmes Scholarship
Additions:				
Investment Income	$ --	$ 4	$ 6	$ 44
Net (Decrease) in Fair Value of Investments	--	--	--	--
Employer Contributions	--	--	--	--
Gifts and Bequests	--	500	--	--
Total Additions	--	504	6	44
Deductions:				
Scholarship Awards	--	500	500	3,500
Benefits	--	--	--	--
Refunds of Contributions	--	--	--	--
Administrative Expenses	--	--	--	--
Total Deductions	--	500	500	3,500
Change in Net Assets	--	4	(494)	(3,456)
Net Assets-Beginning of the Year	5,066	1,617	2,898	23,048
Net Assets-End of the Year	$ 5,066	$ 1,621	$ 2,404	$ 19,592

824 BRAG Scholarship Fund	825 TU Electric Scholarship Fund	826 Aaron Tugwell Scholarship	Total Private-Purpose Trust Funds (See Exhibit E-2)
$ 97	$ 37	$ 70	$ 258
--	--	--	--
--	--	--	--
--	7,000	--	7,500
97	7,037	70	7,758
--	19,942	3,400	27,842
--	--	--	--
--	--	--	--
--	--	--	--
--	19,942	3,400	27,842
97	(12,905)	(3,330)	(20,084)
8,521	56,804	35,027	132,981
$ 8,618	$ 43,899	$ 31,697	$ 112,897

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, 2012

Year Ended August 31	1 Tax Rates Maintenance	2 Tax Rates Debt Service	3 Assessed/Appraised Value For School Tax Purposes
2003 and Prior Years	$ Various	$ Various	$ Various
2004	1.5000	.2000	2,420,426,044
2005	1.4250	.2450	2,567,206,467
2006	1.4500	.2200	2,729,083,015
2007	1.2860	.1540	3,149,532,655
2008	1.0062	.1650	3,477,564,151
2009	1.0400	.1300	4,265,084,002
2010	1.0400	.1150	4,702,405,714
2011	1.0400	.1000	4,734,719,912
2012 (School Year Under Audit)	1.0400	.1100	4,575,984,783
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 30, Assessed/Appraised Value for School Tax Purposes is calculated based on current year total levy divided by current year total tax rate. This amount includes adjustments for frozen values.

10 Beginning Balance 9/1/11	20 Current Year's Total Levy	31 Maintenance Collections	32 Debt Service Collections	40 Entire Year's Adjustments	50 Ending Balance 8/31/12
$ 334,912	$ --	$ 6,527	$ 1,517	$ (79,209)	$ 247,659
78,959	--	2,139	285	(7,441)	69,094
104,490	--	4,002	688	(12,233)	87,567
116,830	--	8,728	1,324	(11,519)	95,259
132,558	--	12,038	1,442	(9,922)	109,156
136,552	--	18,581	3,047	(3,250)	111,674
254,757	--	46,687	5,836	(8,351)	193,883
407,915	--	117,753	13,021	(5,022)	272,119
810,502	--	395,273	38,007	(19,764)	357,458
--	52,623,825	46,798,203	4,949,811	(86,065)	789,746
$ 2,377,475	$ 52,623,825	$ 47,409,931	$ 5,014,978	$ (242,776)	$ 2,333,615
$ --	$ --	$ --	$ --	$ --	$ --

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-2

SCHEDULE OF EXPENDITURES FOR COMPUTATION OF INDIRECT COST FOR 2013-2014
GENERAL AND SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2012

FUNCTION 41 AND RELATED FUNCTION 53 - GENERAL ADMINISTRATION AND FUNCTION 99 - APPRAISAL DISTRICT COST

Account Number	Account Name	1 (702) School Board	2 (703) Tax Collection	3 (701) Supt's Office	4 (750) Indirect Cost	5 (720) Direct Cost	6 (Other) Misc.	7 Total
611X-6146	Payroll Costs	$ 15,223	$ --	$ 258,142	$ 979,999	$ --	$ 85,289	$ 1,338,653
6149	Fringe Benefits (Unused Leave for Separating Employees in Function 41 and Related 53)	--	--	--	--	--	--	--
6149	Fringe Benefits (Unused Leave for Separating Employees in all Functions except Function 41 and Related 53)	--	--	--	--	--	--	--
6211	Legal Services	59,636	--	2,486	--	--	--	62,122
6212	Audit Services	--	--	--	35,870	--	--	35,870
6213	Tax Appraisal and Collection	--	845,557	--	--	--	--	845,557
621X	Other Prof. Services	--	--	--	8,778	--	--	8,778
6220	Tuition and Transfer Payments	--	--	--	--	--	--	--
6230	Education Service Centers	800	--	35	3,225	--	2,601	6,661
6240	Contr. Maint. and Repair	--	--	--	--	96,703	--	96,703
6250	Utilities	--	--	--	--	--	--	--
6260	Rentals	--	--	--	21,110	--	--	21,110
6290	Miscellaneous Contr.	--	--	4,975	13,971	--	5,062	24,008
6310	Operational Supplies, Materials	--	--	--	--	--	--	--
6320	Textbooks and Reading	--	--	226	536	--	--	762
6330	Testing Materials	--	--	--	--	--	--	--
63XX	Other Supplies, Materials	2,294	--	4,586	34,404	--	1,957	43,241
6410	Travel, Subsistence, Stipends	5,086	--	5,842	18,470	--	2,599	31,997
6420	Ins. and Bonding Costs	--	--	--	33,284	--	--	33,284
6430	Election Costs	--	--	--	--	--	--	--
6490	Miscellaneous Operating	7,489	--	10,562	50,402	--	11,948	80,401
6500	Debt Service	--	--	--	--	--	--	--
6600	Capital Outlay	--	--	--	--	--	39,009	39,009
Total		$ 90,528	$ 845,557	$ 286,854	$ 1,200,049	$ 96,703	$ 148,465	$ 2,668,156

Total Expenditures for General and Special Revenue Funds	(9)		$ 70,796,617
LESS: Deductions of Unallowable Costs			
FISCAL YEAR			
Total Capital Outlay (6600)	(10)	$ 1,421,107	
Total Debt & Lease (6500)	(11)	$ --	
Plant Maintenance (Function 51, 6100-6400)	(12)	$ 5,709,641	
Food (Function 35, 6341 and 6499)	(13)	$ 1,508,499	
Stipends (6413)	(14)	$ --	
Column 4 (above) - Total Indirect Cost		$ 1,200,049	
Subtotal			9,839,296
Net Allowed Direct Cost			$ 60,957,321
CUMULATIVE			
Total Cost of Buildings Before Depreciation (1520)	(15)		$ 98,301,234
Historical Cost of Buildings over 50 years old	(16)		807,454
Amount of Federal Money in Building Cost (Net of #16)	(17)		--
Total Cost of Furniture & Equipment Before Depreciation (1530 & 1540)	(18)		11,803,493
Historical Cost of Furniture & Equipment over 16 years old	(19)		1,122,502
Amount of Federal Money in Furniture & Equipment (Net of #19)	(20)		$ 388,665

(8) Note A - $84,240 in Function 53 expenditures and $755,828 in Function 99 expenditures are included in this report on administrative costs.

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-3

FUND BALANCE AND CASH FLOW CALCULATION WORKSHEET (UNAUDITED)
GENERAL FUND
AS OF AUGUST 31, 2012

Data Control Codes	Explanation	Amount
1	Total General Fund Fund Balance as of August 31, 2012 (Exhibit C-1 object 3000 for the General Fund only)	$ 16,489,163
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)	3,024,264
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)	5,252,740
7	Estimate of two months' average cash disbursements during the fiscal year	10,505,479
8	Estimate of delayed payments from state sources (58XX)	532,287
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)	19,314,770
13	Excess (Deficit) Unassigned General Fund Fund Balance (1-12)	$ (2,825,607)

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-4

NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2012

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 1,503,192	$ 1,395,479	$ (107,713)
5800	*State Program Revenues*	17,000	15,168	(1,832)
5900	*Federal Program Revenues*	1,910,238	1,860,331	(49,907)
5020	Total Revenues	3,430,430	3,270,978	(159,452)
	EXPENDITURES:			
	Current:			
	Support Services - Student (Pupil):			
0035	*Food Services*	3,254,747	3,137,850	116,897
	Total Support Services - Student (Pupil)	3,254,747	3,137,850	116,897
	Support Services - Nonstudent Based:			
0051	*Plant Maintenance and Operations*	61,602	60,294	1,308
	Total Support Services - Nonstudent Based	61,602	60,294	1,308
6030	Total Expenditures	3,316,349	3,198,144	118,205
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	114,081	72,834	(41,247)
1200	Net Change in Fund Balance	114,081	72,834	(41,247)
0100	Fund Balance - Beginning	101,787	101,787	--
3000	Fund Balance - Ending	$ 215,868	$ 174,621	$ (41,247)

GRANBURY INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-5

DEBT SERVICE FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2012

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 4,933,343	$ 5,073,041	$ 139,698
5020	Total Revenues	4,933,343	5,073,041	139,698
	EXPENDITURES:			
	Debt Service:			
0071	*Principal on Long-Term Debt*	1,711,845	1,711,845	--
0072	*Interest on Long-Term Debt*	3,199,618	3,199,617	1
0073	*Bond Issuance Costs and Fees*	6,000	500	5,500
	Total Debt Service	4,917,463	4,911,962	5,501
6030	Total Expenditures	4,917,463	4,911,962	5,501
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	15,880	161,079	145,199
1200	Net Change in Fund Balance	15,880	161,079	145,199
0100	Fund Balance - Beginning	419,277	419,277	--
3000	Fund Balance - Ending	$ 435,157	$ 580,356	$ 145,199

SNOWGARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

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

Members of the Board of Trustees:

We have audited 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, 2012, which collectively comprise the Granbury Independent School District's basic financial statements and have issued our report thereon dated December 10, 2012. 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.

Internal Control Over Financial Reporting
Management of Granbury Independent School District is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered Granbury Independent School District's internal control over financial reporting as a basis for designing our auditing procedures 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 over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Granbury Independent School District's internal control over financial reporting.

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.

Our consideration of internal control over financial reporting 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 financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether Granbury Independent School District's financial statements are free of 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 10, 2012.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,

Snow Garrett Williams

Snow Garrett Williams
December 10, 2012



SNOWGARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report

Report on Compliance with Requirements That Could Have a Direct and Material Effect on each Major Program and on Internal Control Over Compliance In Accordance With OMB Circular A-133

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

Members of the Board of Trustees:

Compliance

We have audited Granbury Independent School District's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Granbury Independent School District's major federal programs for the year ended August 31, 2012. Granbury Independent School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Granbury Independent School District's management. Our responsibility is to express an opinion on Granbury Independent School District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about 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. Our audit does not provide a legal determination of Granbury Independent School District's compliance with those requirements.

In our opinion, Granbury Independent School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2012.

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

Internal Control Over Compliance

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

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 deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,

Snow Garrett Williams

Snow Garrett Williams
December 10, 2012

GRANBURY INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2012

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued:	Unqualified	
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:	Unqualified	
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133?	____ Yes	X No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.553/10.555	National School Lunch & Breakfast Program Cluster
84.410	Education Jobs Fund

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

B. Financial Statement Findings

NONE

C. Federal Award Findings and Questioned Costs

NONE

GRANBURY INDEPENDENT SCHOOL DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED AUGUST 31, 2012

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

GRANBURY INDEPENDENT SCHOOL DISTRICT

CORRECTIVE ACTION PLAN
FOR THE YEAR ENDED AUGUST 31, 2012

A corrective action plan is not needed.

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2012

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Passed Through State Department of Education:			
Medicaid Administrative Claiming Program *	93.778	111-901	$ 10,444
Total U. S. Department of Health and Human Services			10,444
U. S. DEPARTMENT OF EDUCATION			
Passed Through State Department of Education:			
ESEA Title I Part A - Improving Basic Programs *	84.010	12610101111901	1,049,727
ESEA Title I Part A - Improving Basic Programs *	84.010	13610101111901	48,489
IDEA-B Formula *	84.027	126600011119016600	1,250,293
IDEA-B Formula *	84.027	136600011119016600	66,412
Total CFDA Number 84.027			1,316,706
Career and Technical - Basic Grant	84.048	12420006111901	73,270
Career and Technical - Basic Grant	84.048	13420006111901	10,250
Total CFDA Number 84.048			83,519
IDEA-B Preschool *	84.173	126610011119016610	3,446
IDEA-B Preschool *	84.173	136610011119016610	1,434
Total CFDA Number 84.173			4,879
Title III Part A English Language Acquisition and Language Enhancer	84.365	12671001111901	47,995
Title III Part A English Language Acquisition and Language Enhancer	84.365	13671001111901	3,354
Total CFDA Number 84.365			51,349
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367	12694501111901	255,891
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367	13694501111901	22,900
Summer School LEP	84.369	69551002	2,770
ARRA - ESEA, Title I, Part A - Improving Basic Programs *	84.389	10551001111901	5,627
ARRA - IDEA Part B, Preschool *	84.392	10555001111901	2,108
Education Jobs Fund	84.410	11550101111901	963,749
Total Passed Through State Department of Education			3,807,714
Passed Through Parker County Co-Op:			
IDEA-B Discretionary *	84.027	111-901	4,229
IDEA-B Deaf *	84.027	111-901	5,137
Total CFDA Number 84.027			9,366
IDEA-B Preschool Deaf *	84.173	111-901	1,009
IDEA-C Early Intervention (Deaf) *	84.181	111-901	177
Total Passed Through Parker County Co-Op			10,552
Total U. S. Department of Education			3,818,266

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2012

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF DEFENSE			
Passed Through State Department of Education:			
JROTC	12.357	111-901	$ 42,536
Total U. S. Department of Defense			42,536
U. S. DEPARTMENT OF AGRICULTURE			
Passed Through State Department of Education:			
School Breakfast Program *	10.553	71401201	425,757
National School Lunch Program *	10.555	71301201	1,254,494
Commodity Supplemental Food Program (Non-cash)	10.565	11001A	180,075
Total Passed Through State Department of Education			1,860,326
Total U. S. Department of Agriculture			1,860,326
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 5,731,572

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

The accompanying notes are an integral part of this schedule.

GRANBURY INDEPENDENT SCHOOL DISTRICT

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2012

Basis of Presentation

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

GRANBURY INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF REQUIRED RESPONSES TO SELECTED SCHOOL FIRST INDICATORS
AS OF AUGUST 31, 2012

Data Control Codes		Responses
SF2	Were there any disclosures in the Annual Financial Report and/or other sources of information concerning default on bonded indebtedness obligations?	No
SF4	Did the district receive a clean audit? - Was there an unqualified opinion in the Annual Financial Report?	Yes
SF5	Did the Annual Financial Report disclose any instances of material weaknesses in internal controls?	No
SF9	Was there any disclosure in the Annual Financial Report of material noncompliance?	No
SF10	What was the total accumulated accretion on capital appreciation bonds included in the government-wide financial statements at fiscal year-end?	$ 10,967,785

GRANBURY HIGH SCHOOL
2013-2014 SENIOR COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL SENIOR STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0130	ENGLISH 3
		0140	ENGLISH 4
		0145	*AP ENGLISH 4
		0147	*DC ENGLISH 4 (COLLEGE ENGLISH 1301, 1302)
		0150	DC TECHNICAL WRITING (COLLEGE ENG. 2311)
		0155	DC BRITISH LIT (COLLEGE ENGLISH 2321)

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	GEOMETRY
		0230	*ALGEBRA 2
		0236	*DC COLLEGE ALGEBRA (COLLEGE MATH 1314)
		0237	*DC CONTEMP MATH (COLLEGE MATH 1332)
		0245	*PRECALCULUS
		0240	*PREAP PRECALCULUS
		0255	*AP CALCULUS
		0270	*AP STATISTICS
		0280	*ADV. QUANTITATIVE REASON. **(4TH MATH)**
		9780	ENGINEERING MATH **H (PLTW) (4TH MATH)**

SCIENCE (FULL YEAR)

		0310	BIOLOGY
		0325	*AP BIOLOGY
		0328	*DC ZOOLOGY/BOTANY SR&D 3 **(4TH SCIENCE)**
		0330	*CHEMISTRY
		0345	*AP CHEMISTRY
		0350	*DC CHEMISTRY I (COLLEGE CHEMISTRY 1411)
		0355	*DC CHEMISTRY II (COLLEGE CHEMISTRY 1412)
		0360	*PHYSICS
		0368	*AP PHYSICS
		0380	AQUATICS
		0385	ENVIRONMENTAL SCIENCE **(4TH SCIENCE)**
		0395	AP ENVIRONMENTAL SCIENCE **(4TH SCIENCE)**
		9010	*ADV ANIMAL SCIENCE **(4TH SCIENCE)**
		9020	*DC ADVANCED ANIMAL SCIENCE **(4TH SCIENCE)**
		9470	*ANATOMY & PHYSIOLOGY (**4TH SCIENCE)**
		9660	FORENSICS **(4TH SCIENCE**
		9820	AVIATION SR&D 2 **(4TH SCIENCE)**

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0410	WORLD HISTORY
		0417	AP WORLD HISTORY
		0425	*AP US HISTORY
		0426	*DC US HISTORY (COLLEGE HISTORY 1301)
		0427	*DC US HISTORY (COLLEGE HISTORY 1302)
		0428	*CONSTITUTIONAL LAW
		0430	*AP EUROPEAN HISTORY
		0440	US GOVERNMENT
		0443	*DC US GOVERNMENT 1 (COLLEGE GOVT 2305)
		0444	*DC US GOVERNMENT 2 (COLLEGE GOVT 2306)
		0445	*AP US GOVERNMENT
		0450	ECONOMICS
		0452	AP MICROECONOMICS
		0455	AP MACROECONOMICS
		0470	PSYCHOLOGY
		0473	DC PSYCHOLOGY
		0475	SOCIOLOGY

FOREIGN LANGUAGE (FULL YEAR)

		0670	ASL 1
		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*PREAP SPANISH 3
		0611	*PREAP SPANISH 3 NTV
		0616	*AP SPANISH 4
		0617	*AP SPANISH 5
		0618	*SPANISH 4 NTV
		0619	*AP SPANISH 5 NTV
		0620	GERMAN 1
		0625	*GERMAN 2
		0630	*PREAP GERMAN 3
		0635	*AP GERMAN 4
		0640	FRENCH 1
		0645	*FRENCH 2
		0650	*PREAP FRENCH 3
		0660	*AP FRENCH 4
		0675	*ASL 2
		0680	*ASL 3

SPEECH (HALF YEAR)

		0185	COMMUNICATION APPLICATIONS
		9850	PROFESSIONAL COMMUNICATIONS

HEALTH (HALF YEAR)

		0500	HEALTH

OTHER ELECTIVES

		0805NC	ACA DECA **(NO CREDIT) (SEM A)**
		0815	ADVANCED PROJECTS

ENGLISH ELECTIVES

A	B		
		0157	HUMANITIES
		0165	*YEARBOOK 1
		0166	*YEARBOOK 2
		0167	*YEARBOOK 3
		0168	*ADV JOURNALISM 1
		0169	*ADV JOURNALISM 2
		0170	*ADV JOURNALISM 3
		0175	*DEBATE 1
		0176	*DEBATE 2
		0177	*DEBATE 3
		0180	*DEBATE 4
		0190	ORAL INTERPRETATION I
		0193	CREATIVE WRITING (1/2 CREDIT)

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
		0775	DC INTRO TO THEATRE **(INST. APP.)**

FINE ARTS - CHORAL (FULL YEAR)

		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2
		0722	*CHOIR 3
		0723	*CHOIR 4
		0724	*AP MUSIC THEORY

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
		0733	ART 3 ADVANCED PRINT DESIGN
		0737	*PREAP ART 3
		0738	*ART 3 PHOTOGRAPHY
		0739	*AP ART 3 DRAWING
		0741	*AP ART 4 2-D DESIGN PORTFOLIO
		9365	PRINCIPLES & ELEMENTS OF FLORAL DESIGN

FINE ARTS - DANCE

		0780	DRILL TEAM YEAR 2 - TRYOUT REQUIRED
		0785	DRILL TEAM YEAR 3 - TRYOUT REQUIRED
		0790	DRILL TEAM YEAR 4 - TRYOUT REQUIRED
		0795	DRILL TEAM YEAR 5 - TRYOUT REQUIRED

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ.
		0701	*BAND 2 MARCH
		0702	*BAND 3 MARCH
		0703	*BAND 4 MARCH
		0706	PERCUSSION

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 IND/TEAM SPORTS	8910				
PE AEROBICS	8930				
^ PE YOGA	8940				
FOUNDATIONS OF PER FIT	8935				
ADV/OUTDOOR EDU	8945				
ATH TRAIN - APP. REQ.	8850	8860	8875	8885	8890
BASEBALL	8350	8360	8375	8385	8390
BOYS BASKETBALL	8050	8060	8075	8085	8090
GIRLS BASKETBALL	8100	8110	8125	8135	8140
BOYS GOLF	8450	8460	8475	8485	8490
GIRLS GOLF	8500	8510	8525	8535	8540
BOYS SOCCER	8650	8660	8675	8685	8690
GIRLS SOCCER	8700	8710	8725	8735	8740
CHEER - TRYOUT REQ.	8750	8760	8775	8780	8790
CROSS COUNTRY - BOYS	8250	8260	8275	8285	8290
CROSS COUNTRY - GIRLS	8300	8310	8325	8335	8340
DRILL TEAM/DANCE - TRYOUT F	8795				
FOOTBALL	8000	8010	8025	8035	8040
SOFTBALL	8400	8410	8425	8435	8440
SWIM	8550	8560	8575	8585	8590
TENNIS	8600	8610	8625	8635	8640
TRACK - BOYS	8150	8160	8175	8185	8190
TRACK - GIRLS	8200	8210	8225	8235	8240
VOLLEYBALL	8825	8830	8837	8843	8845
WEIGHTLIFTING	8800	8805	8813	8817	8820

ROTC

		0501	MCJROTC I
		0502	*MCJROTCII
		0503	*MCJROTC III
		0504	*MCJROTC IV

^ MAY ONLY TAKE ONE OF THE TWO COURSES

GRANBURY HIGH SCHOOL
2013-2014 SENIOR COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER CLUSTERS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
		9000	PRIN. OF AG, FOOD & NAT. RES.
		9005	*LIVESTOCK PRODUCTION
		9010	*ADVANCED ANIMAL SCI. **(4TH SCIENCE)**
		9015	*VETERINARY MEDICAL APP.
		9020	*DC ADVANCED ANIMAL SCIENCE **(4TH SCIENCE)**
		9025	*PRAC. IN AFN ***(VET MED)*** - **(3 CR 1 PR GHS/10 HR WK)**
		9350	*EQUINE SCIENCE **(SEM B)**
		9360	*WILDLIFE, FISHERIES, ECOLOGY **(SEM A)**
		9365	PRIN. & ELEMENTS FLORAL DES. **(FINE ARTS CR)**

AG MECHANICS / WELDING

		9000	PRIN. OF AG, FOOD & NAT. RES.
		9050	*AG MECHANICS & METAL TECH
		9055	*AG FACILITIES DESIGN AND FAB.
		9060	*PRAC IN AG MECH **(2-3 CR 1 PR GHS/10-15 HR WK)**

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

		9150	DIGITAL AND INTERACTIVE MEDIA **(HA)**
		9155	*GRAPHIC DESIGN & ILLUS. **(HA)**
		9160	*ANIMATION & ADV. GRAPHICS **(HA)**
		9190	COMMERCIAL PHOTOGRAPHY
		9195	*ARTS/AV PRACTICUM GRAPHICS **(HA)**

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

		9205	AUDIO VIDEO PRODUCTION
		9210	*ADV. AUDIO VIDEO PROD. - **(HA) (2 CR/2 PER)**
		9215	PRAC OF AV **(HA) (2-3 CR 1 PR GHS/10-15 HR WK)**

BUSINESS MANAGEMENT & ADMINISTRATION

		9250	BUSINESS INFORMATION MGT. I
		9260	GLOBAL BUSINESS **(SEM B)**
		9265	ENTREPRENEURSHIP **(SEM B)**
		9400	BANKING & FINANCIAL SERVICES **(SEM A)**
		9420	CAREER PREP I **(3 CR 1 PR GHS/15 HR WK)**
		9425	CAREER PREP II **(3 CR 1 PR GHS/15 HR WK)**
		9505	MONEY AND MARKET STRATEGIES **(SEM A)**

EDUCATION AND TRAINING

		9325	*EDUCATION/TRAIN **(READY, SET, TEACH)**
		9330	*HUMAN GROWTH & DEVELOPMENT
		9335	PRACT OF EDUCATION & TRAINING **(2 CR/2 PR)**
		9560	CHILD DEVELOPMENT **(SEM A)**
		9565	INTERPERSONAL STUDIES **(SEM B)**

FINANCE

A	B		
		9405	ACCOUNTING I
		9410	*ACCOUNTING II

HEALTH SCIENCE

		9450	*PRIN. OF HEALTH SCIENCE **(SEM B)**
		9455	MEDICAL TERMINOLOGY **(SEM A)**
		9460	*HEALTH SCIENCE **(2 CR/2 PER)**
		9465	*PRAC IN HLTH SCI ***(PHARM TECH)*** - **(2 CR/2 PER) (HON**
		9466	*PRAC IN HLTH SCI ***(EMT)*** -**(2 CR/2 PER) (HON)**
		9470	*ANATOMY & PHYSIOLOGY **HON (4TH SCIENCE)**

HOSPITALITY & TOURISM

		9500	PRIN. OF HOSPITALITY & TOURISM **(SEM A)**
		9508	LIFETIME NUTRITION & WELLNESS **(SEM A)**
		9510	*RESTAURANT MGMT **(SEM B)**
		9515	CULINARY ARTS I
		9520	TRAVEL AND TOURISM MGMT **(SEM B)**

INFORMATION TECHNOLOGY

		9605	WEB TECHNOLOGIES **(SEM A)**
		9610	*VIRTUAL BUSINESS **(SEM B)**
		9635	COMPUTER MAINTENANCE

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

		9645	PRIN LAW, PUB SAF, CORR & SEC.
		9650	*LAW ENFORCEMENT I
		9655	*LAW ENFORCEMENT II
		9660	FORENSICS **(HON) (4TH SCIENCE)**

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

		9750	INTRO TO ENG. DESIGN **(IED) (HON)**
		9755	*PRINCIPLES OF ENGINEERING **(PLTW) (HON)**
		9775	*ENGINEERING DESIGN AND DEV (EDD)
		9780	*ENGINEERING MATH HONORS **(4TH MATH)**
		9785	*CIVIL ENGINEERING **(PLTW) (HON)**

TRANSPORTATION, DISTRIBUTION & LOGISTICS

		9800	PRIN OF TRAN, DIST, AND LOGIST
		9805	*AUTOMOTIVE TECH
		9810	*COLL REPAIR & REFINISH
		9815	*ADV. AUTOMOTIVE TECH.-**(2 CR/2 PER)**
		9820	AVIATION **(HON) (4TH SCIENCE)**

(HA) DESIGNATES HONORS CREDIT AVAILABLE IF NECESSARY REQUIREMENTS ARE MET

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**
ALL PREAP, AP, DC, & HONORS (HON) COURSES ARE WEIGHTED FOR GPA CALCULATION

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

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

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

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

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

GRANBURY HIGH SCHOOL
2013-2014 JUNIOR COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL JUNIOR STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0130	ENGLISH 3
		0135	*AP ENGLISH 3
		0137	*DC ENGLISH 3 (COLLEGE ENGLISH 1301, 1302)
		0140	*ENGLISH 4
		0145	*AP ENGLISH 4
		0147	*DC ENGLISH 4 (COLLEGE ENGLISH 1301, 1302)
		0150	*DC TECHNICAL WRITING (COLLEGE ENG 2311)
		0155	*DC BRITISH LITERATURE (COLLEGE ENG 2321)

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	GEOMETRY
		0230	*ALGEBRA 2
		0235	*PREAP ALGEBRA 2
		0236	*DC COLLEGE ALGEBRA (COLLEGE MATH 1314)
		0237	*DC CONTEMP MATH (COLLEGE MATH 1332)
		0240	*PREAP PRECALCULUS
		0245	*PRECALCULUS
		0260	*MATH MODELS
		0270	*AP STATISTICS
		0280	ADV QUANTITATIVE REASONING **(4TH MATH)**
		9780	ENGINEERING MATH (PLTW) **(4TH MATH)**

SCIENCE (FULL YEAR)

		0310	BIOLOGY
		0325	*AP BIOLOGY
		0328	*DC ZOOLOGY/BOTANY SR&D 3 **(4TH SCIENCE)**
		0330	*CHEMISTRY
		0335	*PREAP CHEMISTRY
		0345	*AP CHEMISTRY
		0360	*PHYSICS
		0365	*PREAP PHYSICS
		0368	*AP PHYSICS
		0380	AQUATICS
		0385	ENVIRONMENTAL SCIENCE **(4TH SCIENCE)**
		0395	AP ENVIRONMENTAL SCIENCE **(4TH SCIENCE)**
		9010	*ADV ANIMAL SCIENCE **(4TH SCIENCE)**
		9020	*DC ADVANCED ANIMAL SCIENCE **(4TH SCIENCE)**
		9470	*ANATOMY & PHYSIOLOGY **H (4TH SCIENCE)**
		9660	FORENSICS **(4TH SCIENCE) (HON)**
		9820	AVIATION SR&D 2 **(4TH SCIENCE) (HON)**

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0417	AP WORLD HISTORY
		0420	US HISTORY
		0425	*AP US HISTORY
		0426	*DC US HISTORY (COLLEGE HISTORY 1301)
		0427	*DC US HISTORY (COLLEGE HISTORY 1302)
		0430	*AP EUROPEAN HISTORY
		0470	PSYCHOLOGY
		0473	DC PSYCHOLOGY
		0475	SOCIOLOGY

FOREIGN LANGUAGE (FULL YEAR)

		0670	ASL 1
		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*PREAP SPANISH 3
		0611	*PREAP SPANISH 3 NTV
		0616	*AP SPANISH 4
		0618	*AP SPANISH 4 NTV
		0619	AP SPANISH 5 NTV
		0620	GERMAN 1
		0625	*GERMAN 2
		0630	*PREAP GERMAN 3
		0640	FRENCH 1
		0645	*FRENCH 2
		0650	*PREAP FRENCH 3
		0675	*ASL 2
		0680	*ASL 3 **(HON)**

SPEECH (HALF YEAR)

		0185	COMMUNICATION APPLICATIONS
		9850	PROFESSIONAL COMMUNICATIONS

HEALTH (HALF YEAR)

		0500	HEALTH

ACADEMIC DECATHLON

		0805NC	ACA DECA **(NO CREDIT) (SEM A)**
		0815	ADVANCED PROJECTS

ENGLISH ELECTIVES

A	B		
		0157	HUMANITIES
		0165	*YEARBOOK 1
		0166	*YEARBOOK 2
		0167	*YEARBOOK 3
		0168	*ADV JOURNALISM 1
		0169	*ADV JOURNALISM 2
		0175	*DEBATE 1
		0176	*DEBATE 2
		0177	*DEBATE 3
		0190	ORAL INTERPRETATION I
		0193	CREATIVE WRITING (1/2 CREDIT)

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
		0775	DC INTRO TO THEATRE - APPROVAL REQ

FINE ARTS - CHORAL (FULL YEAR)

		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2
		0722	*CHOIR 3
		0724	*AP MUSIC THEORY

FINE ARTS - ART (FULL YEAR)

		0730	ART 1
		0731	*ART 2 DRAWING
		0732	*ART 2 PRINT DESIGN
		0733	ART 3 ADVANCED PRINT DESIGN
		0734	*ART 2 CERAMICS
		0735	*ART 2 SCULPTURE
		0736	*ART 2 PAINTING
		0737	*PREAP ART 3
		0738	*ART 3 PHOTOGRAPHY
		0739	*AP ART 3 DRAWING
		9365	PRINCIPLES & ELEMENTS OF FLORAL DESIGN

FINE ARTS - DANCE

		0780	DRILL TEAM YEAR 2- TRYOUT REQUIRED
		0785	DRILL TEAM YEAR 3- TRYOUT REQUIRED
		0790	DRILL TEAM YEAR 4- TRYOUT REQUIRED

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ
		0701	*BAND 2 MARCH
		0702	*BAND 3 MARCH
		0706	PERCUSSION

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 IND/TEAM SPORTS	8910			
PE AEROBICS	8930			
^ PE YOGA	8940			
FOUNDATIONS OF PER FIT	8935			
ADV/OUTDOOR EDU	8945			
ATH TRAIN - APP. REQ.	8850	8860	8875	8885
BASEBALL	8350	8360	8375	8385
BOYS BASKETBALL	8050	8060	8075	8085
GIRLS BASKETBALL	8100	8110	8125	8135
BOYS GOLF	8450	8460	8475	8485
GIRLS GOLF	8500	8510	8525	8535
BOYS SOCCER	8650	8660	8675	8685
GIRLS SOCCER	8700	8710	8725	8735
CHEER - TRYOUT REQ.	8750	8760	8775	8780
DRILL TEAM/DANCE - TRYOUT REQ.	8790			
CROSS COUNTRY - BOYS *FALL	8250	8260	8275	8285
CROSS COUNTRY - GIRLS *FALL	8300	8310	8325	8335
FOOTBALL	8000	8010	8025	8035
SOFTBALL	8400	8410	8425	8435
SWIM	8550	8560	8575	8585
TENNIS	8600	8610	8625	8635
TRACK - BOYS *SPRING	8150	8160	8175	8185
TRACK - GIRLS *SPRING	8200	8210	8225	8235
VOLLEYBALL	8825	8830	8837	8843

ROTC

		0501	MCJROTC I
		0502	*MCJROTCII
		0503	*MCJROTC III

^ MAY ONLY TAKE ONE OF THE TWO COURSES

GRANBURY HIGH SCHOOL
2013-2014 JUNIOR COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER CLUSTERS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
		9000	PRIN. OF AG, FOOD & NAT. RES.
		9005	*LIVESTOCK PRODUCTION
		9010	*ADVANCED ANIMAL SCI **(4TH SCIENCE)**
		9015	*VETERINARY MEDICAL APP
		9020	*DC ADVANCED ANIMAL SCI **(4TH SCIENCE)**
		9350	*EQUINE SCIENCE **(SEM B)**
		9360	*WILDLIFE, FISHERIES, ECOLOGY **(SEM A)**
		9365	PRIN & ELEMENTS FLORAL DES **(FINE ARTS CR)**

AG MECHANICS / WELDING

		9000	PRIN OF AG, FOOD & NAT RES
		9050	*AG MECHANICS & METAL TECH
		9055	*AG FACILITIES DESIGN AND FAB

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

		9150	DIGITAL AND INTERACTIVE MEDIA
		9155	*GRAPHIC DESIGN & ILLUSTRATION
		9190	COMMERCIAL PHOTOGRAPHY
		9195	*ARTS/AV PRACTICUM GRAPHICS **(HA)**

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

		9205	AUDIO VIDEO PRODUCTION
		9210	*ADV AUD/VID PROD - **(HA) (2 CR/2 PER)**

BUSINESS MANAGEMENT & ADMINISTRATION

		9505	MONEY & MARKET STRATEGIES **(SEM A)**
		9250	BUSINESS INFORMATION MGT I
		9260	GLOBAL BUSINESS **(SEM B)**
		9265	ENTREPRENEURSHIP **(SEM B)**
		9400	BANKING & FINANCIAL SERVICES **(SEM A)**
		9420	CAREER PREP 1 **(3 CR 1 PR GHS/15 HR WK)**

EDUCATION AND TRAINING

		9325	*EDUCATION/TRAIN **(READY, SET, TEACH)**
		9330	*HUMAN GROWTH & DEVELOPMENT
		9560	CHILD DEVELOPMENT **(SEM A)**
		9565	INTERPERSONAL STUDIES **(SEM B)**

FINANCE

A	B		
		9405	ACCOUNTING I
		9410	*ACCOUNTING II

HEALTH SCIENCE

		9450	*PRIN. OF HEALTH SCIENCE **(SEM B)**
		9455	MEDICAL TERMINOLOGY **(SEM A)**
		9460	*HEALTH SCIENCE **(2 CR/2 PER)**
		9470	*ANATOMY & PHYSIOLOGY **(4TH SCIENCE)**

HOSPITALITY & TOURISM

		9500	PRIN. OF HOSPITALITY & TOURISM **(SEM A)**
		9508	LIFETIME NUTRITION & WELLNESS **(SEM A)**
		9510	*RESTAURANT MGMT **(SEM B)**
		9515	CULINARY ARTS 1
		9520	TRAVEL AND TOURISM MGMT **(SEM B)**

INFORMATION TECHNOLOGY

		9605	WEB TECHNOLOGIES **(SEM A)**
		9610	*VIRTUAL BUSINESS **(SEM B)**
		9635	COMPUTER MAINTENANCE

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

		9645	PRIN LAW, PUB SAF, CORR & SEC
		9650	*LAW ENFORCEMENT I
		9660	FORENSICS **HONORS (4TH SCIENCE)**

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

		9750	INTRO TO ENG DESIGN **(PLTW) (HA)**
		9755	*PRINCIPLES OF ENGINEERING **(PLTW) (HON)**
		9780	*ENGINEERING MATH HONORS **(4TH MATH)**
		9775	*ENGINEERING DESIGN AND DEV (EDD)
		9785	*CIVIL ENGINEERING

TRANSPORTATION, DISTRIBUTION & LOGISTICS

		9800	PRIN OF TRANS, DIST, AND LOGIST
		9805	*AUTOMOTIVE TECH
		9810	*COLL REPAIR & REFINISH
		9820	AVIATION **(HON) (4TH SCIENCE)**

(HA) DESIGNATES HONORS CREDIT AVAILABLE IF NECESSARY REQUIREMENTS ARE MET

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**
ALL PREAP, AP, DC, & HONORS (HON) COURSES ARE WEIGHTED FOR GPA CALCULATION

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

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

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

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

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

GRANBURY HIGH SCHOOL
2013-2014 SOPHOMORE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL SOPHOMORE STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0125	*PREAP ENGLISH 2
		0130	ENGLISH 3
		0137	*DC ENGLISH 3
		0135	*AP ENGLISH 3

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	GEOMETRY
		0225	*PREAP GEOMETRY
		0230	*ALGEBRA 2
		0235	*PREAP ALGEBRA 2
		0260	*MATH MODELS

SCIENCE (FULL YEAR)

		0310	BIOLOGY
		0335	PREAP CHEMISTRY
		0360	*PHYSICS

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0410	WORLD HISTORY
		0417	AP WORLD HISTORY

FOREIGN LANGUAGE (FULL YEAR)

		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*PREAP SPANISH 3
		0611	*PREAP SPANISH 3 NTV
		0618	*AP SPANISH 4 NTV
		0619	*AP SPANISH 5 NTV
		0620	GERMAN 1
		0625	*GERMAN 2
		0640	FRENCH 1
		0645	*FRENCH 2
		0670	ASL 1

SPEECH (HALF YEAR)

	0185	COMMUNICATION APPLICATIONS
	9850	PROFESSIONAL COMMUNICATIONS

HEALTH (HALF YEAR)

	0500	HEALTH

ENGLISH ELECTIVES

		0165	*YEARBOOK 1
		0166	*YEARBOOK 2
		0168	*ADV JOURNALISM 1
		0175	*DEBATE 1
		0176	*DEBATE 2
		0190	ORAL INTERPRETATION I

FINE ARTS - THEATRE (FULL YEAR)

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

FINE ARTS - CHORAL (FULL YEAR)

A	B		
		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2

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
		0738	*ART 3 PHOTOGRAPHY
		9365	PRIN & ELE OF FLORAL DSN **(FA CR)**

FINE ARTS - DANCE

		0780	DRILL TEAM YEAR 2- TRYOUT REQUIRED
		0785	DRILL TEAM YEAR 3- TRYOUT REQUIRED

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ
		0701	*BAND 2 MARCH
		0706	PERCUSSION

OTHER ELECTIVES

		0805NC	ACA DECA **(NO CREDIT) (SEM A)**
		0815	ADVANCED PROJECTS

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 IND/TEAM SPORTS	8910		
PE AEROBICS	8930		
^ PE YOGA	8940		
FOUNDATIONS OF PER FIT	8935		
OUTDOOR ADVENTURE	8945		
ATH TRAIN - APP. REQ.	8850	8860	8875
BASEBALL	8350	8360	8375
BOYS BASKETBALL	8050	8060	8075
GIRLS BASKETBALL	8100	8110	8125
BOYS GOLF	8450	8460	8475
GIRLS GOLF	8500	8510	8525
BOYS SOCCER	8650	8660	8675
GIRLS SOCCER	8700	8710	8725
CHEER - TRYOUT REQ.	8750	8760	8775
CROSS COUNTRY - BOYS	8250	8260	8275
CROSS COUNTRY - GIRLS	8300	8310	8325
DRILL TM/DANCE - *TRYOUT	8790		
FOOTBALL	8000	8010	8025
SOFTBALL	8400	8410	8425
SWIM	8550	8560	8575
TENNIS	8600	8610	8625
TRACK - BOYS	8150	8160	8175
TRACK - GIRLS	8200	8210	8225
VOLLEYBALL	8825	8830	8837

ROTC

		0501	MCJROTC I
		0502	*MCJROTCII

^ MAY ONLY TAKE ONE OF THE TWO COURSES

GRANBURY HIGH SCHOOL
2013-2014 SOPHOMORE COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER CLUSTERS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
_____	_____	9000	PRIN OF AG, FOOD & NAT RES
_____	_____	9005	*LIVESTOCK PRODUCTION
_____		9360	*WILDLIFE, FISHERIES, ECOLOGY **(SEM A)**
	_____	9350	*EQUINE SCIENCE **(SEM B)**
_____	_____	9365	PRIN & ELE OF FLORAL DESIGN

AG MECHANICS / WELDING

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

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

_____	_____	9150	DIGITAL & INTERACTIVE MEDIA **(HA)**

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

_____	_____	9205	AUDIO VIDEO PRODUCTION

BUSINESS MANAGEMENT & ADMINISTRATION

_____		9505	MONEY & MARKET STRATEGIES **(SEM A)**
	_____	9260	GLOBAL BUSINESS **(SEM B)**
_____		9250	BUSINESS INFORMATION MGT I
	_____	9265	ENTREPRENERSHIP **(SEM B)**

EDUCATION AND TRAINING

_____		9560	CHILD DEVELOPMENT **(SEM A)**
	_____	9565	INTERPERSONAL STUDIES **(SEM B)**

FINANCE

A	B		
_____	_____	9405	ACCOUNTING I

HEALTH SCIENCE

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

HOSPITALITY & TOURISM

_____		9500	PRIN. OF HOSPITALITY & TOURISM **(SEM A)**
	_____	9520	TRAVEL AND TOURISM MGMT **(SEM B)**

INFORMATION TECHNOLOGY

_____		9605	WEB TECHNOLOGIES **(SEM A)**
	_____	9610	*VIRTUAL BUSINESS **(SEM B)**
_____	_____	9635	COMPUTER MAINTENANCE

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

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

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

_____	_____	9750	INTRO TO ENG. DESIGN **(PLTW) (HON)**
_____	_____	9755	*PRINCIPLES OF ENGINEERING **(PLTW) (HON)**

TRANSPORTATION, DISTRIBUTION & LOGISTICS

_____	_____	9800	PRIN OF TRAN, DIST, AND LOGIST

(HA) DESIGNATES HONORS CREDIT AVAILABLE IF NECESSARY REQUIREMENTS ARE MET

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**
ALL PREAP, AP, DC, & HONORS (HON) COURSES ARE WEIGHTED FOR GPA CALCULATION

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

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

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

CROSSLAND NINTH GRADE CENTER
2013-2014 FRESHMAN COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL FRESHMAN STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0110	ENGLISH 1
		0120	*ENGLISH 2
		0125	*PREAP ENGLISH 2

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0225	*PREAP GEOMETRY

SCIENCE (FULL YEAR)

		0310	BIOLOGY
		0315	PREAP BIOLOGY

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0405	PREAP WORLD GEOGRAPHY

FOREIGN LANGUAGE (FULL YEAR)

		0600	SPANISH 1
		0605	*SPANISH 2
		0617	AP SPANISH 5
		0620	GERMAN 1
		0640	FRENCH 1
		0670	ASL 1

SPEECH (HALF YEAR)

	0185	COMMUNICATION APPLICATIONS
	9850	PROFESSIONAL COMMUNICATIONS

HEALTH

	0500	HEALTH

ENGLISH ELECTIVES

		0164	DIGITAL DESIGN AND MEDIA PROD
		0175	*DEBATE 1
		0190	ORAL INTERPRETATION I

FINE ARTS - THEATRE (FULL YEAR)

		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2

FINE ARTS - CHORAL (FULL YEAR)

		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2

FINE ARTS - ART (FULL YEAR)

A	B		
		0730	ART 1
		0731	*ART 2 DRAWING
		0736	*ART 2 PAINTING

FINE ARTS - DANCE

		0780	DRILL TEAM YEAR 2 - TRYOUT REQUIRED

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ
		0701	*BAND 2 MARCH

ATHLETICS / PHYSICAL EDUCATION

*****IF YOU PARTICIPATED IN ATHLETICS/PHYSICAL EDUCATION IN 8TH GRADE, CHOOSE YEAR 2. IF NOT, CHOOSE YEAR 1.*****

	YEAR 1	YEAR 2
PE IND/TEAM SPORTS	8910	
FOUNDATIONS OF PER FIT	8935	
OUTDOOR ADVENTURE	8945	
ATH TRAIN - APP. REQ.	8850	8860
BASEBALL	8350	8360
BOYS BASKETBALL	8050	8060
GIRLS BASKETBALL	8100	8110
BOYS GOLF	8450	8460
GIRLS GOLF	8500	8510
BOYS SOCCER	8650	8660
GIRLS SOCCER	8700	8710
CHEER - TRYOUT REQ.	8750	8760
CROSS COUNTRY - BOYS *FALL	8250	8260
CROSS COUNTRY - GIRLS *FALL	8300	8310
DRILL TEAM/DANCE - TRYOUT REQ.	8790	
FOOTBALL	8000	8010
SOFTBALL	8400	8410
SWIM	8550	8560
TENNIS	8600	8610
TRACK - BOYS *SPRING	8150	8160
TRACK - GIRLS *SPRING	8200	8210
VOLLEYBALL	8825	8830

ROTC

		0501	MCJROTC I

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**

***Applications for Debate, Desktop Graphic Design and Athletic Trainer are available in the Counseling Office at your middle school campus**

Revised 12/6/2012

CROSSLAND NINTH GRADE CENTER
2013-2014 FRESHMAN COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER COURSES

COURSES WILL LEAD TO ANY OF THE CAREER CLUSTERS LISTED BELOW IN BOLD

FULL YEAR CHOICES

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

AGRICULTURE, FOOD & NATURAL RESOURCES
TRANSPORTATION - AUTO MECHANICS

_____ _____ 9750 INTRO TO ENG. DESIGN **(PLTW) HONORS**

STEM

_____ _____ 9250 BUSINESS INFORMATION MGT. I

ARTS/AV TECHNOLOGY & COMMUNICATIONS
BUSINESS MANAGEMENT & ADMINISTRATION
HEALTH SCIENCE
HOSPITALITY & TOURISM
INFORMATION TECHNOLOGY
LAW & PUBLIC SAFETY

_____ _____ 9265 ENTREPRENEURSHIP

SEMESTER CHOICES

_____ 9305 HUMAN SERVICES + TEENS, TEAMS AND TRANSITIONS HS+T^3

EDUCATION & TRAINING
HEALTH SCIENCE
HOSPITALITY & TOURISM
LAW & PUBLIC SAFETY

_____ 9505 MONEY AND MARKET STRATEGIES

BUSINESS & FINANCE
HEALTH SCIENCE
HOSPITALITY & TOURISM
INFORMATION TECHNOLOGY
LAW & PUBLIC SAFETY
TRANSPORTATION - AUTO MECHANICS

_____ 9200 PRIN. OF ARTS & AV

ARTS, A/V TECHNOLOGY - VIDEO & GRAPHICS
BUSINESS & FINANCE
HOSPITALITY & TOURISM
INFORMATION TECHNOLOGY

Note: If a course is specified to be a "full year" course it must be taken both terms.

If a course is specified to be a "half year" course it will taken one term only along with another half year course to balance the schedule.

Note: There are seven class periods in a school day, therefore 14 selections will be checked. See example of possible 14 selections:

- ✓ ✓ **English 1 (Full year)**
- ✓ ✓ **Algebra 1 (Full year)**
- ✓ ✓ **Biology (Full year)**
- ✓ ✓ **World Geography (Full year)**
- ✓ ✓ **Spanish 2 (Full year)**
- ✓ ✓ **Theater Arts 1 (Full year)**
- ✓ **Speech (Half year)**
- ✓ **Prin. of Human Services (Half year)**

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**
ALL PREAP, AP, DC, & HONORS COURSES ARE WEIGHTED FOR GPA CALCULATION

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

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

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

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

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

Revised 12/6/2012

Granbury ISD

~~2012-2013~~2013-2014

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

~~**Holly Campbell**~~**Pat Yelverton**
Principal
Granbury Middle School

SIXTH GRADE COURSES

REQUIRED COURSES

All required courses are College Readiness Courses. These courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.

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 (STAARR) 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~~BEGINNER CHOIR

~~Sixth grade choirs are mixed boys and girls.~~ 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.

BEGINNER BAND

Beginning Band 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. AMS will provide some of the more expensive instruments (tuba, baritone, bassoon, oboe) for a one-time fee at the beginning of each year.

ART

This course is designed to provide an appreciation for art and to emphasize techniques in problem solving, and creative thinking through development of the following skills:
Perception- activities that help students illustrate themes through direct observation, personal experience using the elements and principles of art.
Creative Expression- activities illustrating original artwork using a variety of media: pencil, printmaking, paint, sculpture, ceramics, fiber-art, photographic, imaginary, and electronic media-generated art. Historical/Cultural Heritage- activities that expose students to art from different historical eras and cultural influences.
Response/Evaluation- comparing and analyzing artworks of others and self through group and individual critiques and shows.

TECHNICAL APPLICATIONS /CAREER EXPLORATIONS

~~Technology Applications is a hands-on course will allow students the opportunity to explore various computer applications. This course will work in conjunction with the core content teachers to create projects, develop presentations, and advance students' knowledge of current technology. The student's will integrate technology into their academic subjects.~~

~~The following areas will be studied:~~
- ~~Keyboarding~~
- ~~Word processing~~
- ~~Databases and Spreadsheets~~
- ~~File Management~~
- ~~PowerPoint Presentations~~
- ~~Internet~~
- ~~Web Publishing (HTML, Graphics)~~
- ~~Scanners, Digital Cameras, etc.~~

~~Students will additionally be provided the opportunity to investigate Career and Technology Education Career Clusters. Students will complete interest inventories and surveys to gain a better understanding of themselves, their interests, and their abilities. Students will incorporate decision-making tools and problem-solving skills through career investigation, college and career readiness exploration, and will gain industry standards knowledge. This technology course will enable students to make informed decisions in the design of a four-year educational plan.~~Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities with interest inventory software and other tools. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. Students will use this information to explore educational requirements for a variety of chosen

career paths.

PREPLACEMENT COURSES

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.**RESOURCE PROGRAM**

This program provides an opportunity for students with identified learning disabilities and other educational handicaps to have academic success. Students follow a regular schedule, yet the resource classes can have a smaller teacher/student ratio in order to provide more individual help for the student. The goal at middle school is to mainstream the resource student as soon as that student is ready. *Admission into the resource program is by ARD (Admission, Review, and Dismissal committee after testing by the diagnostician).

~~**STUDY SKILLS**~~

~~Study Skills in middle school focuses on helping students learn how to organize their class materials, manage their time, read informational text, learn vocabulary words, study for tests, use test-taking strategies, and use reference materials to research topics. The study of strategies learned in this course is applied to the content that they're learning in their science and social studies classes.~~

ACADEMIC INTERVENTION LAB

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

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.

SEVENTH GRADE COURSES

REQUIRED COURSES

All required courses are College Readiness Courses. These courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.

7TH GRADE ELA

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

7TH GRADE MATH

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

7TH GRADE SCIENCE

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

7TH GRADE SOCIAL STUDIES

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

ATHLETIC/PE ELECTIVES

BOYS' ATHLETICS OR GIRLS' ATHLETICS

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

~~PHYSICAL EDUCATION~~FITNESS AND WELLNESS

Boys and girls will be divided into separate ~~PE~~ classes. Classes meet every day and each student is expected to change into ~~PE~~ 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 ~~s~~Sports ~~that will be covered are soccer, volleyball, basketball, flag football, softball, floor hockey, badminton, and weight training~~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

There are three ability based band classes available; Beginner, Concert, and Symphonic. Students that are interested in playing in band do not need any musical experience to be in the Beginning Band. Once a student has signed up for Beginning Band they will be given the opportunity to tryout the different instruments at the start of the class in the fall semester. Placement in the Concert and Symphonic Bands 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.
All bands will perform in a Holiday and Spring Concert as well as have an end of the year band trip. In addition to that members of the Concert and Symphonic Bands 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

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.

CAREER EXPLORATION

Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities with interest inventory software and other tools. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. Students will use this information to explore educational requirements for a variety of chosen career paths.

PRINCIPLES OF INFORMATION TECHNOLOGY

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will integrate the information technology environment with other content areas to enhance reading, writing, computing, communication and reasoning skills.

TEEN LEADERSHIP

This course builds personal responsibility and leadership skills through role plays, group activities, speeches, and projects. This course teaches students to take responsibility, express themselves, and handle problems and decisions when they arise.
Through the Teen Leadership curriculum, students will:

- Develop a healthy self-concept, healthy relationships, and a sense of personal responsibility
- Understand Emotional Intelligence and the skills it measures, including self-awareness, self-control, self-motivation, and social skills
- Build skills in public speaking and communication as well as an understanding of personal image
- Develop an understanding of principle-based decision-making and learn to make responsible personal and financial decisions
- Recognize and resist peer pressure
- Learn to become better family members and citizens
- Appreciate the need for vision in goal-setting, personally and professionally

PRE-PLACEMENT CLASSES

RESOURCE PROGRAM

This program provides an opportunity for students with identified learning disabilities and other educational handicaps to find academic success. Students follow a regular schedule, yet the resource classes maintain a smaller teacher/student ratio in order to provide more individual help for the student. The goal at middle school is to mainstream the resource student as soon as that student is ready. **Admission into the resource program is by ARD (Admission, Review, and Dismissal) committee after testing by the diagnostician.**

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. Exit from this program is also decided by the committee after testing shows a mastery of basic English skills.

~~**STUDY SKILLS**~~

~~Study Skills in middle school focuses on helping students learn how to organize their class materials, manage their time, read informational text, learn vocabulary words, study for tests, use test-taking strategies, and use reference materials to research topics. The study strategies learned in this course are applied to the content that they're learning in their science and social studies classes.~~

~~**Academic Intervention Lab**~~**ACADEMIC INTERVENTION LAB**

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

EIGHTH GRADE COURSES

REQUIRED COURSES

All required courses are College Readiness Courses. These courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.

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.

~~PHYSICAL EDUCATION~~FITNESS AND WELLNESS

Boys and girls will be divided into separate classes.
Classes meet every day and each student is expected to change into ~~P.E.~~ 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. ~~Sports that will be covered are soccer, volleyball, basketball, flag football, softball, floor hockey, badminton, and weight training.~~Various sports will be covered throughout the year. Education for life wellness will be incorporated for students.

DRILL TEAM PREP/DANCE

This course is designed to prepare young ladies to be physically and mentally ready to try out for the Varsity Stowaways drill team at the end of their eighth grade year. Students will learn dance technique and skills based on classical ballet and jazz as well as drill team technique. Students must have parent permission and a health release (physical) form to enroll in the class. Students must purchase team practice/performance attire (about $200-$250). The team will have limited performances and will have some after school practices and performances. This performing group will be under the UIL no pass/no play guidelines.

FINE ARTS/FOREIGN LANGUAGE ELECTIVES

BAND (HS CREDIT)

There are three ability based band classes available; Beginner, Concert, and Symphonic. Students that are interested in playing in band do not need any musical experience to be in the Beginning Band. Once a student has signed up for Beginning Band they will be given the opportunity to tryout the different instruments at the start of the class in the fall semester. Placement in the Concert and Symphonic Bands 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.

All bands will perform in a Holiday and Spring Concert as well as have an end of the year band trip. In addition to that members of the Concert and Symphonic Bands 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.

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.

THEATER ARTS (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.

SPANISH I (HS CREDIT)

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

TECHNOLOGY

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.
Courses:
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

ESL (ENGLISH AS A SECOND LANGUAGE) (HS CREDIT)

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.

RESOURCE PROGRAM

This program provides an opportunity for students with identified learning disabilities and other educational handicaps to have academic success. Students follow a regular schedule, yet the resource classes can have a smaller teacher/student ratio in order to provide more individual help for the student. The goal at middle school is to mainstream the resource student as soon as that student is ready Admission into the resource program is by ARD (Admission, Review, and Dismissal committee after testing by the diagnostician).

AP SPANISH 4 (0616) (HS CREDIT)

Intensive study of the Spanish language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

YEARBOOK

Yearbook provides students with the opportunity to compose the yearbook. Composition includes laying out pages, taking photos and creating write-ups. The yearbook staff is looking for dedicated, committed, creative, organized, enthusiastic individuals who are willing to work as part of a team. Yearbook staff members must be able to work with others, must be reliable, must meet deadlines and must put in extra work sessions outside of the regular school day. Staff members must be dedicated to creating the best yearbook this school has ever seen!

ACADEMIC INTERCENTION 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.

GRADUATION PLANS for CLASSES OF 2011- 2014

Requirements	Recommended HSP	Distinguished Achievement Program*
English Language Arts ♦	Four credits: • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.	Four credits: • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	Four credits: • Algebra I • Geometry • Algebra II • The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: ▪ Mathematical Models with Applications ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) • The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)	Four credits: • Algebra I • Geometry • Algebra II • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)
Science ♦	Four credits: • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)	Four credits: • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)

Social Studies ♦	Three and one-half credits: • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)	Three and one-half credits: • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)
Economics with emphasis on the free enterprise system **and its benefits ♦**	One-half credit	One-half credit
Academic Elective	None	None
Languages Other Than **English ♦**	Two credits: The credits must consist of any two levels in the same language.	Three credits: The credits must consist of any three levels in the same language.
Physical Education	One credit: • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.	One credit: • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.
Health Education	None	None
Speech	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)
Technology Applications ♦	None	None
Fine Arts ♦	One credit from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)	One credit from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses ♦	Five and one-half credits from any of the following: • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)	Four and one-half credits from any of the following: • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)
Total Credits	26	26

Granbury ISD will comply with the most current state adopted graduation credit requirements.♦** College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas. ** Distinguished Achievement Program requirements also include student achievement of four advanced measures.

DUE FEBRUARY 28TH

GISD MIDDLE SCHOOL
2013-2014 8TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

*** OFFICE USE ONLY***

3160 ____ RESOURCE ELA 3360 ____ RESOURCE MATH
0165 ____ YEARBOOK ACLAB8____ AIL

NAME: _____ **ID:** _____

HIGH SCHOOL CREDIT EARNED IN THE 8TH GRADE IS NOT USED TO CALCULATE GPA OR CLASS RANK IN HIGH SCHOOL

REQUIRED COURSES:

_____ 0312 CR SCIENCE
_____ 0412 CR AMERICAN HISTORY

MATHEMATICS (CHOOSE ONE)

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

ENGLISH (CHOOSE ONE)

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

CHOOSE 4 ELECTIVES - ONLY ONE CHOICE CAN BE FROM THE PE/ATHLETIC CATEGORY
(CHOICE 4 WILL BE USED AS AN ALTERNATE IN CASE YOUR THIRD CHOICE IS NOT AVAILABLE)
****NUMBERS ONLY - NO CHECKS****

ATHLETICS / PHYSICAL EDUCATION (H.S. CREDIT)

_____ J585 JV DRILL TEAM
_____ J888M BOYS ATHLETICS
_____ J888F GIRLS ATHLETICS
_____ J611M FITNESS AND WELLNESS
_____ J611F FITNESS AND WELLNESS

FINE ARTS - BAND (H.S. CREDIT)
***ADVANCED BAND CLASSES TO BE ASSIGNED BY DIRECTOR**

_____ J700 BEGINNER BAND
_____ J701 CONCERT
_____ J706 PERCUSSION
_____ J710 SYMPHONIC

FINE ARTS - ART (H.S. CREDIT)

_____ J730 ART 1

FINE ARTS - CHORAL (H.S. CREDIT)

_____ J720M BOYS CHOIR
_____ J720F GIRLS CHOIR

FINE ARTS - THEATRE (H.S. CREDIT)

_____ J750 THEATER ARTS 1

FOREIGN LANGUAGE (H.S. CREDIT)

_____ J600 SPANISH 1
_____ J616 AP SPANISH *INSTRUCTOR APPROVAL

TECHNOLOGY (H.S. CREDIT)

_____ J975 GATEWAY TO TECHNOLOGY

***CR (College Readiness) - CR courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.**

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.

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admissions 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 12/6/2012

DUE FEBRUARY 28TH

GISD MIDDLE SCHOOL
2013-2014 7TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

*** OFFICE USE ONLY***
3121 ____ RESOURCE ELA 3131 ____ RESOURCE MATH
ACLAB7____ ACADEMIC INTERVENTION LAB

NAME: _____ **ID:** _____

REQUIRED COURSES:

_____	0217	CR ENGLISH / LANGUAGE ARTS
_____	0417	CR SCIENCE
_____	0517	CR TEXAS HISTORY
_____	0317	CR MATH

ELECTIVE COURSES:

ATHLETICS / PE *ALL STUDENTS MUST CHOOSE ONE PE ELECTIVE

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

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****

FINE ARTS - BAND
***ADVANCED BAND CLASSES TO BE ASSIGNED BY DIRECTOR**

_____	0910	BEGINNER BAND
_____	2914	CONCERT
_____	0914	SYMPHONIC
_____	0912	PERCUSSION

FINE ARTS - CHORAL

_____	0817	BOYS CHOIR
_____	0815	GIRLS CHOIR

FINE ARTS - ART

_____	0810	ART
_____	0813	THEATER ARTS

LEADERSHIP

_____	TEEN	TEEN LEADERSHIP

CTE

_____	0800	EXPLORING CAREERS
_____	0805	PRINCIPLES OF INFORMATION TECHNOLOGY

***CR (College Readiness) - CR courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.**

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

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

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

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

Revised 12/6/2012

DUE FEBRUARY 8TH

GISD MIDDLE SCHOOL
2013-2014 6TH GRADE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

OFFICE USE ONLY
3621 ____ RESOURCE ELA 3631 ____ RESOURCE MATH
ACLAB6____ACA INTER LAB

NAME: _____ **ID:** _____

REQUIRED COURSES:

0601 CR LANGUAGE ARTS
0603 CR SCIENCE
0604 CR SOCIAL STUDIES
0602 CR MATH
0605 FITNESS AND WELLNESS
0913 TECHNICAL APPLICATIONS

ELECTIVE COURSES:

YOU MUST CHOOSE ONE ELECTIVE FROM THE LIST - NUMBER YOUR CHOICES 1, 2, 3. (2 & 3 WILL BE ALTERNATES IN CASE YOUR FIRST CHOICE IS NOT AVAILABLE
****NUMBERS ONLY, NO CHECKS****

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

***CR (College Readiness) - CR courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.**

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

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

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

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

Revised 12/6/2012

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL REGULAR MEETING
MINUTES
November 12, 2012

The Board of Trustees of the Granbury Independent School District convened in an official **REGULAR** meeting on Monday, November 12, 2012, at 5:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas.

Presiding Officer .....Micky Shearon, President

Board Members Present

Nancy Alana
Barbara Herrington
Mark Jackson
Wade Railsback
Don Walton

Board Members Absent

B. J. Wallace

School Officials Present

Dr. James M. Largent, Superintendent
Carol Howard, Assistant Superintendent
Sharay Boynton, Executive Director of Finance
Tom Howard, Director of Human Resources
Amy Wood, Technology Director
Jeff Meador, Public Information Officer
Carola Bradley, Recording Secretary

Others Present

School Employees
Community Members

Meeting Called to Order

Micky Shearon, President, called the meeting to order at 5:00 p.m. and noted that a quorum of board members was present. The meeting was duly called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session

The Board of Trustees convened in closed session at 5:01 p.m. under the Texas Open Meeting Act, Chapter 551.072 – purchase, exchange, lease or value of real property and 551.074 – personnel.

Reconvened

Reconvened in open session at 6:04 p.m.

Moment of Silence/Invocation

Micky Shearon led the invocation.

Pledge - U.S. Flag and Texas Flag

Acton Elementary students Delany Dawson, Lawson Berry, Bree Clark and Logan Eagle led the Pledges.

Achievement Spotlight

None

Public comments/audience participation

None

Consider Consent Agenda Items

A motion was made by Mark Jackson and seconded by Barbara Herrington to approve consent items as presented. 1. Minutes of the October 15, 2012 Regular Meeting; 2. Budget Amendments; 3. Accelerated Reader CSP 2012-2013. **MOTIOIN CARRIED**: Yes 6 – No 0

Consideration a possible approval of Resolution authorizing Superintendent to notify comptroller of District's authority to exercise power of eminent domain, as required by Government Code 2206,101(b)

A motion was made by Don Walton and seconded by Nancy Alana to approve the resolution authorizing the Superintendent to notify comptroller of Districts authority to exercise power of eminent domain as required by Government Code 2206,101(b) as presented. **MOTION CARRIED**: Yes 6 – No 0

Consider District Improvement Plan

A motion was made by Barbara Herrington and seconded by Nancy Alana to approve the District Improvement Plan as presented. **MOTION CARRIED**: Yes 6 – No 0

Consider TASB-initiated localized update: Policy 95, affecting local policies AB(LOCAL): District Name, DFBB(LOCAL): Term Contracts - Resignation, DFE(LOCAL): Termination of Employment – Resignation, DGBA(LOCAL): Personnel – Management Relations – Employee Complaints/Grievances, EIE(LOCAL): Academic Achievement – Retention and Promotion, FNG(LOCAL): Student Rights and Responsibilities – Student and Parent Complaints/Grievances, GF(LOCAL): Public Complaints

A motion was made by Don Walton and seconded by Nancy Alana to approve Update 95 as presented. **MOTION CARRIED**: Yes 6 – No 0

Consider Joint Agreement between Granbury ISD and the City of Granbury regarding use of a drug detection canine on Granbury ISD Property

No action taken on this item

Consider voting for two nominations to the Hood County Appraisal District Board of Directors

A motion was made by Barbara Herrington and seconded by Nancy Alana to nominate Wade Railsback and Micky Shearon to the Hood County Appraisal District Board of Directors. **MOTION CARRIED**: Yes 6 – No 0

Consider Interlocal Agreement with City of Granbury regarding GMS Sewer Line

A motion was made by Barbara Herrington and seconded by Don Walton to approve the interlocal agreement with the City of Granbury regarding the GMS sewer line with the addition giving the superintendent authority to negotiate credits on the sewer bill. **MOTION CARRIED**: Yes 6 – No 0

Consider Project Development Agreement related to Energy Conservation Services Program through Performance Contracting

A motion was made by Mark Jackson and seconded by Nancy Alana to approve the Project Development Agreement related to Energy Conservation Services Program through Performance Contracting. **MOTION CARRIED**: Yes 6 – No 0

Administer Oath of Office, Place 3, 4 and 5, GISD Board of Trustees

Carola Bradley, Notary Public, administered the Oath of Office to Micky Shearon, Place 3; Nancy Alana, Place 4 and Wade Railsback, Place 5.

Elect Board Officers for 2012-2013

A motion was made by Mark Jackson and seconded by Barbara Herrington to approve the slate of Board officers for 2012-2013 as Micky Shearon – President, Mark Jackson – Vice President and Nancy Alana – Secretary. **MOTION CARRIED**: Yes 6 – No 0

Strategic Planning

Dr. James Largent gave the Board an update on the strategic planning process.

Financial Statements for the Period Ending 9-30-12

Sharay Boynton, Executive Director of Finance presented the Board with the Financial Statements for the Period Ending 9-30-12.

Highly Qualified

Tom Howard, Director of Human Resources, gave the Board a report on highly qualified teachers. Our District is 100% highly qualified.

Facilities and Maintenance Report

Randy Leach, Director of Facilities and Maintenance, presented the Board with the annual update for Facilities and Maintenance.

Transportation Report

Terry Slemmons, Director of Transportation, presented the Board with the annual update for Transportation.

Action on Items Discussed in Closed Session

- **Staff Appointments**
  None

- **Consider purchase, exchange, lease or value of real property**
  None

Adjournment

There being no further business, the meeting was adjourned at 7:10 p.m.

_____ _____

Micky Shearon, President Nancy Alana, Board Secretary

GRANBURY ISD
Helping Students Reach New Heights

SCHOOL CALENDAR 2013-14

Draft

July 2013

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

August 2013

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	NH	NH	SC	SC	SC	17
18	C	SD	SD	SD	WD	24
25	26	27	28	29	30	31

5

September 2013

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

20

October 2013

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

22

November 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	WD	WD	WD	H	H	30

16

December 2013

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

15

January 2014

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

20

February 2014

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

20

March 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	H	H	H	H	H	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16

April 2014

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

20

May 2014

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

21

June 2014

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

CALENDAR KEYS

NH	New Hire Orientation
SC	Summer Conference
C	Convocation/Staff Development
SD	Staff Development
W	Work Day/Student Holiday
WD	Waiver Day/Professional Service and Student Holiday
	First & Last Day of School
H	Student/Teacher Holiday
	Bad Weather Days
	Beginning of six weeks
	End of six weeks

DATES AT A GLANCE

Aug 12-13 New Hire Orientation
Aug 14 - 16 Summer Conference
Sept 2 Labor Day
Nov 25-29 Thanksgiving Break
Dec 23 - Jan 3 Christmas Break
Mar 10-14 Spring Break
May 26 Memorial Day
May 29 Last Day of School
May 29 Graduation Day

Bad Weather Days

May 30 1st to be used
April 18 2nd to be used

Grading Periods

First Semester - 78 days
Grading Period - Aug 26 - Sep 27
Grading Period - Sep 30 - Nov 1
Grading Period - Nov 4 - Dec 20

Second Semester - 97 days
Grading Period - Jan 6 - Feb 14
Grading Period - Feb 17 - Apr 11
Grading Period - Apr 14 - May 29

www.granburyisd.org

GRANBURY ISD
Helping Students Reach New Heights

STARS Accelerated High School

SCHOOL CALENDAR 2013-14

Draft

July 2013

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

August 2013

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	NH	W	SC	SC	SC	17
18	C	SD	SD	SD	WD	24
25	26	27	28	29	30	31

T- 11 S- 5

September 2013

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

T- 20 S- 20

October 2013

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

T- 23 S- 22

November 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	WD	WD	WD	H	H	30

T- 19 S- 16

December 2013

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

T- 15 S- 15

January 2014

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

T- 20 S- 20

February 2014

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

T- 20 S- 20

March 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	H	H	H	H	H	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

T- 16 S- 16

April 2014

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

T- 20 S- 20

May 2014

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

T- 21 S- 21

June 2014

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

T- 7 S- 4

CALENDAR KEYS

NH	New Hire Orientation
SC	Summer Conference
C	Convocation/Staff Development
SD	Staff Development
W	Work Day/Student Holiday
WD	Waiver Day/Professional Service and Student Holiday
	First & Last Day of School
H	Student/Teacher Holiday
	Bad Weather Days
	Beginning of six weeks
	End of six weeks

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Aug 14 - 16 Summer Conference
Sept 2 Labor Day
Nov 25-29 Thanksgiving Break
Dec 23 - Jan 3 Christmas Break
Mar 10-14 Spring Break
May 26 Memorial Day
June 5 Last Day of School
June 5 Graduation Day

Bad Weather Days

April 28 1st to be used
April 18 2nd to be used

Semesters

First Semester - 78 days
Grading Period - Aug 26 - Sep 27
Grading Period - Sep 30 - Nov 1
Grading Period - Nov 4 - Dec 20

Second Semester - 103 days
Grading Period - Jan 6 - Feb 14
Grading Period - Feb 17 - Apr 11
Grading Period - Apr 14 - June 5

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OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**12-17-12**
Action:	**Approval**

To:	**Board of Trustees**	**From:**	**Dr. James M. Largent**
		Date:	**12-11-12**
		RE:	**Interlocal Agreement with City of Granbury – Water Wells**

SUMMARY:
We discussed this with Alva Cox at our last meeting and I believe have come to an agreement for the property rights the City is asking for on these two well sites. The District's legal counsel has reviewed.

Respectfully submitted,



Dr. James M. Largent
Superintendent

GRANBURY ISD
TECHNOLOGY DEPARTMENT

TO: Dr. James Largent, Superintendent	**FROM**: Amy Wood **DATE**: December 7, 2012 **RE**: Course Catalogs

SUMMARY:

The Granbury ISD course catalogs for grades 9-12 and grades 6-8 outline the courses available for students during the preregistration process. The catalog gives parents and students the opportunity to read a brief overview and along with the student's academic advisor, determine which courses best meet the needs of the student. The state of Texas outlines courses available in all grade levels in the Texas Essential Knowledge and Skills. Not all of these are listed in the GISD course catalog, however they may be offered at any time in order to best meet the needs of all students in GISD.

RECOMMENDATION:

It is recommended that the Granbury ISD course catalogs for grades 9-12 and grades 6-8 be approved along with all state approved courses.

Respectfully submitted,



Amy Wood
Director of Technology

Granbury ISD

2013-2014

Course Catalog

Granbury High School and Crossland Ninth Grade Center Students,

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

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

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

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

Diane Fullerton
Principal
Crossland Ninth Grade Center

Jeremy Ross
Principal
Granbury High School

INCLUDES COURSES OFFERED AT BOTH CROSSLAND NINTH GRADE CENTER AND GRANBURY HIGH SCHOOL

DISTINGUISHED ACHIEVEMENT

****Advanced Measures**
(Four Required)

Standards for Approval of Requirements

- The measures must focus on demonstrated student performance at the college or professional level.
- Student performance on advanced measures must be accessed through an external review process.

Requirements:

- A student must achieve any combination of four of the following:

Original research/project:

- Judged by a panel of professionals in the field that is the focus of the project; or
- Conducted under the direction of mentor(s) and reported to an appropriate audience; and
- Related to the required curriculum (relating to TEKS)
- May not be used for more than two of the four advanced measures

Test Data:

- A score of three or above on The College Board Advanced Placement examination;
- A score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the NMSQT. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

College Courses:

- A grade of 3.0 or higher on courses that count for college credit, including tech prep programs.

Students graduating on the Distinguished Achievement Program must meet Level III: Advanced Academic Performance (postsecondary readiness) on English III and Algebra II STAAR EOC.

Students graduating on the Recommended High School Program must meet Level II: Satisfactory Academic Performance on English III and Algebra II STAAR EOC.

SEMESTER SCHEDULE
Students in Grades 9-12

School Year: 2 Semesters

- Each semester is 3 six weeks long
- Semesters will be averaged to award a full credit if applicable.
- Students entering 9th – 11th grades in 2013 will be required to take End-of-Course Exams in the 4 core areas, including math, English, science, and social studies.
- Most courses are two semesters for 1 credit.
- Some courses are only one semester for ½ credit.

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.

SUMMER SCHOOL
Summer school classes may be available for:

- Restoration of credit for a failed course or lost credit due to lack of attendance or failure of an End of Course Exam. See your counselor concerning tuition/fee waiver availability.
- Credit acceleration may be available.

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.

If you pre-register for a dual credit class, register to take one of the TSI tests: THEA, COMPASS, ACCUPLACER, or ASSET. You must take one of the tests before you enroll in college courses ***unless you are exempt*** by your TAKS, 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.

REGISTRATION INSTRUCTIONS

Courses selected during pre-registration are considered **final**. Please choose carefully!

1. **Choose a career cluster**. The career clusters offer you a chance to guide your learning in the context of personal career interests. Pick a first and second choice from available clusters. Use your choices to help you select your core classes and electives.
2. **Update your four-year plan** using the graduation plan and career cluster you have selected.
3. **Choose the classes** necessary to complete your schedule for next year. **Choose 3 alternative classes** for each of the elective classes you selected.
4. **Carefully fill out your course selection sheet**, following the information printed on the form.
5. BE SURE TO **HAVE YOUR PARENT/GUARDIAN SIGN** YOUR COURSE SELECTION SHEET.
6. **High school students who are concurrently enrolled at Weatherford College need to see their guidance counselor for academic advising.**

The following legend is used throughout the course descriptions on the following pages.

	• **End of Course Test Required**
	• **Weighted Class – Courses with this icon carry a 5 point weight**
	• **Advanced Placement Course** • **AP Exam at End of Course for College Credit** • **6 Point Weight**
	• **Dual Credit Course** • **College Entrance Requirements Must Be Met** • **6 Point Weight**
	• **Teacher Approval Required**
	• **Outside of Class Commitment**
	• **Certification Available**
	• **2 Periods During the School Day**

ENGLISH

English 1 (0110)
1 credit - Grade 9
Prerequisites: None

This course provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. It includes a study of literature, creative writing, and introductory research skills.

English 2 (0120)
1 credit - Grade 09-10
Prerequisite: English 1

This course works to develop 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

This course provides a survey of American literature, including representative writers and their contributions to the literary heritage of the U.S. Also, integrates 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

This course 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.

Pre-Advanced Placement English 2 (0125)
1 credit - Grade 9-10
Prerequisites: English 1 and suggested reading list

This course is designed for students with a high degree of skill in reading, writing, and interpretation of literature. One of the major objectives of this course is to prepare students for the Advanced Placement English Language and Composition Examination and Advanced Placement English Literature and Composition Examination given by the College Board their junior and senior years.

Advanced Placement English 3 (0135)
1 credit - Grades 10-11
Prerequisites: English 2 or Pre-AP English 2 and Suggested Reading List

An Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions add to effectiveness in writing. After completing this course students may take the Advanced Placement English Language and Composition Examination given by College Board for possible college credit.

Advanced Placement English 4 (0145)
1 credit - Grades 11-12
Prerequisites: AP English 3 and suggested reading list

An Advanced Placement English course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. After completing this course students may take the Advanced Placement English Literature and Composition Examination given by the College Board for possible college credit.

Dual Credit English 3 (ENGL 1301/ ENGL 1302) (0137)
1 credit – Grades 10-11
Prerequisites: TSI Assessment and registration with Weatherford College

This course offers students the opportunity to earn simultaneous credit in both high school junior English and freshman college English (1301 &1302) through Weatherford College.

Dual Credit English 4 (ENGL 1301/ENGL 1302) (0147)
1 credit - Grades 11-12
Prerequisites: TSI Assessment and registration with Weatherford College

This course offers students the opportunity to earn simultaneous credit in both high school senior English and freshman college English (1301&1302) through Weatherford College.

Dual Credit Research and Technical Writing (ENGL 2311) (0150)
½ credit- Grades 11-12
Prerequisites: College English 1301 & 1302
***May count for English 4 credit**

Students will practice in workplace writing skills. Of special benefit to students planning to enter technical fields, the course involves students in writing technical reports, business correspondence, and other forms of technical writing. Students will receive 3 hours of college credit.

Dual Credit Literary Genres (ENGL 2321) (0155)
½ credit- Grades 11-12
Prerequisites: College English 1301 &1302
***May count for English 4 credit**

This single semester course includes selected significant works of British literature, including the study of movements, schools, or periods. The course may include literature of England from Anglo-Saxon times to the twentieth century. Students are provided opportunities to analyze and evaluate the progression of ideas and emphasize religious, political, and socioeconomic commentaries. Students are also encouraged students to practice critical thinking and critical analysis by reading literature and writing about literature. Students will receive three hours of college credit.

English for Speakers of Other Languages (ESOL 1, 2) (0100) (0105)
½ -1 credit – Grades 10-12
Prerequisite: Committee decision after language survey testing

The four language skills (listening, speaking, reading, and writing) are offered in a developmental sequence. The course is designed to consider cultural backgrounds of the students and to incorporate those with instruction. Only two credits may count as English graduation requirement.

ENGLISH ELECTIVES

Journalism 1 (Yearbook) - Application Only (0165)
1 credit – Grades 10-12
Prerequisites: Application Only

Students are taught to plan, organize and lay out a yearbook within a given period of time and within a budget. Units include: planning, organization, and laying out of a yearbook using computer technology within a given period of time and within a given budget; advertising; proofreading; and editing copy.

Advanced Journalism Yearbook Production 1, 2, 3 (0168, 0169, 0170)
1 credit - Grades 10-12
Prerequisites: Journalism, teacher interview, & approval

Students will work together as a staff to record the yearly history of Granbury High School. Students will learn basic layout and design elements, theme development, photography, and copy writing skills that go into producing a yearbook. Students must successfully complete an interview with the advisor in order to be considered for the yearbook staff.

Honors Advanced Journalism Yearbook Production 1, 2, 3 (0165, 0166, 0167)
1 credit - Grades 10-12
Prerequisites: Application*, Teacher interview & approval

Yearbook staff members must be creative and outgoing as they work to capture the memories of the friends and classmates for the school year. Students work as a team as photographers, writers and layout designers to complete all sections of the yearbook. Staff members will meet with students, teachers, and/or coaches to get background information and interviews. Students have both Nikon and Canon Rebel SLR digital cameras with which to take photos for the yearbook. They learn to use the latest Adobe software including Photoshop and InDesign CS5. The students gain real world work experience as they work to design, proof and edit their layouts in order to meet strict deadlines for the publishing plant in Dallas.
Students interested in becoming a staff member must return the application to the yearbook advisor no later than **Friday before Spring Break.*

Debate 1, 2, 3, 4 (0175, 0176, 0177, 0180)
½-1 credit - Grades 9-12
Prerequisite: Instructor approval

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

Debate 2, 3 and 4 (Honors) (0178, 0179, 0181)
½ -1 credit - Grades 11-12
Prerequisites: Instructor approval, Debate 1, previous successful performance in debate activities

Provides students with the advanced instruction in debate and competition. Students must complete additional requirements to achieve honors credit including peer coaching, tournament attendance, and competition in a minimum of three tournaments per semester or equivalent activity, critical evaluation of debate rounds, writing and sharing evidence briefs for the team, attendance of regular practice sessions before or after school, and participation in any local invitational meets or activities sponsored by the Granbury High School Forensics Team. Students will also be required to earn a minimum number of points toward NFL distinction per semester on a graded scale.

Oral Interpretation I (0190)
1 credit – Grades 9-12
Prerequisites: None

Students will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

Creative and Imaginative Writing (0193)
1 credit – Grades 11-12
Prerequisites: None

Students are expected to apply the skills taught in class to their own writing in such forms as essays, short stories, poetry, and drama. Students will demonstrate an understanding of the recursive nature of the writing process, improving each draft based on the feedback from previous drafts. They will analyze and discuss published pieces of writing and the writing of peers, as well as set their own goals as writers.

Humanities (0157)
1 credit – Grades 11-12
Prerequisites: None

This course includes the study of major historical and cultural movements and their relationship to cultural artifacts of our society, literature, film, television, etc. Students will examine both the time and society the films represent by investigating the cultural and historical context of the American Cinema from the period of its inception (1885) to the present. Daily attendance, participation in classroom discussions and presentations are a necessity.

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 10-12
Prerequisite: Algebra 1



Concepts of space geometry are integrated with plane geometry. Algebraic skills are reviewed and strengthened through applications in problem solving. This course includes theory and application, formal and informal proofs, trigonometry, constructions and logic, coordinate geometry, and transformations.

Pre-Advanced Placement Geometry (0225)
1 credit – Grades 9-10
Prerequisite: Algebra 1



This course is designed for the advanced, academically bright math student who meets the placement criteria listed for honors courses. Some additional material will be covered in this course that is not covered in regular geometry. Emphasis will be placed on independent study and research, and higher level thinking skills.

Algebra 2 (0230)
1 credit – Grades 10-12
Prerequisite: Algebra 1



Extends and continues Algebra 1. Some new topics will be covered such as complex numbers, conic sections, higher order equations, exponential and logarithmic functions, matrices, and probability and statistics. Emphasis is placed on problem solving skills.

Pre-Advanced Placement Algebra 2 (0235)
1 credit - Grades 10-11
Prerequisites: Algebra 1



This course is designed for students who have displayed a high degree of understanding in previous Algebra and Geometry classes. All the topics included in regular Algebra 2, as well as more difficult problems and more independent research, will be added to the course. Emphasis is placed on skills to begin preparing students for the Advanced Placement Calculus curriculum.

Precalculus (0245)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2

This course is designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are: functions and their graphs, trigonometric functions, applications of trigonometry, trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series, and introduction to limits.

Pre-Advanced Placement Precalculus (0240)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2



This course is designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are: functions and their graphs, trigonometric functions, applications of trigonometry, trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series, and introduction to limits. Emphasis is placed on advanced skills in math as preparation for the Advanced Placement Calculus course.

Advanced Placement Calculus AB (0255)
1 credit - Grade 12
Prerequisites: Algebra 2 or Precalculus

AP 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 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.

Advanced Quantitative Reasoning (AQR) (0280)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2
***4TH MATH OPTION**

Advanced Quantitative Reasoning (AQR) is a mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

Engineering Mathematics (9780)
1 credit – Grades 11-12
Prerequisite: For PLTW Students Only
***4TH MATH OPTION**

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.

AP Statistics (0270)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. This course is equivalent to an introductory, non-calculus based, college course in statistics.

Dual Credit Math: College Algebra (MATH 1314) (0236)
½ credit – Grades 11-12
Prerequisites: TSI assessment and registration with Weatherford College

This course is designed for the non-mathematics major and is part of the common core. It includes sets and set operations, linear equations, non-linear equations, quadratic equations, inequalities, functions and graphs, systems of equations, algebraic operations with rational and irrational numbers, complex numbers and logarithms.

Dual Credit Math: Contemporary Mathematics (MATH 1332) (0237)
½ credit – Grades 11-12
Prerequisites: TSI assessment and registration with Weatherford College

This course is part of the common core at Weatherford College. It will provide knowledge of the nature of mathematics as well as training in mathematical thinking and problem solving. All topics are motivated by real world applications and may include logic, problem solving, financial management, probability, statistics, modeling, and the mathematics of politics.

SCIENCE

Biology (0310)
1 credit - Grade 9
Prerequisites: None

Students conduct laboratory experiments in a variety of topics that include: structures and functions of cells and viruses, growth and development of organisms, cells, tissues and organs, nucleic acids and genetics, metabolism and energy transfers in living organisms, ecosystems, and plants and the environment.

Pre-Advanced Placement Biology (0315)
1 credit - *CNGC Grade 9 only*
Prerequisites: None

Students conduct laboratory experiments in a variety of topics that include: structures and functions of cells and viruses, growth and development of organisms, cells, tissues and organs, nucleic acids and genetics, metabolism and energy transfers in living organisms, ecosystems, and plants and the environment. Students will utilize skills in self-directed learning, creative, logical, and critical thinking, research, and communication by producing innovative performances and products that reflect creativity and individuality in an advanced program. Independent reading and a project are required.

Advanced Placement Biology (0325)
1 credit - Grades 11-12
Prerequisites: Biology, 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 Zoology/Botany (SR &D 3) (0328)
1 credit (4 College Credits per semester) - Grades 11-12
Prerequisites: Biology & Chemistry, TSI assessment and registration with Weatherford College
***4TH SCIENCE OPTION**

Zoology – Semester A **(BIOL 1411)**
An introduction to the physical and chemical organization of living organisms, cell structure, function, and metabolism. Students learn to understand and interpret terms and discover principles covering all aspects of living organisms. Course can count as 4th year science. Students will receive 4 hours of college credit.

Botany – Semester B **(BIOL 1413)**
An introduction to plant and animal growth, plant and animal tissues and systems, ecology, evolution and behavior. Course can count as 4th year science. Students will receive 4 hours of college credit.

Integrated Physics and Chemistry (0305)
1 credit - Grade 10
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 11-12
Prerequisites: One unit of high school science, Algebra 1

This course covers general exploratory experiences and activities in the concepts of matter, atomic structure, chemical equations, properties of solutions, acids and bases, and nuclear chemistry.

Pre-Advanced Placement Chemistry (0335)
1 credit - Grades 10-11
Prerequisites: One unit of high school science and strong foundation in Algebra I

This course follows the course description of Chemistry with a focus on advanced laboratory skills and critical thinking skills to prepare students for Advanced Placement chemistry. *Performance-based projects are required.*

Advanced Placement Chemistry (0345)
1 credit - Grades 11-12
Prerequisites: Chemistry, Algebra 2

This is a laboratory-oriented course which reinforces basic concepts of Pre-Advanced Placement Chemistry with emphasis on more independent study and the improvement of laboratory techniques. Advanced topics include thermodynamics, equilibrium, kinetics, electrochemistry, and descriptive chemistry. This course is designed for students desiring to place out of freshman college chemistry by taking the Advanced Placement examination at the end of the course.

Dual Credit Chemistry 1 (CHEM 1411) – General Chemistry I (0350)
½ credit – Grade 12
Prerequisites: TSI assessment and registration with Weatherford College

Modern basic concepts in chemistry, with special emphasis placed upon nuclear and electronic structures, kinetic theory, solutions, equations, oxidation/reduction reactions, and ionization. Includes concepts of inorganic, organic, and physical chemistry. Lab experiments include modern approaches to basic concepts and relevant instrumentation. Must successfully pass CHEM 1411 before taking CHEM 1412.

Dual Credit Chemistry 2 (CHEM 1412) – General Chemistry II (0355)
½ credit – Grade 12
Prerequisites: TSI assessment and registration with Weatherford College

Second portion of general chemistry course. Modern basic concepts in chemistry, with special emphasis placed upon nuclear and electronic structures, kinetic theory, solutions, equations, oxidation/reduction reactions, and ionization. Includes concepts of inorganic, organic, and physical chemistry. Lab experiments include modern approaches to basic concepts and relevant instrumentation. Must successfully pass CHEM 1411 before taking CHEM 1412.

Anatomy & Physiology (9470)
1 credit – Grades 11-12
Prerequisites: Biology I, Chemistry I
***4TH SCIENCE OPTION**

This course extends the 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 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.

Pre-Advanced Placement Physics (0365)
1 credit – Grade 11
Prerequisites: Two units of high school science and strong foundation in Algebra I and Geometry

Students follow curriculum of physics with increased lab requirements and projects. Special emphasis is placed on advanced skills in preparation for the Advanced Placement course. *Performance-based projects are required.*

Advanced Placement Physics B (0368)
1 credit – Grades 11-12
Prerequisites: Physics and Precalculus or AP Calculus

This course provides a systematic introduction to the fundamental principles of physics, enhanced by a laboratory component emphasizing the development of independent study skills and problem-solving abilities. Topics include Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. This course is designed for the student desiring to place out of trig-based introductory college physics by taking the Advanced Placement examination at the end of the course.

Aquatic Science (0380)
1 credit – Grades 11-12
Prerequisites: None
***4TH SCIENCE OPTION**

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

Environmental Science (0385)
1 credit – Grades 11-12
Prerequisites: None
***4TH SCIENCE OPTION**

This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems.

AP Environmental Science (0395)
1 credit – Grades 11-12
Prerequisites: None
***4TH SCIENCE OPTION**

This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy

through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems. This is an in-depth and rigorous course that covers topics requiring a high level of cognitive learning skills. It is designed to prepare students to take the AP exam. Students are expected to take the AP exam.

Advanced Animal Science (9010)
1 credit – Grades 11-12
Prerequisites: Livestock Production
***4TH SCIENCE OPTION**

Develop and investigate the scientific and technological dimensions of scientific animal agriculture, genetics and reproduction, anatomy and physiology of various livestock species, nutritional requirements, and disease and parasites of livestock through field and laboratory experiences. This class is recommended for those students with an interest in Veterinary Science.

Dual Credit Advanced Animal Science (AGRI 1419) (9020)
1 credit – Grades 11-12
Prerequisites: Livestock Production, TSI assessment and registration with Weatherford College
***4TH SCIENCE OPTION**

Develop and investigate the scientific and technological dimensions of scientific animal agriculture, genetics and reproduction, anatomy and physiology of various livestock species, nutritional requirements, and disease and parasites of livestock through field and laboratory experiences. This class is recommended for those students with an interest in Veterinary Science.

Forensics (9660)
1 credit – Grades 11-12
Prerequisite: 2 years of high school science
***4TH SCIENCE OPTION**

Have you ever watched CSI and asked "Do they really do that stuff" or think "I want to do that"? In Forensic Science you will learn that there is more to CSI than little flashlights and sunglasses. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Through case studies and simulated crime scenes, students will use scientific methods to collect and analyze evidence, such as fingerprint analysis, ballistics, blood spatter, bones, autopsies, and DNA. Students will learn the history, legal aspects, and career options for forensic science. Do you have what it takes to be a true Crime Scene Investigator?

Aviation (SR&D 2) (9820)
1 credit Grades 11-12
Prerequisite: 1 year of high school science
***4TH SCIENCE OPTION**

Students will become familiar with the process that leads to a private pilot's license. They will visit the Granbury Regional Airport, study the active structures that make an airplane function and sit in the 'pilot in command' seat pointing out the function of all instruments on the control panel. Meteorology, navigation, mechanics of aircraft, control surfaces affecting flight, and careers in aviation are among the topics studied. This course will be taught by a certified pilot. Other field trips to nearby airports may be an important part of the curriculum.

SOCIAL STUDIES

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

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

Pre-Advanced Placement World Geography Studies (0405)
1 credit – *CNGC Grade 9 only*
Prerequisites: None

Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students must utilize self-directed learning; creative, logical, and critical thinking; research and communication by producing innovative performances and products that reflect creativity and individuality in an advanced program. Independent reading required.

World History Studies (0410)
1 credit - Grades 10
Prerequisites: None

World History Studies is a course that offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present.

AP World History (0417)
1 credit – Grades 10-12
Prerequisites: None

This course presents a comprehensive history of the world, allowing students to view history in a global and integrated way. It will afford students the opportunity to gain a Distinguished Achievement measure as well as college credit by successful completion of the associated AP exam in May. Major facets of the course include the impact of interaction among major societies, relationship of change and continuity, impact of technology and demography on people and the environment, systems of social structure and gender structure, cultural and intellectual developments and interactions, and changes in functions and structures of states and in attitudes toward states and political identities, including the rise of the nation-state. This course meets the one-year world history social studies graduation requirement.

United States History Studies Since Reconstruction (0420)
1 credit – Grade 11
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 11-12
Prerequisites: World History, World Geography, completion of suggested reading

This program is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and topics in U. S. History. Students will develop the skills necessary to arrive at conclusions based on informal judgment and to present reasons and evidence clearly and persuasively in essay format. Upon completion of this course, students are expected to take the U.S. History Advanced Placement exam.

Dual Credit United States History to 1877 (HIST 1301 (0426)
½ credit – Grades 11-12
Prerequisites: TSI assessment and registration with the Weatherford College

This survey course develops the ability to organize, interpret, and evaluate several sources of information about the political, economic, and cultural history of the United States from its roots to the close of Reconstruction.

Dual Credit United States History from 1877 (HIST 1302) (0427)
½ credit – Grades 11-12
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.

Constitutional Law (0428)
½ credit – Grade 12
Prerequisite: – Instructor approval

The Constitutional Law class is an instructional program on the history and principles of American constitutional democracy. The class is based on curricular materials developed by the Center for Civic Education and acclaimed by leading educators, the We the People, the Citizen and the Constitution series. Simulated congressional hearings are built into the curriculum. The class enters a competition at the state capitol structured as a simulated hearing where their knowledge of the Constitution is tested. Offered in the fall semester only.

Advanced Placement European History (0430)
1 credit – Grades 11, 12
Prerequisites: World History, World Geography

This Advanced Placement social studies elective consists of the study of European history since 1450. It introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world of today. Students will develop the skills necessary to arrive at conclusions based on informal judgment and to present evidence clearly and persuasively in essay format.

US Government (0440)
½ credit - Grade 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 12
Prerequisites: None

This program gives students a critical perspective on government and politics in the United States. The course requires familiarity with the various institutions, groups, beliefs and ideas that make up the American political reality. Upon completion of this course, students are expected to take the Advanced Placement exam.

Dual Credit Government 1 (GOVT 2305) – Federal Government - Federal Constitution & Topics (0443)
½ credit – Grade 12
Prerequisites – TSI assessment and registration with Weatherford College

Students will study the origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

Dual Credit Government 2 (GOVT 2306) – Texas Government - Texas Constitution & Topics) (0444)
½ credit – Grade 12
Prerequisites – TSI assessment and registration with Weatherford College, DC Government 2605

Students will study the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

Economics and the Free Enterprise System (0450)
½ credit - Grade 12
Prerequisites: None

This course teaches the need to make choices in a world of limited resources and unlimited wants. It will introduce the microeconomic concepts of supply and demand, and business production, as well as the macroeconomic concepts behind fiscal and monetary policy. There is also a focus on personal financial literacy using materials approved by the State Board of Education.

Advanced Placement Macroeconomics (0455)
½ credit - Grade 12
Prerequisites: None

This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The focus is on fiscal and monetary policy, purpose, implementation and outcome. Students are expected to take the Advanced Placement exam.

AP Microeconomics (0452)
½ Credit - Grade 12
Prerequisites: None

This course presents a one-semester analysis of the elements of economic theory. This course deals with product and factor price determination in a market economy. It prepares students to perform successfully on the AP examination. This course may be used to meet either the course requirement for Economics for state graduation or elective course requirements.

Psychology (0470)
½ credit - Grades 11-12
Prerequisites: None

This survey course introduces the students to the field of psychology. It is designed to give students a basic history of psychology, theories of learning, self-awareness, the process of thinking, personality, heredity and mental health as well as a study of human growth and development.

Dual Credit Psychology (PSYC 2301) (0473)
½ credit - Grades 11-12
Prerequisites: TSI assessment and registration with Weatherford College

Presents a basic understanding of psychological terms, theories, and methodologies in the scientific discipline that studies behavior and mental processes. Cognitive abilities such as problem solving, learning, and communication; affective (emotional) states such as self-esteem, mood states, and sociability; and interpersonal relationships and gender issues are explored. Psychological principles are presented in the context of biology, such as the neuropsychological underpinning of learning and behavior, discrete brain functioning, and the significance of neurotransmitters and neurohormones. In addition, learning theory, epistemology, personality theory, personality disorders, development, psychopathology, and therapies are explored.

Sociology (0475)
½ credit - Grades 11 -12
Prerequisites: None

This course deals with the study of people and their interaction with one another. It involves learning about institutions found in all societies such as the family, community organizations, and political and social activities. Broad areas of content include mobility of people, human relationships, and factors in society that influence human personality.

OTHER LANGUAGES

Spanish 1 (0600)
1 credit - Grades 9-11
Prerequisites: None

This course teaches phonics, basic speech patterns, and sentence structure. Emphasis is on vocabulary acquisition, with exercises in reading, writing, listening, and speaking. Culture is introduced.

Spanish 2 (0605)
1 credit - Grades 9-12
Prerequisite: Spanish 1

This course teaches skills in using Spanish for everyday life situations. Emphasis is on grammar, with several past tense, present tense, and command verb forms. Subjunctive forms are introduced. Cultural studies are included.

Spanish Language for Native Speakers 2 (0606)
1 credit – Grades 10-12
Prerequisite: Spanish for Spanish Speakers

This course continues to build on a student's oral skills in Spanish to increase and expand reading and writing abilities. It develops critical thinking skills in Spanish that will be transferable to English. Students successfully completing this one credit course will be prepared for Pre-AP for Spanish Speakers 3. Students must be recommended by their teacher or counselor to participate in this course.

Pre-Advanced Placement Spanish 3 (0610)
1 credit - Grades 10-12
Prerequisites: Spanish 1, Spanish 2

This course offers advanced conversational and writing skills and literature.

Pre-Advanced Placement Spanish 3 for Native Speakers (0611)
1 credit - Grades 10-12
Prerequisites: Spanish for Spanish Speakers

This course builds on a student's oral skills in Spanish. It increases and expands a student's skills in oral, written and interpretive modes.

Advanced Placement Spanish 4 (0616)
1 credit – Grades 11-12
Prerequisite: Spanish 3

This course is an intensive study of the Spanish language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

Advanced Placement Spanish 4 for Native Speakers (0618)
1 credit – Grades 11-12
Prerequisites: Pre-Advanced Placement Spanish 3

This course is an intensive study of the Spanish language for native speakers using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

Advanced Placement Spanish 5 (0617)
1 credit – Grades 12
Prerequisite: Advanced Placement Spanish 4

The curriculum requires a close reading of literary texts in all genres in Spanish, covers critical analysis of the forms and content of literary works in Spanish, and provides for active participation in Spanish on literary topics. The course is aimed at preparation for the Advanced Placement Spanish Literature examination.

Advanced Placement Spanish 5 Literature for Native Speakers (0619)
1 credit – Grades 9-12
Prerequisite: AP Spanish 4

This course requires close reading of literary texts in all genres of Spanish. It covers critical analysis of the forms and content of literary works in Spanish and provides for active participation in Spanish on literary

topics. Students receive one credit for the course with the possibility of a second credit upon successful completion of an end-of-course exam. This course prepares students for the Advanced Placement exams in Spanish Language and Spanish Literature.

German 1 (0620)
1 credit - Grades 9-12
Prerequisites: None

German 1 develops the four language skills (reading, listening, writing and speaking). Through an integrated sequence of common language functions, the course introduces the vocabulary, grammar, and cultural background that students need to master communicative competence.

German 2 (0625)
1 credit - Grades 10-12
Prerequisite: German 1

German 2 continues development of language skills. By the end of this course the student should not only be familiar with the broad range of German speaking countries, but should also be able to communicate with native speaking Germans, using knowledge of discourse strategies and, to an even greater extent, reading and writing.

Pre-Advanced Placement German 3
(0630)
1 credit - Grades 10-12
Prerequisites: German 1, German 2

German 3 focuses on advanced conversational and writing skills.

Advanced Placement German 4
(0635)
1 credit – Grades 12
Prerequisite: German 3

German 4 is the intensive study of the German language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

French 1 (0640)
1 credit - Grades 9-11
Prerequisites: None

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

French 2 (0645)
1 credit - Grades 10-12
Prerequisite: French 1

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

Pre-Advanced Placement French 3
(0650)
1 credit - Grades 11-12
Prerequisites: French 1 and French 2

French 3 focuses on advanced conversational and writing skills.

Advanced Placement French 4
(0660)
1 credit – Grades 12
Prerequisites: French 3

French 4 is the intensive study of French language using a differentiated curriculum aimed at preparation for the Advanced Placement exam.

American Sign Language (ASL) I
(0670)
1 credit – Grades 9-12
Prerequisites: None

Students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should: understand short-signed phrases when attending and respond expressively with learned material; produce learned signs, phrases, and sentences; detect main ideas in familiar material that is signed; be able to transcribe American Sign Language (ASL) into English gloss; recognize the importance of communication and how it relates to the American deaf culture; and recognize the importance of acquiring accuracy of expression by knowing the components of ASL, including grammar.

American Sign Language (ASL) II
(0675)
1 credit – Grades 11-12
Prerequisite: ASL I

Students further their knowledge and practice in the areas of communication, culture, connections, comparisons, and communities during this second year of ASL as listed in ASL I.

American Sign Language (ASL) III
(0680)
1 credit – Grades 11-12
Prerequisites: ASL I and II

Students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should: participate in simple face-to-face communication; create statements and questions to communicate independently when signing; understand main ideas and some details of signed material on familiar topics; understand simple signed statements and questions and transcribe these into written English; meet limited practical and social communication needs; use knowledge of the culture in the development of communication skills; use knowledge of the components of American Sign Language (ASL), including grammar, to increase accuracy of expression; and cope successfully in straightforward social and survival situations.

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.

Professional Communication (9850)
½ credit – Grades 9-12
Prerequisites: None

Professional Communications offers students a required speech credit while blending written, oral, and graphic communication. Students will be provided a strong academic foundation in professional oral and written communication while integrating computer and technology applications. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet

research. Professional Communications within careers and the workplace will be included in this curriculum

Dual Credit Public Speaking (SPCH 1315)(0192)
½ credit – Grade 11 - 12
Prerequisites: TSI assessment and registration with Weatherford College

This course offers research, composition, organization, delivery, and analysis of speeches for various purposes and occasions.

FINE ARTS - THEATRE

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 11-12
Prerequisites: Theatre Arts 2, teacher approval

This course includes detailed study of theatrical styles, script and character analysis, playwriting, directing, and emphasizes career opportunities available in Theatre arts. Evaluations of production styles and techniques will be made. Focus is on performance. Students will be required to audition, rehearse, and perform in a major production. Rehearsals are held during class time and after school.

Theatre Arts 4 (0753)
1 credit – Grade 12
Prerequisites: Theatre Arts 3, teacher approval

The course provides an in-depth look at all aspects of theatrical production, with an emphasis on directing, script and character analysis, and theatrical evaluation. Focus is on the production of classical and contemporary material. Students will be required to audition, rehearse, and perform in a major production. Rehearsals are held during class time and after school.

Dual Credit Introduction to Theatre (DRAM 1310) (0775)
½ Credit – Grades 11-12
Prerequisites: Level 1 theatre course, instructor approval, and TSI assessment and registration with Weatherford College

This course provides a survey of all phases of theatre including its history, dramatic works, stage techniques, production procedures, and relation to the fine arts. Students will receive three hours of college credit.

Theatre Production 1,2,3,4 (0760) (0761) (0762) (0763)
1 credit – Grades 10-12
Prerequisites: Director's approval and audition for placement

Students will produce a major production for public performance and competition. Rehearsals are held during class time and after school. Students must audition and must participate in the UIL One-Act Play competition.

Technical Theatre 1 (0770)
1 credit – Grades 10-12
Prerequisites: None

Students will gain hands-on experience in technical theatre including: building scenery and props, costumes, makeup, lighting, rigging, and theatre safety. Students will build sets for major productions during class.

Technical Theatre 2, 3 (0771) (0772)
1 credit – Grades 10-12
Prerequisite: Technical Theatre 1, teacher approval

Students will gain hands-on experience in technical theatre including: building scenery and props, costumes, makeup, lighting, rigging, and theatre safety. Students will build sets for major productions during class.

FINE ARTS - CHOIR

Choir 1 (0720)
1 credit – Grades 9-12
Prerequisite: Auditioned by instructor

Choir 1 provides music instruction in the care and development of the voice and the production and control of tone. Students are prepared for advancement into concert, a cappella, or chamber chorus. Attendance at all performances is required.

Choir 2, 3, 4 (Concert) (0721) (0722) (0723)
1 credit - Grades 9-12
Prerequisites: Auditioned by instructor,
Choir 2, 3, and 4 are taken in sequence

Choir courses offer instruction for those students who wish to improve their vocal skills and techniques for participation in a cappella and chamber chorus. This course will enrich the student's aesthetic experience by deepening music knowledge base.

Choir 2, 3, 4 (JV/Varsity Chamber Choir) (0726) (0727)
1 credit – Grades 10-12
Prerequisites: Choir 1 or commensurate skills, teacher recommendation based on audition, sight reading skills test, concurrent membership in the most advanced choir in the school . Choir 3 and 4 are taken in sequence.

These courses provided students with advanced vocal training and performance. The students are required to have a juried recital, participate in TMEA, and UIL, attend all concerts and write critiques, write papers on assigned composers, and perform in all choral concerts. With instructor approval, honors credit will be given to students who meet additional requirements

Advanced Placement Music Theory (0724)
1 credit – Grades 11-12
Prerequisites: Choir 1 and 2 or commensurate skills, teacher recommendation, concurrent membership in the most advanced choir in the school music department, contract with choir teacher for advanced curriculum.

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

FINE ARTS – ART

Art 1 (0730)
1 credit - Grades 9-12
Prerequisites: None

Art 1 provides basic art instruction to emphasize the fundamentals of art and to develop skills in art. It offers opportunities to illustrate ideas for artwork from direct observation, experiences and imagination using art element and principles. It includes effective use of art media and tools in design, drawing, printmaking, printing, and sculpture. It also includes culture heritage and opportunities to use critical evaluation through art. Students will explore art careers and vocational opportunities in art.

Art 2 Drawing (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 10-12
Prerequisite: Art 1

This course provides basic art instruction to emphasize the fundamentals of design and to develop skills in various media and techniques that apply to the principles of design. Emphasis will be upon creating a portfolio focused on design schemes. Careers in fashion, advertising, interior, and exterior design will be explored.

Art 2 Ceramics (0734)
1 credit - Grades 10-12
Prerequisite: Art 1

Ceramics introduces students to basic materials and processes in ceramic construction. Students are introduced to hand-built and thrown ceramic techniques. Students create original designs by incorporating the elements and principles of art into their personal ceramic projects. History and careers will be explored.

Art 2 Sculpture (0735)
1 credit – Grades 10-12
Prerequisites: Art 1

Art 2 Sculpture introduces students to basic materials and processes in the three-dimensional art form of sculpture. Students create original designs by incorporating the elements and principles of art into their personal three-dimensional sculptures. History and careers will be explored.

Art 3 Advanced Print Design (0733)
1 credit - Grades 11-12
Prerequisites: Art 1 and Art 2 Design; Instructor approval

This course provides advanced instruction in the principles of design and development of media and techniques used in commercial art. Emphasis will be upon creating a portfolio focused on design schemes. Careers in illustration, advertising, interior, and exterior design will be explored.

Pre-Advanced Placement Art 3 Portfolio (0737)
1 credit – Grades 11-12
Prerequisites: Art 1 & 2; Instructor approval

Art 3 Portfolio provides students an opportunity to start preparing a portfolio while working in and out of the classroom. Students will prepare the breadth portion of the AP portfolio. This work will be the first part of the AP portfolio to be evaluated by the College Board. The remainder of the work will be completed during the AP Drawing course. This is also an upper level course available to students who want to stay involved in art without progressing to the AP level.

Advanced Placement Art 3 Drawing (0739)
1 credit - Grades 11-12
Prerequisites: Art 1 and Art 2; Instructor recommendation

AP Art 3 Drawing provides an opportunity for students to prepare a drawing portfolio while working both in and out of the classroom. Students experiment with a variety of media and their works are judged on the quality, concentration and breadth of presentation. This course is equivalent to freshman college-level courses in General Art, and students take the Advanced Placement examination.

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

This course has a focus on art in black and white photography. It includes basic skills and techniques associated with the operation of the camera and development of prints in the darkroom. Composition plays a very important role, hence the recommendation of drawing or design as a *Prerequisite.* (Personal digital camera recommended.)

Advanced Placement Art 4 Two-Dimensional Design Portfolio (0741)
1 credit – Grades 11-12
Prerequisites: Art 1, Art 2, portfolio exam, Instructor recommendation

This course provides students an opportunity to prepare a portfolio while working in and out of classroom. Students work on the quality, concentration, and breadth of presentation. This course is equivalent to freshman college level courses in general art and fundamental design. Students are encouraged to submit their advanced placement portfolio to the College Board for evaluation.

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

Bloom where you are planted! Start your semester with homecoming mum designs and learn how to make a profit with your talents. Discover art within natural elements and use your talent to create beautiful floral arrangements. This class teaches a variety of floral skills and horticulture development while applying artistic design. Students will have the opportunity to earn a floral certification. **Texas State Floral Certification may be offered.**

FINE ARTS - DANCE

Dance 1, 2, 3, and 4 (Drill Team-Stowaways Years 2-5) (0780, 0785, 0790, 0795)
1 credit - Grades 9-12
Prerequisites: Audition for placement; courses are taken in sequence.

The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

FINE ARTS - BAND

Marching Band/Instrumental Ensemble 1, 2, 3, 4 (0700, 0701, 0702, 0703)
1 credit (Fine Arts or PE) - Grades 9-12
Prerequisites: Audition for placement

Encourages music education and appreciation through participation in the Marching Band, Wind Ensemble, Symphonic Band, solos, ensembles, and All Region Band. Junior and senior band students may receive honors credit if accepted into the course of study. Qualities of social, mental and moral discipline are necessary for a successful band program. Assignment to Marching Band, Wind Ensemble, Symphonic Band, and Percussion (0706) is based on performance.

Band 2, 3, 4 (Honors) (0707, 0704, 0705)
1 credit – Grades 10-12
Prerequisites: Audition and instructor approval; Band 1

Provides students with advanced instruction in musical training and performance. Students must complete additional course requirements in order to receive honors credit.

FITNESS AND WELLNESS

Health (0500)
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.

Foundations of Personal Fitness (0835)
½ 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 10-12
Prerequisites: None

Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. A major expectation of this course is for the student to design a personal fitness program using aerobic activities as a foundation.

P.E. – Yoga (8940)
1 credit – Grades 10-12
Prerequisites: None

This course provides students with instruction in the basics of Yoga. While meeting all of the P.E. TEKS, students learn current practices in this motivating area of fitness and exercise.

Adventure/Outdoor Education (8945)
1 credit – Grades 9-12
Prerequisites: None

Students enrolled in adventure outdoor education develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Students will develop competency in two or more outdoor education activities. Activities may include backpacking, camping, hiking, and water sports/safety.

Athletic Training (8850, 8860, 8875, 8885, 8890)
1 credit – Grades 9-12
Prerequisites: Trainer approval, student interview, application review

The course will introduce a broad discipline of sports medicine. The student will learn and participate in prevention, care, first-aid, and rehabilitation of sports injuries, be responsible for performing direct training-room duties daily, and provide training coverage of assigned athletic events, both home and away. The student will work with and under the supervision of a licensed athletic trainer to achieve the academic course work requirements.

Drill Team (Stowaways Year 1) (8795)
1 credit - Grades 9-12
Prerequisite: Audition for placement

The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

Cheer (8750, 8760, 8775, 8785, 8790)
1 credit – Grades 9-12
Prerequisite: Tryouts required

MCJROTC

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.

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

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

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

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

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

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

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

This course is the culmination of a cadet's Leadership Education studies. Cadets are expected to keep up with and be able to discuss current events. Social and cultural topics such as equal opportunity and sexual harassment are studied, and a research paper is required on a subject approved by the instructor. Cadets create a personal resume for future use after high school.

CAREER AND TECHNOLOGY EDUCATION

AGRICULTURE, FOOD & NATURAL RESOURCES

Principles of Agriculture, Food & Natural Res. (9000)
1 credit – Grades 09-12
Prerequisites: None

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

Livestock Production (9005)
1 credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food & Natural Resources

Got stock show? This course teaches basic animal care including immunizations, feeding schedules and animal showmanship. This one year course builds the foundation for Veterinary Medicine and strengthens large animal care skills. Large animal anatomy and physiology, genetics, reproduction and livestock disease are a part of the curriculum.

Veterinary Medical Applications (9015)
1 credit – Grades 11-12
Prerequisites: Livestock Production
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: Principles of Ag, Food & Natural Resources; Livestock Production
***4TH SCIENCE CREDIT 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.

Dual Credit Advanced Animal Science (AGRI 1419) (9020)
1 credit – Grades 11-12
Prerequisites: Livestock Production, TSI assessment and registration with Weatherford College
***4TH SCIENCE OPTION**

Develop and investigate the scientific and technological dimensions of scientific animal agriculture, genetics and reproduction, anatomy and physiology of various livestock species, nutritional requirements, and disease and parasites of livestock through field and laboratory experiences. This class is recommended for those students with an interest in Veterinary Science.

Practicum in Agriculture, Food, and Natural Resources (9025)
3 credits – Grades 12
Prerequisite: Vet Med App

This is your opportunity to have an internship at a veterinary clinic and get high school credit. Students work side-by-side with veterinary professionals and will gain direct insight into veterinary medicine. Students must intern at a clinic an average of 10 hours per week. Some clinics offer paid internships. The Veterinary Technician Certification exam preparation is the focus of this course. **Veterinary Medical Assistant Certification may be offered.**

Equine Science (9350)
½ credit – Grades 10-12
Prerequisite: Principles of Agriculture, Food and Natural Resources

Interested in raising horses or competing in rodeos? This course focuses on selection, anatomy, nutrition, and health management of horses. This course is recommended for students interested in Horse Judging Competition. Competition skills/knowledge will be practiced.

Wildlife, Fisheries & Ecology Management (9360)
½ Credit – Grades 10-12
Prerequisite: Principles of Agriculture, Food and Natural Resources

Are you an outdoor enthusiast? If you enjoy hunting, fishing, and other outdoor activities, this class will interest you. Wildlife, natural resources, fish, aqua crops, and ecology will be studied. Hunter Safety exam preparation and certification is a part of the curriculum. The Texas exam must be passed to earn the certification. **Texas Hunter Education may be offered.**

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

Bloom where you are planted! Start your semester with homecoming mum designs and learn how to make a profit with your talents. Discover art within natural elements and use your talent to create beautiful floral arrangements. This class teaches a variety of floral skills and horticulture development while applying artistic design. Students will have the opportunity to earn a floral certification. **Texas State Floral Certification may be offered.**

AG MECHANICS / WELDING

Agricultural Mechanics & Metal Tech. (9050)
1 credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food and Natural Resources, teacher approval in grades 11-12

Have you ever wanted to build a pipe fence, a trailer, deer blind or smoker? This is the first year in a series of three welding courses that will help you gain the skills to build and weld these things. This course develops an understanding of safety, tool operation, and metal working techniques. Students will be expected to use the cutting torch and MIG welders.

Agricultural Facilities Design & Fabrication (9055)
1 credit – Grades 11-12
Prerequisite: Ag Mechanics

Build a trailer, smoker or special interest project and enter your design in the Hood County Stock Show. This is the second course in a series of three welding classes. Your skills will be developed and strengthened as you fabricate a product. Students will gain academic and technical knowledge related to agricultural power systems and industry expectations.

Practicum in Agriculture and Ag Mechanics (9060)
2-3 credits – Grades 12
Prerequisites: Ag Facilities Design

This is your opportunity to have an internship as a welder and get high school credit. Students work side-by-side with welding professionals and will gain experience in welding and fabrication. Students must intern at a welding-related business an average of 10 hours per week. Some businesses offer paid internships. A major construction project for exhibition and/or competition is required.

Professional Standards in Agribusiness (9070)
1 credit – Grades 10-12
Prerequisites: Officer Election and Instructor Approval

This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. This class is intended for FFA officers and will be used to complete FFA duties and tasks associated with the agricultural program.

ARTS, A/V TECHNOLOGY & COMMUNICATION

GRAPHICS TRACK

Digital and Interactive Media (DIM) (9150)
1 credit – Grades 10-12
Prerequisites: None

Are you interested in multimedia? Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address

customer needs and industry standards. Students will learn the basics of graphics, color theory, art principles, layout and design, animation, web creation, and music editing. Students will work with software programs such as Microsoft Office, Adobe Fireworks, Adobe InDesign, and Audacity. Honors credit can be earned if necessary requirements are met.

Graphic Design and Illustration (9155)
1 credit – Grades 11-12
Prerequisites: Digital and Interactive Media (DIM) or Commercial Photography



Do you have a creative side? Are you interested in graphics? In Graphic Design and Illustration students will learn programs such as Adobe Photoshop and Illustrator to develop an understanding of the graphic design industry with a focus on fundamental elements and principles of visual art and design. Students will use their own digital photography to create numerous graphic projects. Students will create a digital portfolio that can be used for opportunities in employment or post-secondary. Professional certifications may be obtained during the course. Honors credit can be earned if necessary requirements are met. **Adobe Photoshop Certification may be offered.**

Animation and Advanced Graphic Design (9170)
1 credit – Grade 12
Prerequisites: Digital and Interactive Media; Graphic Design



Have you ever dreamed of working in an animation studio or creating graphics for video games? Students in Animation and Adv Graphic Design will integrate multiple graphic and animation programs to create individualized projects that meet industry standards. This class will prepare students for real-world opportunities in graphic design/animation. Students will be expected to explore different techniques in creating graphics. They will develop an understanding of the history and techniques of the animation industry. Students will be expected to participate in community-based problems projects. Programs such as Photoshop, Flash, Scratch , and Illustrator will be explored. Professional certifications may be obtained during the course. Honors credit can be earned if necessary requirements are met. **Adobe Flash Certification may be offered.**

Commercial Photography (9190)
1 credit - Grades 11-12
Prerequisites: DIM or Art I

Do you enjoy taking pictures and want to make money doing it someday? Commercial photography may be for you! Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. This class will take a hands-on approach to learning the skills needed to work in a photography environment. Students will develop an understanding of the commercial photography industry with a focus on creating quality photographs. This class will focus on digital photography and will include time in a computer lab, with use of Adobe Photoshop editing software.

Arts/AV Practicum Graphics (9195)
1Credit – Grades 11-12
Prerequisite: Graphic Design



This is an independent study course available to students to work in a self-paced independent production course focused on productions related to GISD as well as the Granbury Community. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships. ***Honors credit can be earned if necessary requirements are met.***
Extra hours outside of the normal class time may be required to complete projects and/or cover district activities and events at various GISD campuses.

VIDEO TRACK

Principles of Arts and AV (9200)
½ credit – Grades 9
Prerequisites: None

This is a lab-oriented course that introduces students to the fundamentals of the Video and Graphics industries.
Students use video camcorders and editing software as they learn to write, produce and edit a video production. Graphics for video and multimedia production will also be emphasized.

Audio Video Production (9205)
1 credit – Grades 10-12
Prerequisites: None

This is a hands-on class where students learn the basics of audio and video production. Students will learn camera operation, editing, directing, reporting, producing, writing and newsgathering while creating a variety of video projects that will air on GHS news. The class utilizes various video cameras, microphones, mixers and lighting equipment, along with Adobe's Premiere Pro CS4 editing software. Students in this class will be responsible for GHS video announcements.

Advanced Audio Video Production (9210)
2 credits – Grades 11-12
Prerequisite: Audio Video Production



This course refines the audio/video production skills to prepare the student for post-secondary education or entry-level employment in the media industry. Students will be responsible for the production of several district programs covering many activities and events at all campuses. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships. The class utilizes a variety of video cameras, microphones, mixers, and lights, along with Adobe's Premiere Pro editing suite. ***Honors credit can be earned if necessary requirements are met.*** **Extra hours outside of the normal class time may be required to complete projects and/or cover district activities and events at various GISD campuses.**
Adobe Premier Pro Certification may be offered.

Practicum In AV Video (9215)
2-3 credits – Grade 12
Prerequisite: Advanced AV Production



This is an independent study course available to students who have completed Advanced Audio/Video Production. The class is a self-paced independent production course focused on productions related to the GISD as well as the Granbury Community. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships. *Honors credit can be earned if necessary requirements are met.* ***Honors credit can be earned if necessary requirements are met.*** **Extra hours outside of the normal class time will be required to complete projects and/or cover district activities and events at various GISD campuses.*

BUSINESS, MANAGEMENT & ADMINISTRATION

Money and Market Strategies (9505)
½ credit – Grades 09-12
Prerequisites: None
Partners with Entrepreneurship

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.

Entrepreneurship (9265)
½ - 1 credit – Grades 09-12
Prerequisites: None
Partners with Money and Market Strategies

Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process 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. In addition, students understand the capital required, the return on investment desired, and the potential for profit.

Global Business (9260)
½ credit – Grades 10-12
Prerequisites: None
Partners with Banking and Financial Services

Ever dream of international travel or living in another country? Global business will teach you the ways of the world and how the international market interacts together. Students will study a variety of cultures and how their business laws and traditions impact global decisions. Social, ethical, technical and international workplace skills will be developed.

Banking and Financial Services (9400)
½ credit – Grades 11-12
Prerequisites: None
Partners with Global Business

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. Town and Country Bank representatives teach Financial Literacy and a six-bank-approved curriculum offers the student the opportunity to learn money handling and a locally approved teller certification.

Business Information Management (9250)
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.

Career Prep I (9420)
3 credits – Grades 11-12
Prerequisites: None



Are you concerned about losing your job because of the economic down-turn? Career Preparation can help! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include business ethics and etiquette, methods of working with difficult people, personal finances and income tax filing. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week. ***Zero period section available.***

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



Do you know how to turn your job into a career? Career Preparation II will show you how to become a valuable asset to any business! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include workplace safety, legal responsibilities, and academic and technical skills for future education and employment. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week. ***Zero period section available.***

EDUCATION & TRAINING

HS+T^3 (Human Services + Teens, Teams and Transitions) (9305)
½ credit – Grade 09
Prerequisites: None

You can expect this course to be one of your favorite classes. Why? Because it is all about you, your struggles, your relationships and the decisions you are faced with daily. Because of the changing relationships and lifestyle trends within our society, there is an increasing need for developing healthy, stable, critical thinkers through personal and family life studies. This course is designed to help you acquire academic knowledge necessary for high school and the understanding necessary for critical thinking and healthy decision-making.

Child Development (9560)
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)
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.

Instructional Practices in Education and Training (Ready, Set, Teach) (9325)
1 credit – Grades 11-12
Prerequisite: Child Development and Interpersonal Studies



This is a combination classroom and field-based internship in an elementary school. This class prepares students with background knowledge of child and adolescent development as well as the principles of effective teaching and training practices. Students will work under the joint direction and supervision of the classroom teacher as well as the partnering elementary teacher. Students will learn lesson plan development, instructional strategies and other responsibilities related to education. ***This is a 1st period course only and will require transportation to an elementary campus.***

Human Growth and Development (9330)
1 credit – Grades 11-12
Prerequisite: Child Development and Interpersonal Studies

This class is intended to be taken concurrently with Instructional Practices in Education and Training. (Can be taken senior year with appropriate academic advising.) The course covers introductory development psychology and human development. The course studies human development across the lifespan including cognitive, physical, emotional and social development milestones.

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



Education students have the opportunity to shadow an elementary teacher in a pre-student teaching role. This is the capstone course for Educating and Training and places a high school student in an elementary classroom to learn all aspects of teaching from a veteran teacher. Students are required to volunteer in an elementary classroom 10 hours per week. ***This is a 0/1st period course only and will require transportation to an elementary campus.***

FINANCE

Accounting I (9405)
1 credit – Grades 10-12
Prerequisites: None

The FBI wants you.....all Accounting majors. One of the leading government agencies has an "ALL-CALL" out for accounting majors to fill their positions involving "white-collar" crime. If this interests you, then YOU need to register for Accounting 1 next year. This course also affords you the opportunity to try out for the three-time **UIL State Winning Accounting Team** at Granbury High School. Our Accounting Team is held in very high esteem throughout the state. Accounting is known as the "language of business"....learn how financial records are a part of everyone's life and everything in the business world revolves around ACCOUNTING. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information.

Accounting II (9410)
1 credit – Grades 11-12
Prerequisite: Accounting I

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.

HEALTH SCIENCE

Medical Terminology (9455)
½ credit – Grades 10-12
Prerequisites: None

This course is designed to introduce students to the structure of medical terms, including prefixes, suffices, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. This course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. The student is expected to demonstrate communication skills using the terminology applicable to the health science industry.

Principles of Health Science (9450)
½ credit – Grades 10-12
Prerequisite: Medical Terminology

Medical Terminology (Fall) and Principles of Health Science (Spring) are the first year in a series of three years of health science courses. These courses provide a foundation in health science careers. Principles of Health Science includes an overview of anatomy and physiology, diseases, disorders, health and wellness, diagnostics and biotechnology systems of the health care industry.

Health Science Clinical Rotations (9460)
2 credits – Grades 10-12
Prerequisite: Principles of Health Science and Medical Terminology



This course is designed to provide for the development of advanced knowledge and health care skills related to a wide variety of health careers. This course includes learning patient care skills such as first aid, vital signs, CPR/AED, range of motion, and activities of daily living, as well as the subjects of safety, team building, problem-solving, and ethical and legal responsibilities. Students will have hands-on experience in clinical settings, including various patient care departments within the hospital and other health care facilities.

Practicum in Health Science (Pharmacy Tech Certification) (9465)
2 credits – Grade12
Prerequisites: Medical Terminology; Principles of Health Science; Health Science Clinical Rotations



The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Practicum experiences also include completion of a Pharmacy Technician course, preparing the student for the Pharmacy Technician certification exam.

Practicum in Health Science (EMT Certification) (9466)
2 Credits – Grade 12
Prerequisites: Medical Terminology; Principles of Health Science; Health Science Clinical Rotations



The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Students interested in pursuing an EMT certification will have the opportunity to complete a portion of the foundational coursework from the Weatherford College EMT program and be prepared for rotations with an EMS Department. Students must apply to the Weatherford College program upon graduation and be accepted in order to complete the EMT program.

Anatomy & Physiology*(9470)
1 credit – Grades 11-12
Prerequisites: Biology I and Chemistry I
4TH SCIENCE OPTION



This course extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis. Principles of physiology will be applied to human health and well-being.

HOSPITALITY & TOURISM

Principles of Hospitality and Tourism (9500)
½ credit – Grades 10-12
Prerequisites: None
Partners with Travel & Tourism Management

The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

Travel and Tourism Management (9520)
½ credit – Grades 10-12
Prerequisites :None
Partners with Principles of Hospitality and Tourism

Students will continue the study of hospitality and tourism with a management focus. Students will research travel and tourism throughout the world and will compare/contrast lodging styles, travel options, entertainment choices, and learn how to create a full travel package , including an itinerary and budget. If you enjoy travel and dreaming of vacations, this class is for you.

Lifetime Nutrition and Wellness (9508)
½ credit – Grades 11-12
Prerequisites: None
Partners with Restaurant Management

Do you like to cook, try new recipes or plan healthy meals? This class concentrates on nutrition, food choices, and food management skills for individuals and families. This course teaches basic cooking skills, reading a recipe, along with making nutritional and healthy food choices. Students are encouraged to participate in extended learning experiences such as FCCLA and other extracurricular opportunities. ***This course is only offered in the fall semester.***

Restaurant Management (9510)
½ credit – Grades 11-12
Prerequisites: Lifetime Nutrition and Wellness
Partners with Lifetime Nutrition and Wellness

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students will learn about a variety of career opportunities related to the food service industry. Students are encouraged to participate in extended learning experiences such as FCCLA and other extracurricular opportunities**. *This course is only offered in the spring semester.***

Culinary Arts I (9515)
1 credit – Grades 11-12
Prerequisites: Lifetime Nutrition and Wellness AND Restaurant Management

This is an introductory course into the professional world of food production. The student will have the opportunity to explore many facets of the food service industry. Food preparation will be the focus of this course as well as the opportunity to cater a variety of school-related events.

INFORMATION TECHNOLOGY

Web Technologies (9605)
½ credit – Grades 10-12
Prerequisites: None
Partners with Virtual Business

Want to build a website and learn to enhance a personal blog site? Website construction and maintenance are tools that will be learned in this class. As a computer-based class, students have daily hands-on activities and projects to build HTML, XHTML and CSS skills/knowledge. Adobe Dreamweaver, Flash, Fireworks, and Photoshop foundations are learned. ***This course is only offered in the fall Semester.***

Virtual Business (9610)
½ Credit – Grades 10-12
Prerequisites: Web Technologies

Build your own website from beginning to end. After learning the foundations of website construction in Web Technologies, you will be able to implement learned skills and publish your own website. Building a "virtual" or online business will be one of several applicable projects that will be covered. True business skills necessary for success in today's modern society will strengthen your resume. **Adobe Dreamweaver Certification may be offered.** ***This course is only offered in the spring Semester.***

Computer Programming and Video Game Design
1 credit – Grades 10-12
Prerequisites: None

This is a beginning computer programming class which will provide foundational skills in C++ and Java languages. Students will acquire knowledge of structured programming techniques and concept appropriate to developing executable programs and creating appropriate documentation. Fundamental video game design concepts will be studied. Weatherford College Technical Credit can be earned.

Computer Maintenance (9635)
1 credit – Grades 10-12
Prerequisites: None

This course is designed to provide students with the necessary skills to diagnose and repair computers and peripherals in a networked environment. The student will study the current software and hardware environment at Granbury High School. Students will learn to diagnose and repair the common problems associated with personal computers and any large area network. This course will provide technological real world employability skills in a fast paced, demanding industry and also to provide qualified student technicians to the area and community.

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Principles of Law, Public Safety, Corrections, and Security (9645)
1 credit – Grades 10-12
Prerequisites: None

Do you like to watch Cops, The First 24, or CSI television series? If you are interested in learning more about the law, then these courses in Law/Public safety are for you. This class introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections.

Law Enforcement I (9650)
1 credit – Grade 11-12
Prerequisite: Principles of Law, Public Safety, Corrections, and Security

Law Enforcement 1 is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. Students participate in mock trials and have the opportunity to visit local court systems.

Law Enforcement II (9655)
1 credit – Grade 12
Prerequisite: Law Enforcement I

Law Enforcement II includes knowledge of and preparation for postsecondary education and training or employment in the law enforcement field in the areas of forensic science, communications, law enforcement and investigations. The rules, regulations, laws and techniques that assist the law enforcement professional are applied through a variety of case studies and research analysis.

Forensics (9660)
1 credit – Grades 11-12
Prerequisite: 2 years of high school science
***4TH SCIENCE OPTION**

Have you ever watched CSI and asked "Do they really do that stuff" or think "I want to do that"? In Forensic Science you will learn that there is more to CSI than little flashlights and sunglasses. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Through case studies and simulated crime scenes, students will use scientific methods to collect and analyze evidence, such as fingerprint analysis, ballistics, blood spatter, bones, autopsies, and DNA. Students will learn the history, legal aspects, and career options for forensic science. Do you have what it takes to be a true Crime Scene Investigator?

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

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 09-12
Prerequisites: None



Introduction to Engineering Design™ is the first of 5 Pre-Engineering courses that will give students a hands-on problem solving approach to the math and science concepts encountered in the Engineering fields. Students will use design development processes while enriching problem solving skills; students create and analyze models using specialized computer software. The Computer Aided Design component of the course will be taught primarily using Autodesk Inventor. ***Dual credit can be earned.***

Principles of Engineering (POE) (9755)
1 credit – Grades 10-12
Prerequisite: Intro to Engineering Design (IED)



Principles of Engineering (POE) exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study as well as other high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity, project, and problem based learning. Used in combination with a teaming approach, POE challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. ***Dual credit can be earned.***

Civil Engineering and Architecture (CEA) (9785)
1 credit – Grades 11-12
Prerequisite: Principles of Engineering (POE)



Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is designed for 11th or 12th grade students. ***Dual credit can be earned.***

Engineering Design and Development (EDD) (9775)
1 credit – Grades 11-12
Prerequisite: Civil Engineering and Architecture



In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. During this course some students may even apply for patents. It is a research intensive course, and students actually build and test prototypes. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.

Engineering Mathematics (9780)
1 credit – Grades 11-12
Prerequisites: For PLTW Students Only
*** 4TH MATH OPTION**



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.

TRANSPORTATION, DISTRIBUTION & LOGISTICS

Principles of Transportation, Distribution, and Logistics (9800)
1 credit – Grades 10-12
Prerequisites: None

Do you like to work with your hands and figure out how things work? The Auto Tech series of courses allows students to troubleshoot and learn how mechanical systems work together. This first year course introduces students to the business and industry of transportation careers. Students will learn to understand the interaction between various vehicle systems and will practice safe shop practices. Foundational logistics and distribution services will be studied as students study a global plan of moving goods and services.

Collision Repair & Refinishing (9810)
1 credit – Grades 11-12
Prerequisites: Energy, Power & Transportation

Ever had a ding in the bumper or a small dent to repair? Collision and Repairs teaches the foundations of auto metal repair and reconditioning, auto rebuilding and auto refinishing, estimating costs of auto body repairs, and developing proper techniques for the applications of oxyfuel welding, cutting, brazing, soldering, and electric welding processes.

Automotive Technology (9805)
1 credit – Grades 11-12
Prerequisites: Energy, Power & Transportation Systems

Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems including oil changes, tire rotation, tire repair and brake systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

Advanced Automotive Technology (9815)
2 credits – Grades 12
Prerequisites: Automotive Technology

Automotive services include advanced knowledge of the function of the major automotive systems and principles of diagnosing and servicing these systems. Students will have the opportunity to learn how to diagnose auto systems and learn basic air conditioning system functions. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices in a pre-employment laboratory.

Collision Repair & Refinishing (9810)
1 credit – Grades 11-12
Prerequisites: Energy, Power & Transportation

Ever had a ding in the bumper or a small dent to repair? Collision and Repairs teaches the foundations of auto metal repair and reconditioning, auto rebuilding and auto refinishing, estimating costs of auto body repairs, and developing proper techniques for the applications of oxyfuel welding, cutting, brazing, soldering, and electric welding processes.

Aviation (SR&D 2) (9820)
1 credit Grades 11-12
Prerequisite: 1 year of high school science
***4TH SCIENCE OPTION**

Students will become familiar with the process that leads to a private pilot's license. They will visit the Granbury Regional Airport, study the active structures that make an airplane function and sit in the 'pilot in command' seat pointing out the function of all instruments on the control panel. Meteorology, navigation, mechanics of aircraft, control surfaces affecting flight, and careers in aviation are among the topics studied. This course will be taught by a certified pilot. Other field trips to nearby airports may be an important part of the curriculum.

Logistics, Planning and Management Systems
1 credit – Grade 12
Prerequisites: None

This one year course offers the student the ability to earn a Certified Logistics technician (CLT) certification through the MSSC program. (Manufacturing Skill Standards Council) This course will provide intermediate coursework and study in the logistics and distribution field. The study of the movement of goods and services will provide the student with entry-level skill and certification necessary to begin working in the distribution field at age 18**. Certified Logistics Technician certification may be offered.**

TECHNOLOGY APPLICATIONS

Fundamentals of Computer Science
Grades 9-12
Prerequisites: Technology Applications

This course is for students just beginning the study of computer science. Students will learn about the computing tools that are used every day. This course will foster student's creativity and innovation through opportunities to design, implement and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Computer Science 1
Grades 9-12
Prerequisites: Algebra 1

This course will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individual and groups in solving problems, students will select the technology appropriate to the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn and practice digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Digital Forensics
Grades 9-12
Prerequisites: Technology Applications

This course will foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will solve problems as they study the application of science to the law. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Game Programming and Design
Grades 9-12
Prerequisites: Algebra 1

This course will foster students' creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification

of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming knowledge and skills that support the work of individual and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Mobile Application Development
Grades 9-12
Prerequisites: Algebra 1 and Technology Applications

This course will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate with one another, their instructor, and various electronic communities to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. By using software design knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate to the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Digital Design and Media Production
Grades 9-12
Prerequisites: Technology Applications

This course will allow students to demonstrate creative thinking, develop innovate strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

SPECIAL EDUCATION COURSES

Special education courses will be offered in order to meet the individual educational plan for each student.

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.

TAKS AND EOC PREPARATION

Students needing additional help preparing for TAKS or EOC exams will be provided opportunities to meet individual testing needs.

OTHER ELECTIVES

Academic Decathlon (0805NC)
No credit – Grades 10-12

Students have the opportunity to study ten subjects in the areas of math, language, literature, science, music, social studies, art, and super quiz. Students will use critical thinking skills to locate, organize, analyze, and use data collected from a variety of sources and subjects. Communication skills are essential as there are events in speech and interview. Decision-making is an important element in this course. Written skills are tested in an essay. Extensive reading is required.

UIL (UIL)
No credit – Grades 10-12

Students competing in any UIL academic event are encouraged to take the UIL Prep Class for additional in-school study time for their particular event. Students are provided study materials for preparation of UIL Academic competitions and may take the class for one semester or an entire year. GO UIL ACADEMICS!!!!

Student Aide (0810)
No credit – Grades 11-12
Prerequisite: Counselor approval

A cluster course designed to introduce the basic concepts and skills needed for general office positions. Instruction and skill development are provided in keyboarding, filing, financial activities, office machines, and securing and maintaining employment. This course provides entry-level employment skills for the office or for advancement into further skill training courses.

Student Leadership
No credit (1ST Year for Credit only) – Grades 10-12
Prerequisites: Election to Student Council

This course provides students the opportunity to study, practice and develop group and individual leadership skills on campus and in the community. This course is designated for Student Council officers.

Advanced Projects
Credit to be determined
Grades 10-12

The goal of this course is for students to create research projects that reflect the professional quality of experts in the field. Student projects must be Texas TEKS-based and focus on the core content, CTE content or Fine Arts content areas. This course is designed for self-motivated Gifted and Talented and/or Advanced Academic students who want to research a topic in their area of passion. Students must select a topic for research, chose a teacher and community mentor, align their research to the Texas TEKS, document their research process, and create a professional project, and have their project evaluated by a professional panel for final credit.

What is Achieve Texas?

Welcome to Achieve Texas which is an education initiative designed to prepare students for a lifetime of success. It allows students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

Achieve Texas is designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics with *relevant* career education. When schools integrate academic and technical education, students can see the "usefulness" of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States' Career Clusters initiative (**www.careerclusters.org**) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools.

CAREER CLUSTERS

	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
	Careers in designing, planning, managing, building and maintaining the built environment.
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
	Planning, managing and providing education and training services, and related learning support services.
	Planning, services for financial and investment planning, banking, insurance, and business financial management.
	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
	Preparing individuals for employment in career pathways that relate to families and human needs.
	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
	Planning, managing, and performing marketing activities to reach organizational objectives.
	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

GRANBURY ISD
TECHNOLOGY DEPARTMENT

TO: Dr. James Largent, Superintendent	**FROM**: Amy Wood **DATE**: December 5, 2012 **RE**: Disaster Recovery

SUMMARY:

At the August board meeting, a replacement for an end-of-life tape backup was approved in the Technology Department budget. A disaster recovery solution new initiative was also approved. After further research and receiving proposals, we have decided to combine these two solutions. The combined cost is equivalent to the individual purchases, therefore the budget is sufficient to cover the purchase.

The following item has been requested for purchase.

- Disaster Recovery/Tape Backup Solution - $73,000
  - Account Codes: 199 E 53 6636 00 728 0 99 000
    199 E 53 6219 00 728 0 99 000

RECOMMENDATION:

It is recommended that the disaster recovery/backup solution purchase be made using a DIR contract.

Respectfully submitted,



Amy Wood
Director of Technology

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 17, 2012
For: Approval

TO: Dr. James Largent, Superintendent

FROM: Sharay Boynton, Finance Director
DATE: December 10, 2012
RE: Resolution Amending Authorized Representatives for TexPool

SUMMARY:

The District invests funds in the TexPool investment fund. The Authorized Representatives need to be updated to include the current Board President and new Superintendent.

RECOMMENDATION:

It is recommended that the Board adopt the attached resolution amending the authorized representatives to include Micky Shearon and Dr. Largent.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton

Date Submitted: December 10, 2012

Print Form

TEXPOOL
An Investment Service for Public Funds

RESOLUTION AMENDING AUTHORIZED REPRESENTATIVES

WHEREAS, Granbury ISD

(Participant Name & Location Number)

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

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

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

NOW THEREFORE, be it resolved as follows:

A. That the individuals, whose signatures appear in this Resolution, are Authorized Representatives of the Participant and are each hereby authorized to transmit funds for investment in TexPool / TexPool *Prime* and are each further authorized to withdraw funds from time to time, to issue letters of instruction, and to take all other actions deemed necessary or appropriate for the investment of local funds.

B. That an Authorized Representative of the Participant may be deleted by a written instrument signed by two remaining Authorized Representatives provided that the deleted Authorized Representative (1) is assigned job duties that no longer require access to the Participant's TexPool / TexPool *Prime* account or (2) is no longer employed by the Participant; and

C. That the Participant may by Amending Resolution signed by the Participant add an Authorized Representative provided the additional Authorized Representative is an officer, employee, or agent of the Participant;

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

1. Name: Sharay Boynton Title: Executive Director of Finance
Phone/Fax/Email: 817-408-4015 817-408-4033 sharay.boynton@granburyisd.org
Signature:

2. Name: James M. Largent Title: Superintendent
Phone/Fax/Email: 817-408-4007 817-408-4014 james.largent@granburyisd.org
Signature:

ORIGINAL SIGNATURE AND DOCUMENT REQUIRED TEX – REP

3. Name: Micky Shearon Title: Board President
Phone/Fax/Email: 817-279-3877 817-408-4014 micky_shearon@sbcglobal.net
Signature:

4. Name: Title:
Phone/Fax/Email:
Signature:

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

Name Sharay Boynton

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

5. Name: Emmett Whitefield Title: Staff Accountant
Phone/Fax/Email: 817-408-4015 817-408-4033 emmett.whitefield@granburyisd.org

D. That this Resolution and its authorization shall continue in full force and effect until amended or revoked by the Participant, and until TexPool Participant Services receives a copy of any such amendment or revocation. This Resolution is hereby introduced and adopted by the Participant at its regular/special meeting held on the 17th day December, 20 ___.

NAME OF PARTICIPANT: Granbury ISD

BY: _____
Signature

Micky Shearon
Printed Name

Board President
Title

ATTEST: _____
Signature

Nancy Alana
Printed Name

Board Secretary
Title

This document supersedes all prior Authorized Representative designations.

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**12-17-12**
Action:	**Approval**

To:	**Board of Trustees**	**From:**	**Dr. James M. Largent**
		Date:	**12-11-12**
		RE:	**Drug Detecting Canine**

SUMMARY:
We have finalized an agreement with the City regarding a contracted service with them for the exclusive use of a drug detecting canine for use at our schools. Chief Galvan will be at the meeting if you have questions for him.

Respectfully submitted,



Dr. James M. Largent
Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 17, 2012
For: Information

TO: Dr. James Largent, Superintendent

FROM: Sharay Boynton
DATE: December 10, 2012
RE: 10/31/12 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended October 31, 2012 for the general operating fund.

The statements for the period ended October 31, 2012 include only those transactions that occurred between the period of September 1, 2012 and October 31, 2012. Revenue collected to date equal 10.66% of the budgeted amount compared to 6.41% last year. Expenditures to date represent 16.67% of the budget compared to 15.87% last year.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton
Emmett Whitefield

Date Submitted: December 10, 2012

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED OCTOBER 31, 2012

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	48,968,892	995,070	47,973,822	2.03%
5800 STATE SOURCES	10,492,023	5,309,358	5,182,665	50.60%
5900 FEDERAL SOURCES	475,000	82,375	392,625	17.34%
TOTAL REVENUES	**59,935,915**	**6,386,803**	**53,549,112**	**10.66%**
EXPENDITURES				
6100 PAYROLL COSTS	42,400,572	7,162,219	35,238,353	16.89%
6200 PROFESSIONAL & CONTRACTED SERVICES	13,008,019	1,438,926	11,569,093	11.06%
6300 SUPPLIES/MATERIALS	2,631,078	756,955	1,874,123	28.77%
6400 OTHER OPERATING	986,372	423,614	562,758	42.95%
6500 DEBT SERVICE	0	0	0	#DIV/0!
6600 CAPITAL OUTLAY	936,696	214,167	722,529	22.86%
TOTAL EXPENDITURES	**59,962,737**	**9,995,880**	**49,966,857**	**16.67%**
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	**(26,822)**	**(3,609,078)**	**3,582,256**	

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED OCTOBER 31, 2012

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES					
5700 LOCAL					
PROPERTY TAXES	48,512,047	805,100	47,706,947	1.66%	0.62%
INVESTMENT INCOME	65,000	5,107	59,893	7.86%	7.91%
OTHER LOCAL INCOME	391,845	184,863	206,982	47.18%	36.02%
5800 STATE					
STATE FUNDING	10,492,023	5,309,358	5,182,665	50.60%	22.70%
5900 FEDERAL					
FEDERAL PROJECTS	475,000	82,375	392,625	17.34%	22.26%
TOTAL REVENUES	**59,935,915**	**6,386,803**	**53,549,112**	**10.66%**	**6.41%**
EXPENDITURES					
11 INSTRUCTION	29,385,790	5,403,187	23,982,602	18.39%	18.13%
12 INSTRUCTIONAL RESOURCES & MEDIA	803,194	172,368	630,826	21.46%	24.26%
13 CURRICULUM & STAFF DEVELOPMENT	643,879	120,090	523,789	18.65%	16.11%
21 INSTRUCTIONAL LEADERSHIP	518,737	90,396	428,341	17.43%	17.24%
23 SCHOOL LEADERSHIP	3,465,307	617,149	2,848,158	17.81%	17.67%
31 GUIDANCE/COUNSELING	2,107,532	399,258	1,708,274	18.94%	17.62%
32 SOCIAL WORK SERVICES	57,000	54,404	2,596	95.45%	95.45%
33 HEALTH SERVICES	381,623	64,722	316,901	16.96%	17.45%
34 TRANSPORTATION	2,690,624	532,091	2,158,533	19.78%	24.55%
35 FOOD SERVICE	1,224	0	1,224	0.00%	96.25%
36 CO-CURRICULAR/EXTRACURRICULAR	1,610,014	333,312	1,276,702	20.70%	20.75%
41 GENERAL ADMINISTRATION	1,810,796	352,885	1,457,911	19.49%	18.25%
51 PLANT MAINTENANCE	5,837,991	1,595,188	4,242,803	27.32%	25.61%
52 SECURITY & MONITORING SERVICES	124,273	28,367	95,906	22.83%	19.32%
53 DATA PROCESSING	904,065	225,332	678,733	24.92%	22.10%
61 COMMUNITY EDUCATION	82,444	7,133	75,311	8.65%	3.53%
71 DEBT SERVICE	0	0	0	#DIV/0!	0.00%
81 FACILITIES CONSTRUCTION & ACQUISITION	0	0	0	#DIV/0!	20.01%
91 CONTR INSTRUCTIONAL SERVICES	8,777,524	0	8,777,524	0.00%	0.00%
93 PAYMENTS TO FISCAL AGENT					
99 OTHER INTER GOV CHARGES	760,720	0	760,720	0.00%	0.00%
TOTAL EXPENDITURES	**59,962,737**	**9,995,880**	**49,966,857**	**16.67%**	**15.87%**
OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(26,822)**	**(3,609,078)**	**3,582,256**		

School Board Continuing Education Record

School district: Granbury ISD

Date last updated: 12-17-12

Name	Tier One		Tier Two	Tier Three	Open Meetings Training	Public Information Act Training	Status
	Local Orientation* Enter date completed	**Education Code Orientation or Update** Enter date completed	**Team-Building and Assessment** Enter date entire team completed	**Continuing Education in Assessed Needs**	Required of All Elected Public Officials Enter date completed	Required of All Elected Public Officials*** Enter date completed	
Nancy Alana	N/A	5-21-09	10-2-12	27	12-3-09	4-13-07	Complete
Barbara Herrington	N/A	9-28-07	10-2-12	54.50	1-1-06	1-1-06	Complete
Mark Jackson	N/A	6-8-10	10-2-12	34.25	6-9-06	1-18-06	Complete
Wade Railsback	9-7-12		10-2-12	17	9-20-12	9-20-12	Complete
Micky Shearon	N/A	5-17-06	10-2-12	17.25	1-18-06	1-18-06	Complete
B.J. Wallace	N/A	6-8-10	10-2-12	15	7-9-06	N/A	Complete
Don Walton	N/A	5-20-08	10-2-12	19.75	12-18-06	12-18-06	Complete

* *Applicable for first year board members only*

*** *Boards may delegate this training to the district's public information coordinator.*

Granbury ISD Technology Plan

2013 - 2014

Dr. James Largent

Superintendent

DISTRICT PROFILE

ESC Region 11
City, State Zip Granbury, TX 76048-2046
Phone (817) 408-4000
Fax (817) 408-4014
County District Number 111901

Number of Campuses	11
Total Student Enrollment	6521
District Size	5,000 - 9,999
Percent Econ. Disadvantaged	52.18%

Technology Expenditures			$1,339,630.00
Technology budgets reported in plan by category	Teaching and Learning Budget	$443,630.00	
	Educator Preparation and Development Budget	$70,000.00	
	Leadership, Administration and Support Budget	$161,000.00	
	Infrastructure for Technology Budget	$665,000.00	
	Total:	**$1,339,630.00**	
Technology Expenditure Per Pupil	$205.43		
Number of Campuses with Direct Connection to Internet	11		
Percentage of Campuses with Direct Connection to Internet	100.00%		
Number of Classrooms with Direct Connection to Internet	522		
Percentage of Classrooms with Direct Connection to Internet	100.00%		
Computer/Student Ratio	3 student(s) for every computer		
Computer/Teacher Ratio	1 teacher(s) for every computer		
Number of campuses that need to complete the Texas Campus STaR Chart	11		
Percentage of campuses that have completed the Texas Campus STaR Chart	100.00 %		
CIPA Compliance	CIPA compliance was certified by tghe district on 12/05/2012. The Board of Trustees for Granbury ISD held a public hearing on its Internet Safety Policy on May 21, 2012. The public hearing was publicized according to district policies and the adoption of the policy is reflected in the minutes of the board of trustees.		

Plan Introduction

Plan Last Edited 12/10/2012

Plan status:	not submitted
Years Included in the Plan:	2013 - 2014
Number of years covered by the plan:	1

Does the district file E-Rate? yes
The district had a "written" plan before E-Rate Form 470 was filed on 12/07/,2012.

Technology Planning Committee
Amy Wood - Director of Technology
Curtis Starnes - Network Administrator
Jodie McClintock - Instructional Technology Coordinator
Julie Ward - Instructional Technology Coordinator
Campus Technology Committees (members include principals, teachers, and librarians)
District Advisory Council (members include teachers, staff, district administration, community members, and parents)

Executive Summary

Granbury Independent School District recognizes that the focus of technology in education is the innovative integration of technology which leads to increased student success. Therefore, GISD's Technology Plan ensures that the necessary and appropriate technology enables students to maximize their potential, foster creativity, promote global citizenship, and attain college readiness.

Our goal is that all students and staff become technology literate and be responsible digital citizens; that is, responsibly use appropriate technology to communicate, collaborate, problem solve, improve learning in all subject areas, and access, manage, evaluate, and create information. In addition, staff will seamlessly integrate existing and emerging technologies to facilitate 21st Century Learning.

The district will provide sufficient technology support, both technical and instructional, for all aspects of technology integration. Necessary hardware, software, and network infrastructure will be provided to ensure the effective use of technology in instruction and operations. Ongoing professional development will be offered to both departmental and instructional staff to enhance skill development, provide the development of curriculum projects, and model best practices in the effective integration of educational technology into the curriculum.

Needs Assessment

Assessment Process:
A comprehensive needs assessment utilizing inventories, campus technology plans submitted by the campus technology committees, goals established by the District Advisory Council in the District Improvement Plan, district surveys, and the Texas (Teacher/Campus) STaR Charts are used to analyze the current status of technology in the district and determine future needs. The items analyzed include: infrastructure, hardware, software, technology resources, staff development, and technical support.

To facilitate the development of the plan, and to ensure that all areas of Granbury ISD were considered, the campus technology committees were utilized to assist in the development of the needs assessments and campus goals/objectives/activities and evaluations. The campus technology committee members consist of teachers, librarians, campus administration, and central office administration. The core district technology committee compiled the results to create the common vision for Granbury ISD. Special committees and task forces are created as specific needs arise in order to determine the best means for meeting specific needs.

Existing Conditions:
Granbury ISD is experiencing an increased use of technology by both teachers and students. However, according to the STaR Chart, the district continues to remain at the Developing Tech level in most areas of Teaching and Learning and Educator Preparation and Development although it has increased slightly. GISD also struggles in the movement toward a 1:1 environmnet due to financial limitations.

The district offers a multitude of software. Software programs include curriculum-specific software as well as productivity software in order to meet the needs of all students. The district offers and supports software for assessment and intervention for appropriate grade levels.

All district staff and students have internet access and email accounts. Teachers can take their students on electronic field trips around the world via the internet and with distance learning equipment. Students are using the internet for research and other learning activities. Email and internet video-conferencing software allow teachers and students to communicate with the world around them.

Current Conditions:

* A district 1GB wide area network (WAN) is in place, linking all campuses and ancillary facilities together with the use of fiber optic cable.

* A fast ethernet local area network (LAN) is in place on every campus.

* Centralized purchasing for technology items is in place for standardization of computer equipment and supplies.

* Cisco CallManager is in place to support the district's IP telephony communications network. CallManager is the software-based call-processing component of the Cisco IP telephony solution, part of Cisco AVVID (Architecture for Voice, Video, and Integrated Data).

* Granbury ISD district, campus, and teacher web sites (www.granburyisd.org) are created, maintained and hosted by Education Service Center XI via SchoolWires Centricity. The Granbury ISD website offers quality, current information to staff, students, and the community.

* Internet and distance learning access is maintained and distributed throughout the district from a central source. An Opt-E-Man connection to the internet is in place providing up to 300 Mbps of bandwidth. For distance learning, one T1 line connects the district's WAN and the Regional Service Center.

* Various software programs are used to support instruction. Skyward is used to house all student and finance information in order to maintain accurate records.

* Staff development is provided during summer months, at selected times during the school year, face-to-face, online, and on demand.

* Technology hardware such as interactive whiteboards, digital cameras, video cameras, web cameras, document cameras, projectors, scanners, and classroom performance systems are available for checkout in the libraries.

* Video conference/distance learning equipment is available on all campuses.

* A generator is installed at the Technology Center to maximize uptime.

* An offsite Disaster Recovery solution is in place.

* An acceptable use policy (AUP) is enforced for all staff and students.

Technology Needs:
The technology plan must ensure that appropriate resources are in place to support and maintain networks and equipment. Technology never rests, so it is essential that the systems work 24/7. To maintain the ability to meet the needs of students and staff, the infrastructure is evaluated on an ongoing basis. Changes in curriculum needs, such as online testing, online textbooks and other resources, require additions 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.

Findings from the needs assessment are as follows:

* Increase infrastructure (up to 10GB WAN) and continue to support additional technologies and the movement to a 1:1 learning environment.

* Continue maintenance and lease agreements to support network hardware and telecommunication services.

* Enhance network redundancy and disaster recovery, inlcuding up-to-date maintenance on generator at the technology center.

* Increase classroom technology to include a ceiling-mounted LCD projector, interactive whiteboard, and document camera in every classroom.

* Increase the technology available for instruction at all campuses by adding items such as: tablets, netbooks, mobile computer carts, MP3 players, iPads, eReaders, and other innovative technologies.

* Continue to provide and expand staff development opportunities that enable teachers to effectively integrate technology seamlessly into their curriculum.

* Maintain and expand the database of model lessons incorporating technology in all classrooms and subject areas.

* Evaluate available instructional software to enhance student performance.

* Maintain five-year replacement cycle of computers and servers in order to support additional technology. Work to extend the technology lifecycle through utilzation of desktop virtualization.

* Enhance communication within the district, especially in the areas of facilities and maintenance.

Goals, Objectives, and Strategies

GOAL 1: Teaching and Learning: Utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.

OBJECTIVE 1.1:

Granbury ISD will facilitate and support integration of technology into all areas of the curriculum to promote student success.

Budget Amount $12,000.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 04a, 07, 08, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.1.1:	TA TEKS will be integrated into the current curriculum for grades PK-12. Comments: The technology department will work closely with the curriculum department to develop these lessons. LEA LRPT Correlates: TL01, TL03, TL05, TL14	State: Revised Status: In Progress	June 2013 - July 2014	Director of Technology Instructional Technology Coordinators in conjunction with the Curriculum Department	Model lessons, common lessons and a database of shared resources will be utilized.
1.1.2:	Technology resources and support for lessons will be accessible with all curriculum documents. Comments: The technology department will work closely with curriculum teams to assist in the correlation of technology resources. LEA LRPT Correlates: TL01, TL03, TL05, TL06, TL07, TL14	State: Revised Status: In Progress	July 2013 - June 2014	Technology Director Instructional Technology Coordinators in conjunction with the Curriculum Department	Technology resources will be correlated to existing curriculum documents. These resources include websites such as BrainPop, Discovery Education, StudyIsland, and Supplemental Science Adoptions, distance learning opportunities, and other emerging technologies.
1.1.3:	The Technology Applications teachers scaffold knowledge to support project-based learning in core curriculum areas. Comments: The Technology Applications teachers will also work with the Career and Technology Director to explore different career options, complete a career inventory, and plan for the future. LEA LRPT Correlates: TL01, TL03, TL05, TL12, TL13, TL14	State: Revised Status: In Progress	August 2013 - May 2014	Director of Technology Director of Career and Technology Instructional Technology Coordinators Campus Principals Technology Applications Teachers	Projects outlined in the technology applications scope and sequence will enhance specific topics in the core content areas. Career inventories will be completed and avialable for students and parents.

OBJECTIVE 1.2:

All GISD students will receive instruction and show proficiency in the appropriate TA TEKS.

Budget Amount $5,000.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 06, 07, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.2.1:	Computer lab time, mobile labs, and classroom mini-labs will be utilized to support project based learning in core curriculum areas. Comments: The Technology Department will work with teachers and campus technology committees to effectively implement. LEA LRPT Correlates: TL01, TL03, TL05, TL14	State: Revised Status: In Progress	August 2013 - May 2014	Director of Technology Instructional Technology Coordinators Teachers Librarians	Student work and teacher feedback.
1.2.2:	A vertical alignment of skills will ensure that all necessary technology skills are mastered at appropriate grade level benchmarks. Comments: The verical alignment document will focus on new TA TEKS at all grades levels. LEA LRPT Correlates: TL01, TL05, TL06, TL07, TL14	State: Revised Status: In Progress	July 2013 - June 2014	Technology Director Instructional Technology Coordinators Teachers	Vertical alignment document and demonstration of student mastery.
1.2.3:	All students in grades 6 and 8 will take a technology literacy assessment. Comments: All 6th grade students are required to take a Technology Applications course. The assessment will be given in all classes. All 8th grade students will test in May during a scheduled time frame. The instructional technology coordinator will help facilitate this process and compile the results. A field test, created by the technology department, will be given in grades 2 and 5 in order to ensure appropriate TEKS are being mastered. LEA LRPT Correlates: TL01, TL03, TL05, TL14	State: Revised Status: In Progress	August 2013 - May 2014	Director of Technology Instructional Technology Coordinators Teachers	Data from the technology literacy assessment.
1.2.4:	Continue to offer Technology Applications courses in addition to CTE courses offered in the Information Technology Cluster, Arts, AV, Technology and Communication, and STEM in grades 9-12. Comments: Granbury ISD will continue to offer Technology Applications courses in grades 9-12 even though they are not required for graduation. LEA LRPT Correlates: TL02, TL03	State: Revised Status: In Progress	August 2013 - May 2014	Director of Technology Director of Career and Technology Campus Principals Campus Counselors	Course catalogs.

OBJECTIVE 1.3:

GISD libraries will effectively support technology integration.

Budget Amount $58,500.00

LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 02, 10, 11

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.3.1:	All GISD libraries will facilitate appropriate research skills, acceptable use, copyright laws, and cyber safety. The librarians will facilitate all student instruction around cyber-bullying and cyber-safety as required by CIPA. Comments: Libraries will advocate effective research techniques, adherance to copyright laws, and cyber safety. LEA LRPT Correlates: TL05, TL10, TL11	State: Revised Status: In Progress	August 2013 - May 2014	Director of Technology Instructional Technology Coordinators Campus Librarians Campus Principals	Research database usage reports and the agendas and feedback from Librarian Meetings.
1.3.2:	GISD libraries will continue to purchase and effectively integrate eBooks, audio books, and other high quality resources such as Discovery Learning, reserach databases, and other items as they become available. Comments: Quality resources must be available for our students both in the library and at home. LEA LRPT Correlates: TL05, TL10, TL11	State: Revised Status: In Progress	August 2013 - May 2014	Director of Technology Instructional Technology Coordinators Librarians Campus Principals	Library inventories and student usage reports.
1.3.3:	A library automation system will be utilized on all campuses. Comments: A textbook module has been implemented in order to track inventory with the revision of IMA funds. LEA LRPT Correlates: LAS09, TL10, TL11	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Technology Department Librarians Campus Principals Campus Assistant Principals District Textbook Coordinator	Reports from the district's Follett Destiny Library Management software.
1.3.4:	Provide technology items for checkout to all staff. Items include interactive whiteboards, interactive slates, projectors, document cameras, digital cameras, video cameras, web cams, iTouches, iPads, etc. Comments: Librarians will keep accurate records of technology on the campus. LEA LRPT Correlates: TL09, TL10, TL11	State: Revised Status: In Progress	August 2013 - May 2014	Director of Technology Instructional Technology Coordinators Librarians Campus Principals	Inventory of equipment available in the library and equipment check-out logs. Professional development records.
1.3.5:	Campus librarians will keep an up-to-	State:	August	Director of	Library websites.

	date website including links to resources, relevant software, and workshops available to the staff and students on their campus. LEA LRPT Correlates: EP06, I05, I09, TL05, TL09, TL10, TL11	Revised Status: In Progress	2013 - May 2014	Technology Instructional Technology Coordinators Librarians District Webmaster	

OBJECTIVE 1.4:

Appropriate technology tools will be utilized for students and staff to ensure students are prepared to live and learn in a technology-rich environment.

Budget Amount $167,530.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 05, 06, 08

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.4.1:	Maintain and investigate the expansion of the following equipment in every classroom: a mounted projector, interactive whiteboard, and document camera. Comments: This item is listed in all campus technology plans and is a priority for our district. With budget shortfalls, we understand that this will occur a little each year. LEA LRPT Correlates: TL09	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Campus Principals	Inventory of all items placed in classroom, documentation of additional items, and a working plan to implement in all classrooms.
1.4.2:	Expand the purchasing and use of tablets, netbooks, mobile labs, NComputing and other virtual desktop solutions for expanded technology in the classroom. Comments: The netbook and NComputing options are cost-effective options as we move toward a 1:1 environment. LEA LRPT Correlates: EP02, I05, TL09	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Campus Principals	Technology inventory and student use as reported by campus administration and teachers.
1.4.3:	Continue and expand the purchasing and integration of digital cameras, web cams, video cameras, and iTouches and investigate the implementation and integration of emerging technologies such as eReaders, iPads, interative projectors, and others. LEA LRPT Correlates: I05, TL09, TL15	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Campus Principals Librarians	Technology inventory and student use as reported by campus administration, teachers, and librarians.
1.4.4:	Provide necessary adaptive hardware such as adaptive keyboards, touch screens, on-screen keyboards, trackballs, and other technologies as required. Comments: Adaptive technology needs	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Director of Special	Technology inventory and needs as outlined by the special education staff and in student IEPs.

	change with students and their various needs. LEA LRPT Correlates: I05, TL09			Education Diagnosticians	
1.4.5:	The district will provide students with computers that are being replaced through the district's replacement cycle. Comments: The GISD School-2-Home project will provide computers for students. Computers that are no longer usable will be recycled through a recycling company. Other options will be investigated. LEA LRPT Correlates: TL05, TL08, TL09, TL12, TL14	State: Original Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Technology Department	Distribution reports and computer inventory.

OBJECTIVE 1.5:

Appropriate software will be utilized for students and staff to ensure students are prepared to live and learn in a technology-rich environment.

Budget Amount $200,600.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 05, 06, 08

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.5.1:	Continue to provide and research new software to enhance classroom instruction. Current software includes OdysseyWare, Renaissance Place, BrainPop, iStation, Study Island, AgileMind, Microsoft Office Suite, Rosetta Stone, and others as necessary for instruction. Comments: Student needs drive the selection of software in Granbury ISD. We will continue to research various software programs beneficial to the education of students. LEA LRPT Correlates: TL08, TL09, TL13, TL15	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Senior Network Administrator Curriculum Department District Webmaster Director of Curriculum Director of Special Education Campus Principals Classroom Teachers	Links readily available on GISD and Instrutional Technoalogy websites, software inventory and software usage statistics.
1.5.2:	Provide necessary adaptive software such as adaptive math software, voice recognition, word prediction, and other software as necessary to meet the needs of all GISD students. Comments: Adaptive technology needs change with students and their various needs. LEA LRPT Correlates: I05, TL08, TL09	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Director of Special Education	Technology inventory and needs as outlined by the special education staff and in student IEPs.

GOAL 2: Educator Preparation and Development: Promote growth of educators' effectiveness in integrating technology into the curriculum, achieve proficiency in SBEC Technology Standards, and transform teaching practices by promoting student-centered learning.

OBJECTIVE 2.1:

Staff will demonstrate proficiency in all SBEC Standards for Technology Literacy.

Budget Amount $30,000.00
LRPT category: Educator Preparation and Development

E-Rate Correlates: ER02
NCLB Correlates: 01, 02, 03, 06, 07, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
2.1.1:	Continue to provide opportunities and develop new trainings for all faculty and staff to increase technology literacy and seamless technology integration. Comments: Face-to-face and online/on-demand training will be available. LEA LRPT Correlates: EP02, EP03, EP04, EP05, EP07, LAS12, TL14	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators	Model technology classrooms for teachers to observe, a calendar of training events, staff led/student produced projects, and classroom walk-throughs will provide evidence of opportunities.
2.1.2:	Investigate the use of incentives for successfully completing the framework of technology skills. Comments: Funding for incentives is an ongoing an issue. LEA LRPT Correlates: EP04, EP07	State: Revised Status: Planned	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators	Agendas, correlation to the staff development framework, and minutes from planning meetings.
2.1.3:	Continue to utilize various delivery options for staff development opportunities including GISD Instructional Technoloogy YouTube Channel, RETN, TETN, Education Service Center, Moodle, and state and regional conferences. Comments: Funding limitations may restrict number of participants attending out-of-district trainings, therefore the need to disseminate information from these trainings to all staff is imperative. LEA LRPT Correlates: EP01, EP04, EP05, EP08, LAS15, TL13	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Director of Curriculum	Statistics of use from the various online programs, a report of all trainings offered, and certificates and evidence of integration of ideas learned from trainings.
2.1.4:	Utilize the Texas Teacher STaR Chart, district surveys, and campus technology committees to determine needs and effectiveness of staff development offered in GISD. Comments: Although the STaR	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Campus Principals	Minutes from committee meetings, results of surveys, and increased performance on the STaR Chart.

	Chart Summary shows we remain at the Developing Tech level, gains were made in specific areas. LEA LRPT Correlates: EP01, EP05, LAS01, LAS02, LAS03, LAS08			Campus Technology Committees	

OBJECTIVE 2.2:

Instructional staff will facilitate the effective integration of technology in all classrooms.

Budget Amount $40,000.00
LRPT category: Educator Preparation and Development

E-Rate Correlates: ER02
NCLB Correlates: 01, 02, 03, 04a, 04b, 07, 08, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
2.2.1:	Use results from district survey, STaR Chart, and campus technology committee reports to develop campus/teacher specific trainings to enhance integration of technology. Comments: Staff development is the most critical piece of integration. LEA LRPT Correlates: EP01, EP02, EP03, EP04, EP05	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators	A model technology classroom for teachers to visit, classroom walk-throughs, student projects, and training feedback.
2.2.2:	Investigate the designation of a technology liason on each campus. Comments: With current budget constraints, this will remain in the investigation stage. LEA LRPT Correlates: EP01, EP09	State: Revised Status: Planned	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Campus Principals	Planning meeting agendas and minutes.
2.2.3:	Encourage distance learning opportunities whenever possible, including connections between campuses and external resources. LEA LRPT Correlates: EP01, LAS13, LAS15, TL12, TL13	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Librarians Campus Administration	RETN contract with ESC XI, certificates of participation, system usage reports, increased usage of SKYPE.
2.2.4:	Increase course support on Moodle and investigate expanded use of the Texas Virtual Schools Network. (TxVSN) LEA LRPT Correlates: EP01, LAS15, TL13	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Director of Curriculum Campus Administration	Course statistics on Moodle and enrollment in TxVSN.

GOAL 3: Leadership, Administration, and Support Services: Improve the quality of communication used to facilitate data-driven decision making in the areas of student records (achievement, attendance, discipline, and special education), community partnerships, parent awareness and involvement, and other support services.

OBJECTIVE 3.1:

All GISD staff will utilize electronically-delivered systems to communicate with guardians and the community.

Budget Amount $45,000.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01
NCLB Correlates: 06, 09, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.1.1:	Continue to expand the use of Skyward Family Access and Skyward Student Access. Comments: All parents with email addresses on file and all students in grades 6-12 are emailed Skyward Family Access or Skyward Student access login information at the beginning of the school year. We will investigate the use of Student Access in the intermediate grade levels. LEA LRPT Correlates: LAS09, LAS11, TL11, TL15, TL16	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators	Usage reports from SkyWard Family Access and SkyWard Student Access.
3.1.2:	The Granbury ISD website and social media sites will be updated regularly with news and information for community members. Informational sites include campus and teacher websites, current employment opportunities, and resources for adult literacy and continuing education. Comments: The website is the face of Granbury ISD and it is vital that it remain current at all times. LEA LRPT Correlates: LAS09, TL15, TL16	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Public Relations Officer Campus Administration Teachers	Web hosting (SchoolWires) contract with ESC XI, website subscriptions, and web page content.
3.1.3:	Granbury ISD will maintain a district FaceBook page, Twitter account, and other social networking tools in order to reach more parents and members of the community. LEA LRPT Correlates: LAS09, TL15, TL16	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Public Relations Officer	Current information on all sites.
3.1.4:	Continue to utilize a district-wide notification service for emergency broadcasts, parent outreach, and student attendance communications.	State: Revised Status: In	July 2013 - June 2014	Director of Technology Public Relations Officer Campus	Contract with SchoolMessenger and reports of usage statistics.

	LEA LRPT Correlates: LAS09, TL15, TL16	Progress		Administration	
3.1.5:	All faculty and staff will be encouraged to utilize electronic means including use of email, faculty web pages, newsletters, and Skyward electronic gradebook to communicate student progress. LEA LRPT Correlates: LAS09, LAS11, TL15, TL16	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Campus Administration	Web hosting (SchoolWires) contract with ESX XI, district calling system (SchoolMessenger), email statistics, Skyward use, and district surveys to staff and community members.
3.1.6:	Utilize electronic means to monitor progress and achievement of Special Education Students. LEA LRPT Correlates: I01, LAS01, LAS02, LAS05, LAS10, TL04	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinator Director of Special Education Special Education Coordinator Diagnosticians	All special education student records readily available.

OBJECTIVE 3.2:

GISD will utilize technology as a tool to access and maintain student records.

Budget Amount $81,000.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01
NCLB Correlates: 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.2.1:	Provide district-wide student management software for attendance, grades, discipline, transcripts, and PEIMS reporting. LEA LRPT Correlates: I05, LAS11	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Skyward Applications Coordinator District PEIMS Coordinator	Student management system (Skyward) in place and utilized for attendance, grades, discipline, transcripts, and PEIMS reporting.
3.2.2:	Ensure current Granbury ISD forms are current and posted on the website. LEA LRPT Correlates: I05	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Public Information Officer Appropriate Departments	Web hosting (SchoolWires) contract with ESC XI and forms and documents posted on the website.
3.2.3:	Reports containing pertinent student information are readily available to appropriate staff. Comments: Training materials are available on the Granbury ISD website. LEA LRPT Correlates: LAS10	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Appropriate Departments	Report statistics.

OBJECTIVE 3.3:

Granbury ISD will use a comprehensive planning process to ensure technology plans include a needs assessment, the establishment of clear goals, realistic strategies, and critical components, and a yearly, comprehensive evaluation. There is no budget for this item. All meetings are held after school.

Budget Amount $0.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01, ER02
NCLB Correlates: 01, 03, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.3.1:	Campus technology committees will meet a minimum of once per semester to ensure that campus technology plans meet the needs of the staff and students. Comments: Campus technology committees are crucial in development of a focused district technology plan. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06, LAS07	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Campus Principals Technology Committee Chairs	Agendas and minutes from the meetings.
3.3.2:	The district advisory council will be used to ensure the technology plan meets the needs of the staff and students in Granbury ISD. Comments: The District Advisory Council members consist of staff, teachers, parents, community members, and campus and district administration. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06, LAS07, LAS08	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology	District Advisory Council agendas and minutes.
3.3.3:	The campus, department, and district technology plans will be revisited at least once per year. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Campus Principals Department Directors Technology Committee Chairs	Revised plans for the district, campuses, and departments.
3.3.4:	STaR Chart data and district/campus-developed needs assessments will be used in developing the technology plan for Granbury ISD. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05,	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Instructional Technology Coordinators Campus Administration Department Directors	Necessary components in the technology plan and strong district technology goals.

	LAS06				

OBJECTIVE 3.4:

GISD will employ technology as a tool to streamline information reporting and facilitate data-driven decision making.

Budget Amount $35,000.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 04a, 04b, 06, 07, 08, 09, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.4.1:	Granbury ISD will effectively use all available software including DMAC, iStation, AgileMind, Study Island, PDAS, Eduphoria, etc., to make informed decisions for increasing student achievement, determining technology needs, and enhancing the overall educational experience. LEA LRPT Correlates: EP03, LAS08, TL04, TL07	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Curriculum Department Special Education Department Campus Administration Teachers	Data to support all software decisions.
3.4.2:	Granbury ISD departments will utilize various software in order to accurately maintain records and make informed decisions. This software includes substitute management software, recruiting software, bus route management, food service management, facility scheduling, school trip, etc. LEA LRPT Correlates: EP03, LAS09, TL15	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Department Directors	Reports from HR, Athletics, Transportation, Facilities, Maintenance, Technology, Support Services, and the Business Office.

GOAL 4: Infrastructure for Technology: All students and staff in Granbury ISD will have a cost-efficient, effective, stable, and safe educational technology infrastructure.

OBJECTIVE 4.1:

Granbury ISD will maintain an infrastructure that facilitates good communication, instruction, and other educational services.

Budget Amount $625,000.00
LRPT category: Infrastructure for Technology

E-Rate Correlates: ER01
NCLB Correlates: 03, 05, 06, 08, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
4.1.1:	Expand the current Gigabit Ethernet WAN between campuses and increase to up to 10GB between campuses with large enrollment numbers and maintain a Fast Ethernet LAN on each campus. LEA LRPT Correlates: I01, I04, I05, I08	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Network Administrator	Valid fiber optic lease contract. Network statistics/monitoring.
4.1.2:	Maintain internet access with appropriate content filtering for every network computer in the district. LEA LRPT Correlates: I01, I05, I06, I08	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Network Administrator	Maintain a minimum of a 100 Mbps internet access contract. Monitoring and usage statistics.
4.1.3:	Maintain basic telephone service (2 ISDN Prime Interfaces, 46 ISDN B-Channels, Direct Inward Dialing) shared by campuses. Comments: Add additional pieces as necessary for effective communication and safety. LEA LRPT Correlates: I01, I05, I08	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Network Administrator	Valid telephone service contract, monitoring and assessment of all programs.
4.1.4:	Maintain a distance learning circuit (T1) to Region XI Education Service Center. LEA LRPT Correlates: I01, I05, I08, TL13	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology	T1 service contract and evidence of distance learning programs.
4.1.5:	Work to move from an overall student to computer ratio of 3:1 to 1:1, while maintaining a professional educational staff ratio of 1:1. Comments: This is a step toward a 1:1 environment. With current budget constraints we realize this will evolve over time. LEA LRPT Correlates: I01, I04, I05, I07, I08, I09, TL09	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology	Technology inventory database and a workable student and teacher computer replacement schedule.

4.1.6:	Maintain a 5-year replacement cycle for student computers, teacher laptops, district servers, networking devices, and UPS. Comments: In order to ensure students have access to the technology needed, it is vital that equipment meet necessary standards. Continue to use virtual desktop solutions to increase the technology life-cycle of equipment. LEA LRPT Correlates: I01, I05, I07, I08, I09, TL09	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Network Administrator	Technology inventory database.
4.1.7:	Maintain and improve network monitoring and management software and a viable disaster recovery solution. Research the implementation of improved network redundancy. LEA LRPT Correlates: I01, I08, LAS14, TL14	State: Original Status: In Progress	July 2013 - June 2014	Director of Technology Network Administrator	Network statistics and a viable disaster recovery solution in place.
4.1.8:	Maintain network switches and wireless access points (IEEE 802.11 b/g/n). Investigate new standards including 802.11ad and 802.11ac. LEA LRPT Correlates: I01, I05, I07, TL09	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Network Administrator	Technology inventory and network statistics.
4.1.9:	Work to secure grants and other funding resources to enhance IT infrastructure. LEA LRPT Correlates: I02, I03	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology	Grants and other funding in place.
4.1.10:	Maintain a district-wide standardized IP telephony system with integrated messaging. LEA LRPT Correlates: I01, I08	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Network Administrator	Network inventory and statistics.
4.1.11:	GISD will continue to filter internet traffic according to rules and regulations while concurrently teaching staff and students to determine the validity of content and the source of content on the internet. LEA LRPT Correlates: I01, I05, TL01, TL06	State: Original Status: In Progress	July 2013 - June 2014	Director of Technology Network Administator	Content filtering software
4.1.12:	Access to the wireless GISD Guest Network is provided for students, parents, community members, and staff using non-district devices. Comments: We will investigate a solution to allow authenticated guest users to access portions of the GISD network. We will also work to increase the bandwidth availalbe on the guest network.	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Network Administrator	Usage statistics on the visible, usable GISD Guest wireless netork.

	LEA LRPT Correlates: I01, I02				

OBJECTIVE 4.2:

Granbury ISD will investigate new and emerging technologies to enhance education.

Budget Amount $40,000.00
LRPT category: Infrastructure for Technology

E-Rate Correlates:
NCLB Correlates: 05, 08, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
4.2.1:	Continue to increase the density of wireless coverage in classrooms by moving, tuning and installing industry standard access points. LEA LRPT Correlates: I01, I05, I07	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Network Administrator	Technology inventory and network statistics.
4.2.2:	Maintain the district's SIF (Schools Interoperatbility Framework) and evaluate the need to purchase additional SIF agents. LEA LRPT Correlates: I01, I08	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Network Administrator	SIF support contracts and available SIF agents in GISD.
4.2.3:	Maintain and expand the use of document sharing software (Microsoft SharePoint and Google Docs). LEA LRPT Correlates: I01, I08	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology	Statistics of use and documents available.
4.2.4:	Continue to utilze a viable email archiving solution. LEA LRPT Correlates: I01, I07	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Network Administrator	Documentation of research of new solutions, including open source options.
4.2.5:	Continue to plan for increased IPv6 traffic due to the depletion of the IPv4 address space. LEA LRPT Correlates: I01, I03, I05, I07, I08, I09	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology Senior Network Administrator	Bank of IPv6 addresses and full access to both IPv4 and IPv6 networks.
4.2.6:	Keep all devices current in operating systems and productivity software by purchasing Microsoft EES Volume license agreement. LEA LRPT Correlates: EP03, EP05, I05, TL12, TL16	State: Revised Status: In Progress	July 2013 - June 2014	Director of Technology	Current Microsoft Volume License Agreement

Budget

Total amount of Title II, Part D formula funds received for the current year of this plan: $0.00

Method of application for formula funds: Local Application

Budget year 2013		
Budget item	**Cost**	**Funding Sources with amount per source**
Staff Development	$95,000.00	Local Funds: $95,000
Telecommunications & Internet Access	$225,000.00	E-Rate: $150,000 Local Funds: $75,000
Materials & Supplies	$232,400.00	Local Funds: $232,400
Equipment	$605,500.00	Instructional Material Allotment: $180,000 Local Funds: $425,000
Maintenance	$151,730.00	Local Funds: $151,730
Miscellaneous Expenses	$30,000.00	Local Funds: $30,000
Total	$1,339,630.00	

Evaluation

Evaluation Process:
Granbury ISD actively monitors all technology implementation as a part of an ongoing evaluation plan. The district technology plan will be revisited and revised semi-annually. The plan will be revised to align to the strategic plan once it is finalized.

To facilitate the development of the plan, and to ensure that all areas of Granbury ISD are considered, district and campus technology committees will be utilized to assist in the needs assessment and the development of district/campus technology goals/objectives/activities respectively. The intention of the evaluation is to make informed decisions about technology and its impact on student achievement.

Texas STaR Chart results for each campus along with district survey results will be used to help Granbury ISD assess progress made toward meeting the goals of the Long Range Plan for Technology. An annual report will be given to the Superintendent, District Advisory Council, and the Board of Trustees.

Evaluation Method:
* Integration of technology in the classroom as evidenced by student performance, curricular projects, lesson plans, walk-throughs, results of technology literacy assessment.

*Increased student use of available technology.

* Monitoring and documentation of community access to technology resources, including the Granbury ISD web site, district social networking pages, campus and teacher web sites, Skyward Student Access, and Skyward Family Access.

* Records of staff participation in technology training monitored by sign-in sheets and teacher professional development records.

* Surveys of technology training needs will determine trainings offered throughout the year.

* Support and maintenance of the technology infrastructure as documented by technical support records and performance reports.

* Surveys of staff conducted yearly regarding their use of technology in the classroom.

* Accurate inventory of hardware and software.

* Administrative reports on the technology strand of the educator appraisal system.

* Annual Texas STaR Chart results.

* Student feedback on effective preparation for college and/or work.

* Campus and district technology committee feedback.

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

GRANBURY ISD
Helping Students Reach New Heights

2012 AEIS Report

Carol Howard
Assistant Superintendent

Academic Excellence Indicator System (AEIS)

- Mandated by the Texas Legislature to emphasize student achievement as the basis for accreditation of local school districts.
- 2011 AEIS was the final year of the AEIS report.
- 2012 State Assessment Results will post without a formal ranking.
- No School Report Card for 2012.
- Exclusively used TAKS data for Grades 10 & 11

2012 Focus

- Focus upon student mastery of EOC assessments
- Common assessments and benchmark data primary method of assessing student progress
- Monitor subpopulations in all areas, but especially watch math and reading (Hispanic and Economically Disadvantaged)
- Monitor AYP and provide quality Professional Development activities

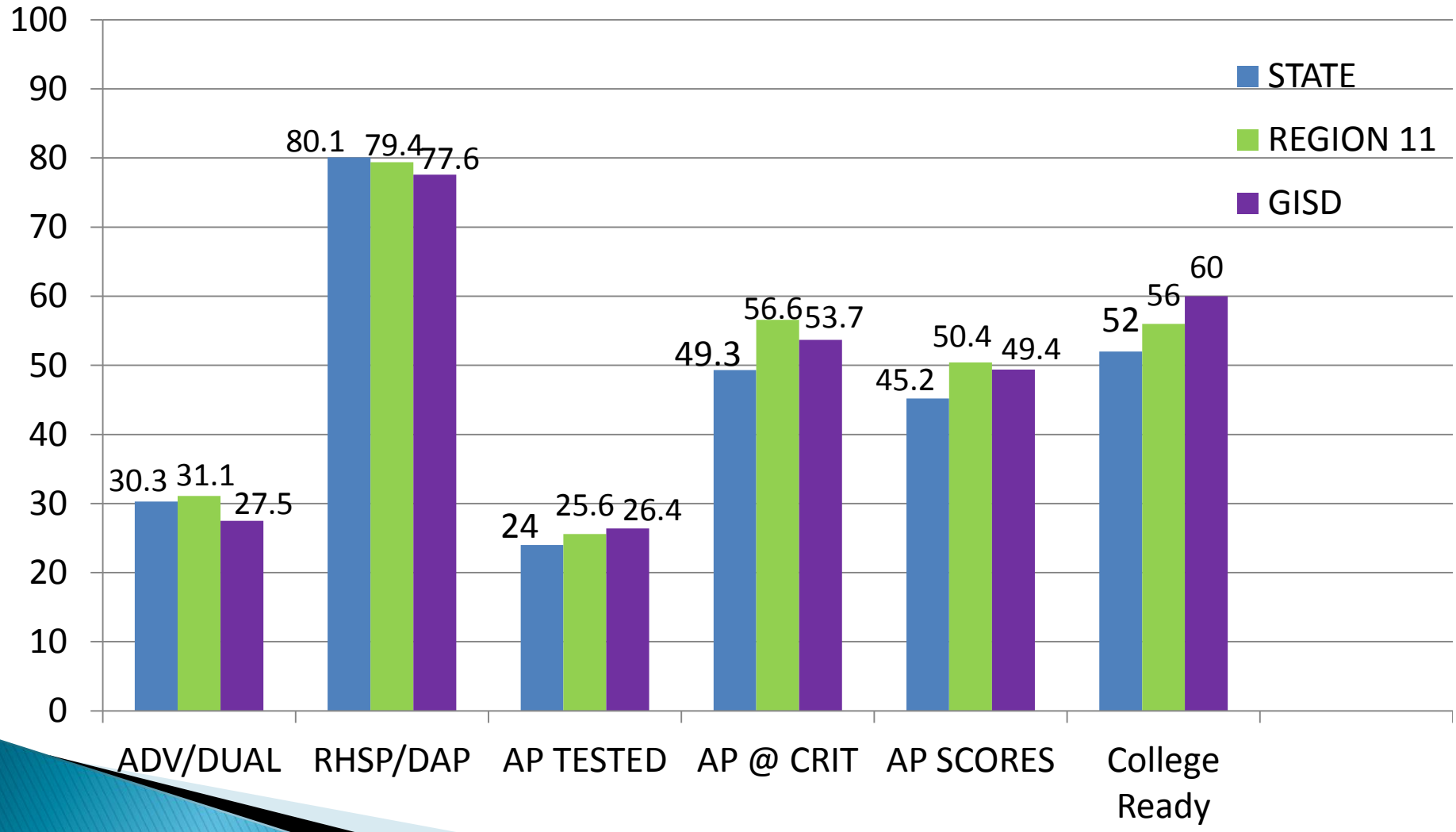
Performance Data
TAKS

- Exceeded the Region and the State in EVERY subject indicator for the 2012 Standard
- Exceeded the Region and the State in Commended Performance
- Exceeded the Region and the State in TAKS M
- Exceeded the Region and the State in TSI in both ELA and Math
- Exceeded the Region and the State in College Ready Math, and the State and tied the Region in College Ready ELA

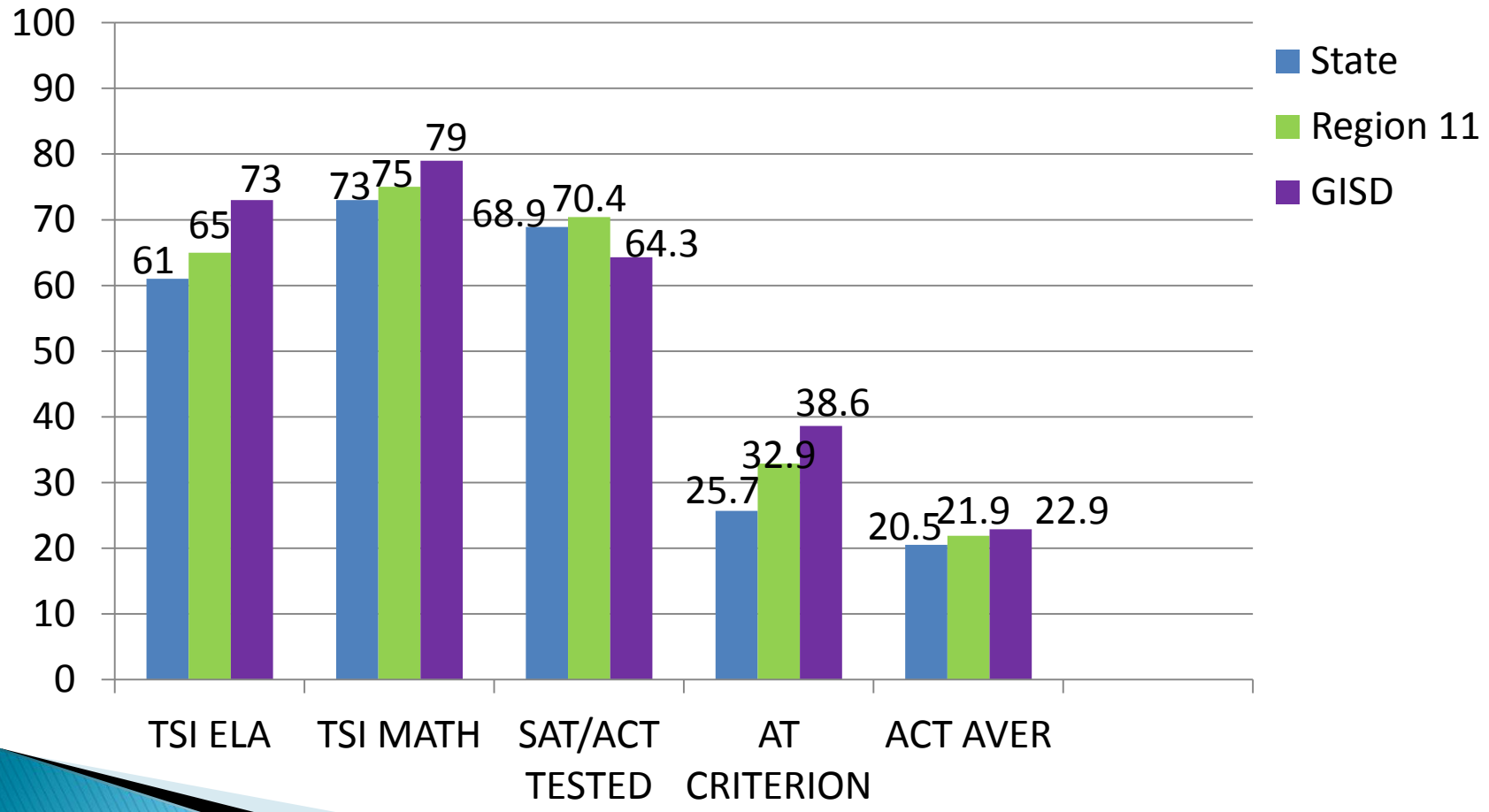
Performance Data
College Ready Indicators

- Continue to lag in Adv Course/Dual Credit Completion (but doubled the growth compared to State/Region)
- Tested more AP students than State/Region
- Exceeded the state with "At Criterion" for Examinee & Scores AP results and slightly behind region
- Continue to lag in SAT/ACT number tested (but doubled the growth compared to State/Region)

COLLEGE READINESS INDICATORS



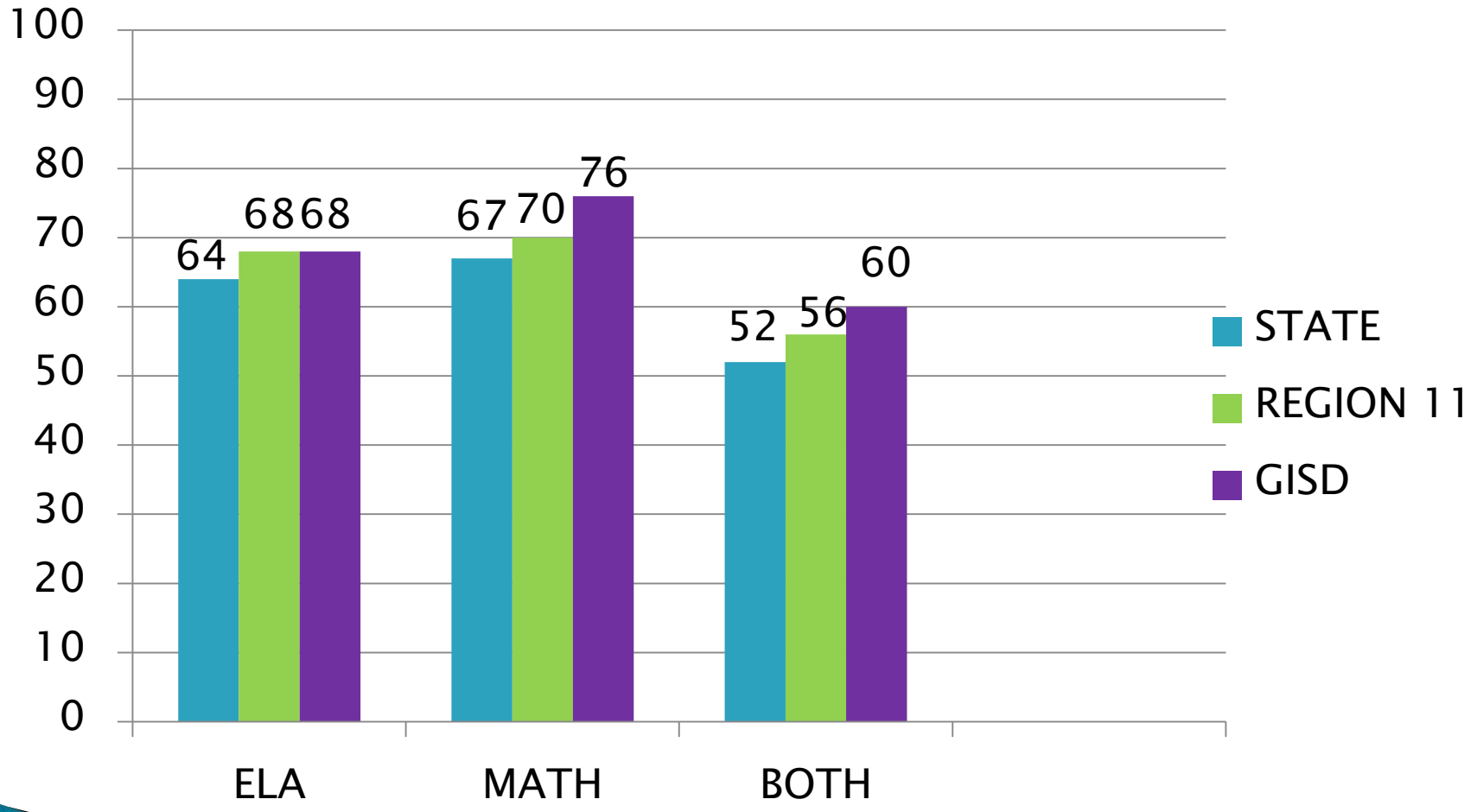
COLLEGE READINESS INDICATORS



COMPLETION RATE I

- Continued growth across all subpopulations.
- Leavers monitoring continues on all campuses.
- 5-Year Graduation rate continues to be higher than 4-Year

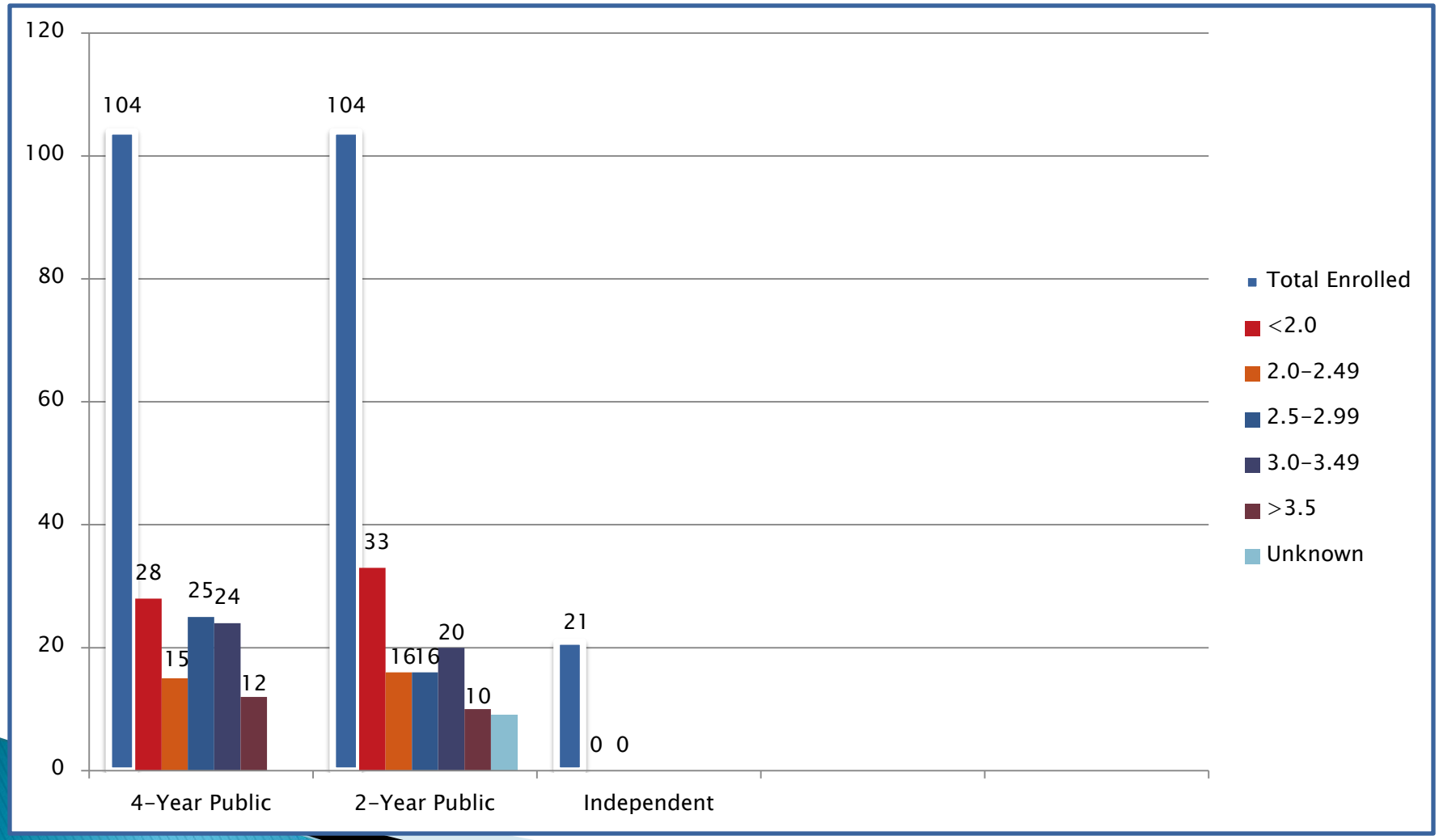
COLLEGE READY GRADUATES



COLLEGE READY GRADUATES

- Must meet either TSI standard (2200 TAKS score, plus at least a 3 on Composition) or the SAT criterion (500 individual and 1070 total) or the ACT Criterion (19 individual and 23 total)
- Above State and tied Region in ELA
- Above State and Region in Math
- Above State and Region in both tests

GHS Graduate 2010 Cohort Enrolled in Higher Education



2010-2011 School Climate

- One PEIMS incident of criminal activity
- Ongoing monitoring of school safety practices
- School safety audits performed annually
- Added Rachel's challenge initiative to address positive/supportive school climate
- DARE officer continues on all campuses
- Continue with the Texas A&M substance abuse study
- Consider addition of school drug dog

Campus Focus

- Principal and AP's will carry most of the accountability and instructional support duties
- Department/Grade Levels will track and monitor student performance and do intervention
- Continue work with outside consultants and curriculum staff in the areas of Reading, Math, Writing, and Vocabulary development
- Work with department level teams and conduct walk-thrus to continue to monitor implementation of Professional Development strategies

District Focus

- Monitor campus data and meet with campus leadership
- AYP requirements are driving Professional Development Activities for Reading, Writing, Math and Vocabulary Development
- Campuses that missed AYP will have high priority and increased level of support
- Professional Development for 21st Century Learners will be an emphasis; Challenge Based Learning
- Continue the Strategic Planning process to ensure our students are competitive with their peers and in all post secondary endeavors

Preparing for the Uncertain

- Monitor closely interventions that we have put into place to address the AYP deficit areas
- Scrutinize information from USDE, TEA and the ESC as it becomes available and distribute to campus leadership
- Budget requirements and Professional Development requirements of Title funds due to AYP Stage 1 commitments
- Contingency planning if Texas is NOT granted the AYP waiver from the USDE

New Accountability System

- Incorporates almost all of the AYP/PBM indicators
- Second Language Learners, Special Education and Economically Advantaged students appear on the state measures
- Group size has dropped to 20
- Graduation rate/completion rate will continue
- 21st Century workforce indicators are present
- College Ready indicators more visible; more measures
- Distinction Measures will be awarded

DISTINCTIONS

Campus Distinctions:

- Academic Achievement: Reading/ELA (2013)
- Academic Achievement: Mathematics (2013)
- Postsecondary Readiness:1st or 2nd Tier (2014)
- Top 25%: Closing the Gap (2014)
- Top 25%: Student Progress (2014)
- 21st Century Workforce Development (2014)
- Academic Achievement: Science (2014)
- Academic Achievement: Social Studies (2014)
- Fine Arts (TBD)
- Physical Education (TBD)
- Second Language Acquisition (TBD)

Key Accountability Differences

AEIS System Before HB 3

- AEIS/PBM/AYP poorly integrated
- System design allowed single below standard indicator to dominate the final rating
- No indicators for student progress or gap closure

HB 3 Proposed System

- Single system that integrates all state and federal measurements
- Four Index measures that generate a range
- Smaller group size and more sub populations included
- Complex system with points assigned to different areas to award difficulty

State of the District Summary

- Best AEIS performance for grades/subjects/subpopulations based upon grade 10 and grade 11 calculations
- Best growth at the top end ever (Commended Performance and College Ready indicators)
- Continue with interventions at all grade levels through student progress monitoring
- Strong focus for End of Course due to current mandate that our students master EOC tests for graduation
- Focus upon Strategic Planning Process to ensure our learners are competitive and successful to their peers and for their next steps
- Celebrate and acknowledge our student success in multiple media formats
- Communicate our respect and appreciate for our staff's great work