

**Notice of Public Meeting
The Board of Trustees
Granbury ISD
Monday, December 16, 2024
5:00 PM**

A Public Meeting of the Board of Trustees of Granbury ISD will be held Monday, December 16, 2024, beginning at 5:00 PM in the Granbury ISD Board Room, 217 N. Jones St., Granbury, Texas 76048.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. CALL TO ORDER
2. CONVENE IN CLOSED SESSION under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.
 - a. Section 551.071 Private consult with the Board's Attorney
 - b. Section 551.074 - to deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
 1. Staff Recommendations
3. RECONVENE IN OPEN SESSION - 6:00 PM
4. INVOCATION
5. PLEDGES - U.S. Flag & Texas Flag
6. ACHIEVEMENT SPOTLIGHT
 - a. Junior Optimist Club officers
 - b. Shottenkirk Senior of the Month
7. Presentation of the Annual Financial Audit Report for year ending August 31, 2024
8. Public Hearing for FIRST Report
9. Close Public Hearing and Open Meeting
10. PUBLIC COMMENTS
Patrons who have duly registered per policy BED (LOCAL) may address the board regarding matters of concern/interest to the district. The board may not act upon any matter that is not listed under the action item portion of the agenda.
11. Superintendent's Report
12. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION
 - a. Consider and possible action to name lone finalist for the position of Superintendent of Granbury Independent School District.
 - b. Consider Staff Recommendations
13. CONSENT AGENDA ITEMS
 - a. Consider previous Board meeting minutes: November regular board meeting and December grievance meeting 3
 - b. Consider EIC Local Policy changes 9
 - c. Consider Budget Amendments 20
 - d. Consider Approval of the listing of the sale of the CTE's Student-built airplane 23
 - e. Consider Approval of the MRPC Agreement SY 25-26 24
14. DISCUSSION/ACTION
 - a. Consider a date change of the January board meeting 41
 - b. Consider for approval Amendments to the District of Innovation plan 42
 - c. Consider for approval 2025-2026 GHS Course Catalog and pick sheets 61
 - d. Consider approval of a MOU with UT Southwestern 178
 - e. Discuss and possible approval to rescind prior action to declare as surplus the real property consisting of seven acres, more or less, of unimproved property in Hood County, described as Lot 2, Block 1, Acton Elementary School Addition, located at 2850 Acton School Road, Granbury, TX 76049. 185
 - f. Consider approval of the Annual Financial Audit Report for the year ending August 31, 2024 186
15. REPORTS
 - a. GISD 2025-2026 Technology Plan 187
 - b. Financial Statements for period ending November 30, 2024 211
 - c. Cash Flow and Investment Report for period ending November 30, 2024 214

16. ADJOURN

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

On this notice was faxed or mailed to the news media who have previously requested such notice, posted on the GISD web page at www.granburyisd.org, and an original was posted on an outside door at 3:00 p.m. at the School District Administration Building at 217 N. Jones St., Granbury, Texas.

Superintendent or Designee (For the Board of Trustees)



For:	Board of Trustees
Date:	December 16, 2024
Action:	Consent

To: Board of Trustees	From: Board Secretary
RE: Previous Board Meeting Minutes for Approval	

SUMMARY:

Previous Board Meeting Minutes for your approval: 11.18.2024 Regular Board Meeting and
12.6.2024 Grievance Meeting

RECOMMENDATION:

The recommendation is to approve as presented.

Respectfully submitted,

Billy Wimberly, Board Secretary

Public Meeting
Monday, November 18, 2024 5:00 PM

Granbury ISD Board Room
217 N. Jones St.
Granbury, Texas 76048

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

Present: 7.

1. CALL TO ORDER Meeting was called to order at 5:00 pm.
2. CONVENE IN CLOSED SESSION under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. Board adjourned into executive session at 5:01 pm.
 - 2.a. **Texas Government Code Section 551.074** - Consider Personnel Recommendations and a Catastrophic Leave Request
 - 2.b. **Texas Government Code Section 551.072** - Discuss sale of real property consisting of seven acres, more or less, of unimproved property in Hood County, described as Lot 2, Block 1, Acton Elementary School Addition, located at 2850 Acton School Road, Granbury TX 76049.
 - 2.c. **Texas Government Code Section 551.071**- Consultation with legal counsel regarding a special education matter, community grievance.
3. RECONVENE IN OPEN SESSION Board reconvenes at 6:10 pm.
4. INVOCATION led by Nancy Alana
5. PLEDGES - U.S. Flag & Texas Flag led by Brawner Elementary School
6. SWEAR IN NEWLY ELECTED TRUSTEE & RECOGNIZE MELANIE GRAFT FOR HER SERVICE
7. ACHIEVEMENT SPOTLIGHT
 - 7.a. 1. Veteran's Day Memorial Essay winners
Winners of the JC Campbell Essay Contest are Madelyn Schmidt and Kai Ellis.
GMS Jasper Homer, GHS Ronnie Graves, and STARS Kylee Camp
Sponsors MOAA, Mrs. Belamy, Judge Masengill and the Pannell Family.
 - 7.b. GHS DECA Club Officers for National DECA Month
Reece Hunt, student DECA President and DECA Officers were honored.
 - 7.c. Shottenkirk Senior for November
Shottenkirk honored Josephina Berry as the November Senior of the Month.
8. SUPERINTENDENT'S REPORT-Nothing this month.

9. PUBLIC COMMENTS.

1. Jim Jarratt- absent
2. Mr. Jim Brown-budget and budget amendments; would like to meet with E. Whitefield,
3. Mr. David Rogers-item 13, regarding OER and has a question regarding the HCAD budget,
4. Mrs. Monica Brown- 13c, financial statements, OER, books need to be removed from the library, prefer public comments to allow for non-agenda items at the regular board meetings,
5. Mrs. McDermott-financial transparency, financial/budget: questions regarding what items specifically fall under which function, encourage GISD to utilize property taxes received judicially,

10. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION

Closed session was recessed; skipping all items in 10 during open session and returning to it later.

11. CONSENT AGENDA ITEMS

Move to accept items 11 b, c and d as presented. This motion, made by Courtney Gore and seconded by Billy Wimberly, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

Nancy Alana wanted to pull out 11c and Mrs. Lowery wanted to pull out 11a for discussion.

11.a. Previous Meeting Minutes for approval: 10-14-2024 and 10-28-2024

Motion to accept meeting minutes as amended. This motion, made by Courtney Gore and seconded by Karen Lowery, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

10.14.24 Meeting minutes were amended to include a sentence that reflects that the community can view a comprehensive agenda on Board Book. The public will now be able to view the comprehensive agenda. There will be some items that will not be able to be shared by law, but the other attachments will be viewable.

11.b. Out of State Travel Request for Professional Development

11.c. Consider Budget Amendments

Donations from the community include monies from Braces on the Brazos, Brookshire Grocery Co, Granbury Door and Window, Dance Dreams Academy, the Door Family, Bentwater Personal Training, Granbury Theatre Company, HSC Aggies, Ziplawn Inc., Pro-Cad Plus, Benchmark Signs, Unblemished, Lake Granbury Optimist Club, First National Bank, Hood County Builders Association, Ron Cullers Automotive, A+ Roofing, AMS Girls Athletic Booster, GHS Lady Pirate Booster Club, GHS Lady Pirate Basketball Booster Club, GHS Granbury Pirate Tennis Booster Club for a total community donation of \$26,364.

Also pulling out this budget item for clarification from E Whitefield regarding questions related to the budget amendments.

11.d. Consider adding an Astronomy course to the course catalog.

12. DISCUSSION/ACTION

12.a. Consider for approval a MOU with Stonewater Church

Motion to approve MOU with Stonewater Church. This motion, made by Nancy Alana and seconded by Mike Moore, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

12.b. Discuss and consider approval of textbook changes with Open Education Resource

Motion to approve the adoption of the OER for Math K-Alg 1 as the HQ1M math materials for the 25-26 school year under SBOE approval as presented. This motion, made by Nancy Alana and seconded by Courtney Gore, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

12.c. Consider approval of the HVAC replacement Bid for GHS, Mambrino, Baccus, AMS, GMS and STARS/BTC campuses under bid # CSP 2024-17

Motion to approve the purchase as presented. This motion, made by Billy Wimberly and seconded by Nancy Alana, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

12.d. Reorganization of the Board of Trustees

Billy Wimberly nominated Courtney Gore; Tim Bolton nominated Barbara Townsend. Barbara declined stating she was stepping down from holding an officer position. Move to recommend Courtney Gore as board president. This motion, made by Billy Wimberly and seconded by Mike Moore, Passed.

Tim Bolton: Nay, Karen Lowery: Nay, Nancy Alana: Yea, Courtney Gore: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 5, Nay: 2

Mike nominated Nancy as Vice President; there were no other nominations to entertain. Move to recommend Nancy Alana as Vice President. This motion, made by Mike Moore and seconded by Courtney Gore, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

Courtney Gore nominated Billy to remain the Board Secretary; there were no other nominations to entertain. Move to keep Billy Wimberly as board secretary. This motion, made by Courtney Gore and seconded by Tim Bolton, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

13. REPORTS

13.a. Emergent Bilingual Program Evaluation
Kristina Sosebee, Curriculum Coordinator, presented.

13.b. Teacher Incentive Allotment Update
Karla Willmeth and Stacie Brown presented.

13.c. Financial Statements for period ending October 31, 2024
Emmett Whitefield presented the report.

13.d. Cash Flow and Investment Report for period ending October 31, 2024
Emmett Whitefield presented the report.

RECESS then CLOSED SESSION: Board recessed at 8:35pm and went into closed session at 8:45pm to discuss items 10 completely.

ENDED CLOSED SESSION AND RETURNED TO OPEN SESSION: Board returned to open session at 10pm.

10.a. Consider Staff Recommendations and Catastrophic Leave Request

Motion to approve as presented and discussed in closed session. This motion, made by Courtney Gore and seconded by Mike Moore, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

10.b. Discussion and possible action, including adoption of a resolution to approve the sale of real property (surface only), described as seven acres, more or less, of unimproved property in Hood County, described as Lot 2, Block 1, Acton Elementary School Addition, located at 2850 Acton School Road, Granbury, TX 76049.
Motion to reject property offer as presented. This motion, made by Mike Moore and seconded by Billy Wimberly, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

10.c. Consider and take possible action regarding a special education matter, and community grievance.
Motion to consider grievance. This motion, made by Tim Bolton and seconded by Karen Lowery, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0
No action taken regarding the special education matter.

14. ADJOURN The Board adjourned the meeting at 10:03pm.

Special Meeting
Friday, December 6, 2024 8:00 AM

Granbury ISD Board Room
217 N. Jones St.
Granbury, Texas 76048

Nancy Alana: Present
Courtney Gore: Absent
Tim Bolton: Present
Karen Lowery: Present
Mike Moore: Present
Barbara Townsend: Present
Billy Wimberly: Present
Present: 6, Absent: 1.

1. CALL TO ORDER- Nancy Alana called the meeting to order at 8:00am.
2. Mr. Moore gave the invocation, then led the group in the US and Texas pledges.
3. PUBLIC COMMENTS

Monica Brown, Jim Brown, Lisa McDermott and Shannon Wolf spoke.

4. CONVENE IN CLOSED SESSION *under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq and Section 551.071 Consult with board attorney.*
The Board moved into executive session at 8:18am

4a. Consider Level III grievance of a community member

5. DECLARE CLOSED SESSION ENDED AND RECONVENE IN OPEN MEETING
The Board reconvened in open meeting at 9:05am.

6. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION

6.a. Possible action regarding Level III grievance of a community member.

Mr. Wimberly made the motion that the Board of Trustees deny the complaint and all requested remedies. Mr. Bolton seconded the motion stating, "I second the motion because I believe the complaint does not have merit with this board, and this board does not have the authority to grant any of the relief and remedies requested."

This motion passed.

Courtney Gore: Absent, Nancy Alana: Yea, Tim Bolton: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 6, Nay: 0, Absent: 1

7. The Board adjourned the meeting at 9:10am.

Board President

Board Secretary



OFFICE OF SUPERINTENDENT

For:	Board of Trustees
Date:	December 16, 2024
Action:	Consent

TO: Board of Trustees
From: Tammy Clark
Date: December 16, 2024
RE: Approval updated verbiage policy EIC (LOCAL) to reflect changes approved last spring

SUMMARY:

Last January, the board approved a revision of the GPA policy for graduates entering high school this year, for the graduating class of 2028. In beginning to apply those changes to the first grade calculations for this class, the board policy had never been changed to reflect that GPA policy approval. Attached you will find the updated EIC (LOCAL) policy for your review and approval to accurately reflect the GPA and class rank decisions made last year for this new freshman class.

RECOMMENDATION:

It is recommended that the board adopt EIC (LOCAL) as presented.

Respectfully submitted,

Tammy Clark
Assistant Superintendent

PROPOSED REVISIONS

**Consistent
Application for
Graduating Class**

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Calculation

The District shall include in the calculation of class rank semester grades earned in ~~all~~ high school credit courses taken in grades 9-12 only, unless excluded below.

The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in a local credit course; ~~distance learning courses, including correspondence courses;~~ the Family and Community Services course; or through credit by examination, with or without prior instruction.

Beginning with the graduating class of 2028, the calculation shall also exclude grades earned in any Tier 1 course that is a level 4 or 5 fine arts or athletics course taken in the student's junior or senior year.

**Weighted Grade
System**

Categories

For students in the graduating classes of 2025, 2026, and 2027, ~~T~~the District shall categorize courses as Advanced and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

*Advanced
Courses*

Eligible Advanced Placement (AP) courses, locally designated honors courses, dual credit courses, and practicum/internship-level career and technical education (CTE) courses shall be categorized as Advanced courses.

Advanced courses shall receive advanced credit based on the number of academic credits in accordance with administrative regulations and shall be noted on the student's academic achievement record or transcript.

Regular Courses

All other eligible courses shall be categorized and weighted as Regular courses.

**Weighted Grade
Point Average**

The District shall convert semester grades earned in all eligible courses to grade points in accordance with the following chart and shall calculate an unweighted GPA:

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Grade	Grade Points
100	5.0
99	4.9
98	4.8
97	4.7
96	4.6
95	4.5
94	4.4
93	4.3
92	4.2
91	4.1
90	4.0
89	3.9
88	3.8
87	3.7
86	3.6
85	3.5
84	3.4
83	3.3
82	3.2
81	3.1
80	3.0
79	2.9
78	2.8
77	2.7
76	2.6
75	2.5
74	2.4
73	2.3
72	2.2
71	2.1
70	2.0
Below 70	0

The District shall not calculate a weighted GPA for students until completion of the first semester of grade 10. When a student has earned the required number of advanced academic credits (AAC),

the District shall calculate a weighted GPA using a 1.25 multiplier in accordance with the following chart. A student who has not completed the required number of AAC by the end of each semester shall have his or her GPA reverted to unweighted status.

Grade Level	Semester	Advanced Academic Credits Required
10	1	6
10	2	6
11	1	6
11	2	10
12	1	13
12	2	16

Fidelity Points

Each student who participates in and completes four years of an eligible course and related extracurricular activity, as applicable, during high school shall be awarded a fidelity point. A student may substitute a fidelity point for up to two Advanced courses. The list of eligible courses shall be designated in administrative regulations.

Weighted Grade System

Categories

Tier 4

Beginning with the graduating class of 2028, the District shall categorize and weight eligible courses as Tier 4, Tier 3, Tier 2, and Tier 1 in accordance with provisions of this policy and as designated in appropriate District publications.

Eligible Advanced Placement (AP) courses and dual credit courses shall be categorized and weighted as Tier 4 courses.

Tier 3

Eligible dual enrollment courses and career and technical education (CTE) practicum courses shall be categorized and weighted as Tier 3 courses.

Tier 2

Eligible courses locally designated as honors shall be categorized and weighted as Tier 2 courses.

Tier 1

All other eligible courses shall be categorized and weighted as Tier 1 courses.

Weighted Grade Point Average

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

<u>Grade</u>	<u>Tier 4</u>	<u>Tier 3</u>	<u>Tier 2</u>	<u>Tier 1</u>
<u>100</u>	<u>5.00</u>	<u>4.66</u>	<u>4.33</u>	<u>4.00</u>
<u>99</u>	<u>4.95</u>	<u>4.61</u>	<u>4.28</u>	<u>3.95</u>

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

<u>Grade</u>	<u>Tier 4</u>	<u>Tier 3</u>	<u>Tier 2</u>	<u>Tier 1</u>
<u>98</u>	<u>4.90</u>	<u>4.56</u>	<u>4.23</u>	<u>3.90</u>
<u>97</u>	<u>4.85</u>	<u>4.51</u>	<u>4.18</u>	<u>3.85</u>
<u>96</u>	<u>4.80</u>	<u>4.46</u>	<u>4.13</u>	<u>3.80</u>
<u>95</u>	<u>4.75</u>	<u>4.41</u>	<u>4.08</u>	<u>3.75</u>
<u>94</u>	<u>4.70</u>	<u>4.36</u>	<u>4.03</u>	<u>3.70</u>
<u>93</u>	<u>4.65</u>	<u>4.31</u>	<u>3.98</u>	<u>3.65</u>
<u>92</u>	<u>4.60</u>	<u>4.26</u>	<u>3.93</u>	<u>3.60</u>
<u>91</u>	<u>4.55</u>	<u>4.21</u>	<u>3.88</u>	<u>3.55</u>
<u>90</u>	<u>4.50</u>	<u>4.16</u>	<u>3.83</u>	<u>3.50</u>
<u>89</u>	<u>4.45</u>	<u>4.11</u>	<u>3.78</u>	<u>3.45</u>
<u>88</u>	<u>4.40</u>	<u>4.06</u>	<u>3.73</u>	<u>3.40</u>
<u>87</u>	<u>4.35</u>	<u>4.01</u>	<u>3.68</u>	<u>3.35</u>
<u>86</u>	<u>4.30</u>	<u>3.96</u>	<u>3.63</u>	<u>3.30</u>
<u>85</u>	<u>4.25</u>	<u>3.91</u>	<u>3.58</u>	<u>3.25</u>
<u>84</u>	<u>4.20</u>	<u>3.86</u>	<u>3.53</u>	<u>3.20</u>
<u>83</u>	<u>4.15</u>	<u>3.81</u>	<u>3.48</u>	<u>3.15</u>
<u>82</u>	<u>4.10</u>	<u>3.76</u>	<u>3.43</u>	<u>3.10</u>
<u>81</u>	<u>4.05</u>	<u>3.71</u>	<u>3.38</u>	<u>3.05</u>
<u>80</u>	<u>4.00</u>	<u>3.66</u>	<u>3.33</u>	<u>3.00</u>
<u>79</u>	<u>3.95</u>	<u>3.61</u>	<u>3.28</u>	<u>2.95</u>
<u>78</u>	<u>3.90</u>	<u>3.56</u>	<u>3.23</u>	<u>2.90</u>
<u>77</u>	<u>3.85</u>	<u>3.51</u>	<u>3.18</u>	<u>2.85</u>
<u>76</u>	<u>3.80</u>	<u>3.46</u>	<u>3.13</u>	<u>2.80</u>
<u>75</u>	<u>3.75</u>	<u>3.41</u>	<u>3.08</u>	<u>2.75</u>
<u>74</u>	<u>3.70</u>	<u>3.36</u>	<u>3.03</u>	<u>2.70</u>
<u>73</u>	<u>3.65</u>	<u>3.31</u>	<u>2.98</u>	<u>2.65</u>
<u>72</u>	<u>3.60</u>	<u>3.26</u>	<u>2.93</u>	<u>2.60</u>
<u>71</u>	<u>3.55</u>	<u>3.21</u>	<u>2.88</u>	<u>2.55</u>
<u>70</u>	<u>3.50</u>	<u>3.16</u>	<u>2.83</u>	<u>2.50</u>
<u>Below 70</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Transferred Grades [For students in the graduating classes of 2025, 2026, and 2027,](#)
~~W~~[hen](#) a student transfers semester grades for courses that would

be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive weight in accordance with the AAC chart above, the District shall assign weight to those grades based on the categories and grade weight system used by the District if the same course is offered to the same class of students in the District and the student has earned the required number of AAC to determine a weighted GPA.

A transfer student shall be eligible to earn fidelity points for properly documented courses and participation in eligible activities in accordance with the provisions above and administrative regulations.

Beginning with students in the graduating class of 2028, when a student transfers semester grades for courses that would be eligible under the Tier 1 category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if the same or an equivalent course is offered to the same class of students in the District.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the fifth six-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the two full school years immediately preceding graduation;
2. Have completed the foundation program with the distinguished level of achievement; and

3. Be graduating after exactly eight semesters of enrollment in high school; and

Breaking Ties

For students in the graduating classes of 2025, 2026, and 2027, in case of a tie in weighted GPAs after calculation to the fourth decimal place, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Calculate a weighted GPA using only eligible grades earned in English, mathematics, science, social studies, and languages other than English taken by each student involved in the tie.
2. Count the number of AAC earned by each student involved in the tie.
3. Calculate an unweighted GPA using only eligible grades in Advanced courses taken by each student involved in the tie.

If the tie is not broken after applying this method, the District shall recognize all students involved in the tie as sharing the honor and title.

Beginning with the class of 2028, in case of a tie in weighted GPAs after calculation to the fifth decimal place, the District shall calculate a weighted GPA using only eligible Tier 4 courses taken by each student involved in the tie.

Highest Ranking Graduate

For students in the graduating classes of 2025, 2026, and 2027, the local eligibility criteria for recognition as the valedictorian shall not affect recognition of the highest ranking graduate for purposes of receiving the honor graduate scholarship certificate from the state of Texas.

The District shall award the honor graduate scholarship certificate to the highest ranking student attending a state university or college.

Beginning with the class of 2028, the student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

**Consistent
Application for
Graduating Class**

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Calculation

The District shall include in the calculation of class rank grades earned in all high school credit courses taken in grades 9–12, unless excluded below.

The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in a local credit course; distance learning courses, including correspondence courses; or through credit by examination, with or without prior instruction.

**Weighted Grade
System**

The District shall categorize courses as Advanced and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Categories

*Advanced
Courses*

Eligible AP, honors, dual credit, and practicum/internship-level career and technical education (CTE) courses shall be categorized as Advanced courses.

Advanced courses shall receive advanced credit based on the number of academic credits in accordance with administrative regulations and shall be noted on the student's academic achievement record or transcript.

Regular Courses

All other eligible courses shall be categorized and weighted as Regular courses.

Weighted Grade
Point Average

The District shall convert semester grades earned in all eligible courses to grade points in accordance with the following chart and shall calculate an unweighted GPA:

Grade	Grade Points
100	5.0
99	4.9
98	4.8
97	4.7
96	4.6
95	4.5
94	4.4
93	4.3
92	4.2
91	4.1

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Grade	Grade Points
90	4.0
89	3.9
88	3.8
87	3.7
86	3.6
85	3.5
84	3.4
83	3.3
82	3.2
81	3.1
80	3.0
79	2.9
78	2.8
77	2.7
76	2.6
75	2.5
74	2.4
73	2.3
72	2.2
71	2.1
70	2.0
Below 70	0

The District shall not calculate a weighted GPA for students until completion of the first semester of grade 10. When a student has earned the required number of advanced academic credits (AAC), the District shall calculate a weighted GPA using a 1.25 multiplier in accordance with the following chart. A student who has not completed the required number of AAC by the end of each semester shall have his or her GPA reverted to unweighted status.

Grade Level	Semester	Advanced Academic Credits Required
10	1	6
10	2	6
11	1	6
11	2	10

Grade Level	Semester	Advanced Academic Credits Required
12	1	13
12	2	16

Fidelity Points

Each student who participates in and completes four years of an eligible course and related extracurricular activity, as applicable, during high school shall be awarded a fidelity point. A student may substitute a fidelity point for up to two Advanced courses. The list of eligible courses shall be designated in administrative regulations.

Transferred Grades

When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive weight in accordance with the AAC chart above, the District shall assign weight to those grades based on the categories and grade weight system used by the District if the same course is offered to the same class of students in the District and the student has earned the required number of AAC to determine a weighted GPA.

A transfer student shall be eligible to earn fidelity points for properly documented courses and participation in eligible activities in accordance with the provisions above and administrative regulations.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the fifth six-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the two full school years immediately preceding graduation;

2. Have completed the foundation program with the distinguished level of achievement; and
3. Be graduating after exactly eight semesters of enrollment in high school.

Breaking Ties

In case of a tie in weighted GPAs after calculation to the fourth decimal place, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Calculate a weighted GPA using only eligible grades earned in English, mathematics, science, social studies, and languages other than English taken by each student involved in the tie.
2. Count the number of AAC earned by each student involved in the tie.
3. Calculate an unweighted GPA using only eligible grades in Advanced courses taken by each student involved in the tie.

If the tie is not broken after applying this method, the District shall recognize all students involved in the tie as sharing the honor and title.

Highest Ranking Graduate

The local eligibility criteria for recognition as the valedictorian shall not affect recognition of the highest ranking graduate for purposes of receiving the honor graduate scholarship certificate from the state of Texas.

The District shall award the honor graduate scholarship certificate to the highest ranking student attending a state university or college.

2024-2025
Budget Amendment #4
General Operating

December 16, 2024 Meeting Proposed Budget Amendment #4		Increase	Decrease	Net Effect
Object	Revenue			
5700	Revenue Generated	0	0	
5800		0	0	
5900		0	0	
Total		0	0	0
Function	Expenses			
11	Finance - Amend funds for Bus View Scanner program	0	17,042	
	Overall effect on Function 11	0	17,042	(17,042)
12	Overall effect on Function 12	0	0	0
13	Overall effect on Function 13	0	0	0
21	Overall effect on Function 21	0	0	0
23	Overall effect on Function 23	0	0	0
31	Overall effect on Function 31	0	0	0
32	Overall effect on Function 32	0	0	0
33	Overall effect on Function 33	0	0	0
34	Overall effect on Function 34	0	0	0
36	Overall effect on Function 36	0	0	0
41	Overall effect on Function 41	0	0	0
51	Overall effect on Function 51	0	0	0
52	Overall effect on Function 52	0	0	0
53	Overall effect on Function 53	0	0	0
61	Overall effect on Function 61	0	0	0
71	Finance - Amend funds for Bus View Scanner Program	17,042	0	
	Overall effect on Function 71	17,042	0	17,042
81	Overall effect on Function 81	0	0	0
91	Overall effect on Function 91	0	0	0
93	Overall effect on Function 93	0	0	0
99	Overall effect on Function 99	0	0	0
Total		17,042	17,042	0

Other Donations from Community:

Donation from Many Mansions (Traci Cooper-Ives) to the Brawner campus activity account to supplement field trip fees	600.00
Donation from HEB to the Brawner campus activity account in gift cards for the Scarecrow Scamper Run	50.00
Doantion from Brookshire's to the Brawner campus activity account in bananas and oranges for the Scarcrow Scamper Run	89.90
Donation from Kroger to the Brawner campus activity account in bananas and oranges for the Scarecrow Scamper Run	89.90
Donation from MKP Development (Adla Pennington) to the Baccus campus activity account to supplement field trips	500.00
Donation from MKP Development of totes to the Baccus campus activity account for field trips	890.00
Donation from American Green Lawn (Troy Montgomery) to the Baccus campus activity account to supplement field trips	200.00
Donation from First United Methodist to the Baccus campus activity account for water bottles for every student	840.00
Donation from First United Methodist to the Baccus campus activity account for Saturday School Meals	2,527.00
Donation from Berry and Berry Dental Associates to the AMS student activity account for sponsorship of the Theatre Arts Program	100.00
Donation from Lauren & Tim Thorne to the AMS student activity account for sponsorship of the Theatre Arts Program	100.00
Donation from Heritage Insurance Solutions (Mike Mitchell) to the AMS student activity account to the Theatre Arts Program	100.00
Donation from the Hyde Law Firm / Hood County News to the GHS BBQ student activity account for sponsorship	2,000.00
Donation from Lonestar Legacy Care, llc in the form of a vehicle to the GHS Auto-Tech campus activity account for restoration project	5,000.00
Donation from VFW Post 7835 (Ruck Forward) to the MCJROTC student activity account in support of the program	2,500.00
Donation from Granbury Boys Basketball Booster Club to the GHS boys basketball campus activity account to supplement travel to the San Antonio basketball tournament	3,000.00
Donation from GHS Lady Pirate Soccer Booster Club to the Lady Pirate campus activity account to supplement travel to the Waco Midway soccer tournament	3,509.17
Donation from Granbury Families to the Childrens Charities account to fund over drawn student meal accounts	2,500.00
Total Donations from Community	24,595.97

Granbury Independent School District

Fiscal Year 2024-2025

	Adopted Budget	Prior Budget Amendments	Budget Amendment 11/18/2024	Revised Budget
REVENUE				
5700 Local Revenue	76,026,730	-	-	76,026,730
5800 State Revenue	16,002,246	-	-	16,002,246
59/7900 Federal Programs/Other Sources	1,872,965	-	-	1,872,965
Total	93,901,941	-	-	93,901,941
EXPENDITURES				
11 Instruction & Instr. Related Services	56,019,573	(26,077)	(17,042)	55,976,454
12 Instructional Resources & Media Serve	814,295	(2,000)	-	812,295
13 Curriculum & Instr. Staff Development	810,677	(17,223)	-	793,454
21 Instructional Leadership	1,168,517	1,125	-	1,169,642
23 School Leadership	4,425,860	2,000	-	4,427,860
31 Guidance, Counseling & Evaluation Serve	2,604,355	(1,375)	-	2,602,980
32 Social Work Services	-	0	-	-
33 Health Services	571,762	0	-	571,762
34 Student (Pupil) Transportation	4,113,609	990,000	-	5,103,609
35 Food Service	-	0	-	-
36 Co curricular/Extracurricular Activities	2,229,788	0	-	2,229,788
41 General Administration	3,135,945	28,002	-	3,163,947
51 Plant Maintenance and Operations	9,050,561	300	-	9,050,861
52 Security & Monitoring Services	1,688,178	0	-	1,688,178
53 Data Processing Services	1,629,021	(144,675)	-	1,484,346
61 Community Services	52,911	0	-	52,911
71 Debt Service (M&O)	39,158	159,923	17,042	216,123
81 Facilities Acquisition	57,500	1,217,665	-	1,275,165
91 Contracted Instruction Services - Chapter 41	3,740,231	0	-	3,740,231
93 Shared Services Arrangement	-	0	-	-
99 Other Governmental Charges	1,750,000	0	-	1,750,000
00 Other Uses	-	0	-	-
Total Budgeted Expenditures	93,901,941	2,207,665	0	96,109,606
Excess Revenue over (Under) Expenditures	-	(2,207,665)	0	(2,207,665)

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

To: Board of Trustees
Date: December 16, 2024
For: Approval

TO: Dr. Ann Dixon, Interim Superintendent

FROM: Emmett Whitefield

DATE: December 10, 2024

RE: Approval of Listing for Sale of Student-Built
Airplane

SUMMARY:

Granbury High School's Aerospace Engineering program has successfully completed its fifth student-built airplane, a **RANS S-21 Outbound** with a **Titan 340 engine**. This project was completed under the expert instruction and supervision of a local team of aircraft builders. The airplane is a **two-seat model** and is currently unpainted.

The sale of this student-built airplane aligns with the program's ongoing mission to provide hands-on, real-world engineering and aviation experience to students. The recommended **minimum bid price is \$185,000**, reflecting the market value and craftsmanship of the aircraft. Proceeds from the sale will be reinvested into the Aerospace Engineering program to support future projects and enhance learning opportunities for students.

RECOMMENDATION:

It is recommended that the Board approve the listing of the aircraft for sale with the stated minimum bid.

Staff Person Responsible: Houcine Chraibi
Emmett Whitefield

Date Submitted: December 10, 2024

Respectfully submitted,



Emmett Whitefield
Chief Financial Officer

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 16, 2024
For: Approval

TO: Dr. Ann Dixon, Interim Superintendent

FROM: Emmett Whitefield
Chief Financial Officer

DATE: December 10, 2024

RE: Child Nutrition Purchases 2025-2026

SUMMARY:

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

The exceptions to the \$50,000 threshold in CH(LOCAL) are purchases made through an interlocal contract, a cooperative contract, a state contract or a continuous or periodic purchase under a Board approved bid or contract up to \$100,000. GISD is able to purchase directly from these contracts because they have been through a competitive process. GISD uses these resources to gather multiple quotes for purchasing decisions at the time of the purchase. The following purchases are planned to occur prior to August 31, 2026 by the Child Nutrition Department. These purchases include funds allocated to the Child Nutrition Department, campuses, and various departments in the district. The single purchases exceeding the \$100,000 purchase limit outlined in CH(LOCAL) are listed below for consideration and action.

Purchases exceeding \$100,000 Requiring Board Approval

- Food Grocery/ Paper Products - **\$1,700,000**
 - o Vendor – Labatt Food Service
 - o Multi Region Purchasing Cooperative – RFP # 2021-02
 - o Account Code – Fund 240 Function 35
- Milk and Dairy Products - **\$360,000**
 - o Vendor – Oak Farms Milk
 - o Multi Region Purchasing Cooperative – RFP # 2024-01
 - o Account Code – Fund 240 Function 35

RECOMMENDATION:

I recommend the Board approve all purchases as outlined above.

Respectfully submitted,

Emmett Whitefield
Chief Financial Officer

Staff Person Responsible: Amy Whiteley
Houcine Chraibi

Date Submitted: December 10, 2024



ACTION REQUIRED!
Due Date: February 28, 2025

October 21, 2024

Re: Membership and Participation in the Region 10 ESC Multi-Region Purchasing Cooperative, SY25-26

Dear Food Service Director Addressed:

Multi-Region Purchasing Cooperative (hereafter “R10MRPC”) requires all Interlocal Agreements (hereafter “Agreement”) to be approved by each Recipient Agency’s (hereafter “RA”) Board of Directors. Completed Agreements must be submitted with proof of Board approval. R10MRPC also utilizes an annual, single-year agreement encompassing membership roles, responsibilities, and bid participation for the agreement term. Region 10 Education Service Center is the “Coordinating Entity and Fiscal Agent” for R10MRPC.

This packet includes the Interlocal Agreement for RAs participating in the School Nutrition Programs that wish to purchase food service products or services through the R10MRPC formally procured and awarded bids. If the RA does not plan to purchase from any of the awarded bids, there is no need to complete an Interlocal Agreement.

The **Interlocal Agreement** (pages 3-11) is a “membership and participation” agreement that commences on July 1st and extends through June 30th of the following calendar year. By signing the Agreement, you agree to the General Provisions of Member Roles and Responsibilities with your bid participation selection(s) indicating your entity’s purchasing commitment. Members must provide estimated quantities for each product planned for each bid category selected. This is done through a specialized software created by R10MRPC called “Maestro Forecasting.”

The Multi-Region Purchasing Cooperative is fully self-funded through a Vendor Participation Fee. This fee is collected directly from the awarded commercial-only vendors. Fees are used to cover expenses related to the administration and operation of R10MRPC and the growth in services and benefits offered to our members. Studies indicate that school districts benefit through cooperative participation with considerable cost savings. While the purchasing power of the R10MRPC is significant, the costs of goods and services continue to rise annually. Studies prove that schools participating in a child nutrition purchasing cooperative receive better pricing and a higher selection of products with higher fill rates. Additional benefits of participating in the R10MRPC include training and technical support for child nutrition programs, compliant solicitations, and high-level customer service.

Thank you for considering participation in the SY 2025-2026 R10MRPC. If you have any questions, please contact me.

Please submit completed and signed Agreement to Angela McCrary: angela.mccrary@region10.org

Sincerely,

Keri Warnick
Program Coordinator
Keri.warnick@region10.org
972.348.1448

Enclosures

INTERLOCAL AGREEMENT

The following Interlocal Agreement (pages 3-11) is to be completed by all recipient agencies (RA) that wish to participate in Region 10 ESC Multi-Region Purchasing Cooperative (R10MRPC) and purchase from formally procured bids.

This Interlocal Agreement is a one-year agreement for the school year 2025-2026 (July 1, 2025, through June 30, 2026). If completed, a fully executed copy will be returned to the RA and kept on file with R10MRPC indefinitely.

Each RA wishing to purchase from any procured and awarded bid must complete and sign all required pages. Each RA is asked to consider which bids best fit their needs. R10MRPC requires members to forecast their product and/or service needs through R10MRPC's customized software before all bid renewals and new bids are released.

The fully completed and signed Interlocal Agreement must be approved by your school Board of Trustees or Authorized Representative and returned no later than February 28, 2025. Please note that Interlocal Agreements received after the due date or later after bids have been released may not be approved due to forecasting requirements and procurement regulations.

Please return pages 3-11 of the Agreement fully executed.

Region 10 Education Service Center
Multi-Region Purchasing Cooperative
SY25-26: INTERLOCAL AGREEMENT

This Interlocal Agreement (hereafter the “Agreement”) is entered into by and between the agencies shown below as contracting parties for a single-year term, per the section entitled “Membership Term” below. The Member Recipient Agency (RA) is responsible for paying vendors’ invoices for goods and services purchased by the RA through the effective termination date. Region 10 ESC is the MRPC “Coordinating Entity and Fiscal Agent.”

Contracting Parties

Region 10 Education Service Center Fiscal Agent/Coordinating Entity	057-950 County District Number	
District/Recipient Agency (RA)	RA County District Number	RA/Organization ID (WBSCM #)

STATEMENT OF SERVICE’S TO BE PERFORMED

The Region 10 Multi-Region Purchasing Cooperative (hereafter the “R10MRPC”) organizes and administers the child nutrition cooperative purchasing and commodity processing program for RAs in Texas. Authority for such service is granted by Section 8.053 of the Texas Education Code, Chapter 791 of the Texas Government Code, and Chapter 271, Subchapter F, of the Texas Local Government Code. The goal of the cooperative is to obtain substantial savings on food service items through volume purchasing. There is no fee to join R10MRPC.

MEMBERSHIP:

Membership is a single-year term in the R10MRPC. The R10MRPC offers a variety of formally procured bids utilizing the competitive requests for proposals (RFP) method to assist RAs with their fiscal budgetary needs. RAs may commit to any bid(s) that best fits their needs. Members’ bid selection is a commitment to purchase from the R10MRPC awarded vendor(s). Before releasing any formal solicitation or bid renewal, members must provide estimated quantities/forecasts for each product they plan to purchase on each bid selected. Currently, the following formally procured bids are offered:

- | | |
|---|-------------------------------|
| 1. USDA Foods for Further Processing (USDA Processed Commodities) | 8. Fresh Bread |
| 2. Full-Line Grocery Distributor (to include processed commodities) | 9. Milk Full-Service Delivery |
| 3. Manufacturer Direct-to-District Delivery (commercial foods; approval required) | 10. Ice Cream Novelties |
| 4. Small Wares | 11. Chips and Snacks |
| 5. Kitchen Chemicals & Cleaning Products (products) | 12. Beverages (contained) |
| 6. Sanitation System & Safety Training (services) | 13. Dispensed Fruit Beverages |
| 7. Fresh Produce & Raw Meats | 14. Coffee Bar Products |
| | 15. Milk Coolers |
| | 16. GDSN Connection Software |
| | 17. Armored Car Services |

LIMITATION OF AGREEMENT:

The R10MRPC reviews this Agreement annually to ensure compliance with United States Department of Agriculture (USDA) and Texas Department of Agriculture (TDA) regulations. If, following such review, the R10MRPC discovers that any provision contained herein is not in accordance with USDA and TDA regulations, R10MRPC will have 30 days to make all necessary updates and require that each participating RA sign a new Agreement. If R10MRPC does not amend the provision within the given timeframe, the RA may terminate this agreement on 10 days' written notice to R10MRPC. Child Nutrition Federal Funds are governed by USDA and TDA regulations. EDGAR does not apply to child nutrition federal funds.

GENERAL PROVISIONS:

1. The Parties agree to comply with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the procurement activities and programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing such programs.
2. This Agreement shall be governed by the law of the State of Texas and the venue for any dispute resolution shall be in the county where the administrative offices of Region 10 ESC are located, which is currently Dallas County, Texas.
3. The R10MRPC reserves the right, but is not obligated, to add additional members and allow participation. Adding an RA may "materially change the existing contract(s)" and, thereby, require rebidding of said contract(s). Consequently, the RA may not be permitted to participate in those affected contracts to avoid rebidding and possibly negatively impacting the membership in place at the time of the current contract(s) award. The membership of a new RA may become effective upon any new bids, rebids being awarded, new fiscal year, or as permitted at the sole discretion of the R10MRPC.
4. This Agreement and any addenda executed by the parties contains the entire agreement of the Parties hereto concerning the matters covered by its terms, and it may not be modified in any manner without the express written consent of both Parties. Modifications may be required by law or regulation, which shall require action by the R10MRPC and the RA. Failure to act by either party, within a reasonable period, on legally required modifications shall constitute good cause to terminate this Agreement effective upon written notification to the other party.
5. If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect.
6. The Executive Director of Region 10 ESC or his or her designee and authorized agent of the member district shall attempt to resolve any disputes that develop under this Agreement. If any dispute is unable to be resolved, both Parties agree to nonbinding mediation before either Party may resort to litigation. The selection of the mediator shall be mutually agreed upon, and the costs for such mediation borne equally between the Parties.

7. No Party to this Agreement waives or relinquishes any immunity or defense on behalf of itself, its trustees, directors, officers, employees, and agents, because of its execution of this Agreement or the performance of the functions and obligations set forth herein.

8. All parts of this Agreement, when executed by both Parties, are binding upon the Parties, and may be changed only by written agreement executed by authorized representatives of the Parties.

9. Per USDA Federal Regulations and TDA Administrator's Reference Manual (ARM) Section 17, the R10MRPC is a Child Nutrition Program (CNP) Operator-Only Cooperative that is categorized as a "for-profit cooperative". Per ARM Section 17, R10MRPC is required to return "unanticipated profits" to the member. This Agreement allows R10MRPC to deduct the cost of services from the collected vendor fees and pay any remaining amount to members regularly. The R10MRPC's "profit margin", for purposes of this Agreement, shall be defined as the revenue received by the R10MRPC through the charging of the vendor fees outlined in the "Membership Fees" section below minus the expenses to the R10MRPC to operate the cooperative. The Coordinating Entity shall retain the profit margin; however, any revenue received more than the profit margin ("unanticipated profit") will be distributed to the R10MRPC's participating members by the Fiscal Agent. R10MRPC is not permitted per state regulations to collect a profit from sales of processed commodities.

R10MRPC adheres to the following rebate system.

- A. R10MRPC will collect all Vendor Participation Fees quarterly.
- B. R10MRPC does not charge a Vendor Fee to any USDA commodity processor.
- C. R10MRPC will utilize a year-end revenue report that details each participating member's generated sales with each awarded vendor.
 - 1) R10MRPC applies an equal percentage of the operational cost to each RFP.
 - 2) Total overhead and expenses are calculated for each RFP based on shared percentage.
 - 3) Total collected revenue is calculated against shared operational costs for each RFP. Any RFP that does not generate enough revenue to cover the shared percentage of expenses is not eligible for a rebate.
 - 4) Any member purchasing USDA commodity foods through our awarded grocery distributor will receive a rebate of collected fees minus the shared expenses.
 - 5) Any member participating in bids that have an excess of fees collected beyond the shared expenses will receive a rebate.
 - 6) Rebate amounts are calculated in October once the Region 10 ESC books are closed.
 - 7) Rebate checks are mailed to each eligible participating member in late November or December. Checks include a letter with instructions about the rebate check and that it must be deposited into the child nutrition fund account.
 - 8) R10MRPC will send out an email notification to each food service director that includes the amount of their rebate.

This Agreement allows R10MRPC to deduct the cost of services from the collected vendor fees and pay any remaining amount to members regularly. The R10MRPC's "profit margin", for purposes of this Agreement, shall be defined as the revenue received by the R10MRPC through the charging of the vendor fees outlined in the "Membership Fees" section below minus the expenses to the R10MRPC to operate the cooperative. The Coordinating Entity shall retain the profit margin; however, any revenue received more than the profit margin

("unanticipated profit") shall be distributed to the R10MRPC's participating members by the Fiscal Agent. R10MRPC is not permitted per state regulations to collect a profit from sales of processed commodities.

10. This Agreement and any modification(s) may be executed in separate copies; however, the Agreement must be Board of Trustee approved and physically signed by both participating parties using a "physical signature." Electronic or typed signatures will not be accepted. This Agreement may be exchanged and/or transmitted electronically via fax or scanned email. Proof of Board approval acceptable to R10MRPC must be submitted along with a completed and signed Agreement.

Membership Term. This Agreement shall be for a one-year term unless sooner terminated per the provisions of this Agreement. The conditions outlined in this Agreement shall apply to this single-year term. The Agreement year for each purchasing cooperative program commences July 1st and will extend through June 30th of the following calendar year.

Membership Fees. No membership fee shall be directly charged to participating members of the R10MRPC.

The United States Department of Agriculture (USDA) does not allow federal funds received by ESC Child Nutrition components to be used to support purchasing cooperatives. Therefore, the R10MRPC is a fully self-funded entity through a "Vendor Participation Fee" on all commercial sales. This fee is collected directly from the awarded vendors in the fixed amount of .0085 for every \$1.00 of revenue. R10MRPC "does not charge" any fees to the Commodity Processors. All fees are used to cover expenses related to the administration, direct operation, and growth in services or software programs offered by the Cooperative to the members that benefit their foodservice operation. RAs, even though they may incur these fees indirectly, pay no direct fee to R10MRPC for participation.

The parties agree that the payments under this Agreement and any related exhibits and documents are amounts that fairly compensate the Coordinating Entity for the services or functions to be performed under the Agreement.

Authorization to Participate. The R10MRPC and each RA represent and warrant, by the execution and delivery of the Interlocal Agreement, that they have obtained all requisite authority through governing board action to enter and perform the terms of this Agreement. Proof of Board approval through Board meeting notes is accepted. If your school does not have a Board of Directors, the authorized representative's signature is acceptable.

Cooperation and Access. Each party agrees to cooperate with any reasonable requests for information and records made by the other party. Each party reserves the right to audit the relevant records of the other party during normal business hours. Any breach of this Article shall be considered material and shall make the Agreement subject to termination on ten (10) days' written notice to the RA.

Primary and Secondary Contact. The RA agrees to appoint a primary and secondary contact who shall have express authority to represent and bind the RA, and R10MRPC will not be required to contact any other individual regarding program matters. Any notice to a primary or secondary contact shall be binding upon the RA. The RA reserves the right to change the contacts as needed by giving written notice to R10MRPC. Such notice is not effective until actual receipt by R10MRPC.

Defense and Prosecution of Claims. The RA authorizes the Fiscal Agent, only concerning matters arising out of or contemplated by this Agreement: (1) to control the commencement, defense, intervention, or participation in a judicial, administrative, or other governmental proceeding; (2) to represent the R10MRPC in an arbitration, mediation, or any other form of alternative dispute resolution; (3) to represent the R10MRPC in any other appearance necessary to protect the rights of the R10MRPC relating to actions concerning any past or current, including any appearances and actions in litigation, claim or dispute; and (4) to engage legal counsel and appropriate experts that, in the Fiscal Agent's sole discretion, will assist with such defense or prosecution of any action or claim in matters arising out of this Agreement. The RA agrees that any suit brought against R10MRPC, the Fiscal Agent, or a R10MRPC or Fiscal Agent employee or agent may be defended in the name of R10MRPC, Region 10 Education Service Center, or the RA by the counsel selected by the Fiscal Agent, in its sole discretion, or its designee, on behalf of and at the expense of the R10MRPC as necessary for the prosecution or defense of any litigation or claim. Full cooperation by the RA shall be extended to supplying any information needed or requested by the Fiscal Agent or R10MRPC in such prosecution or defense. Subject to specific revocation, the RA designates the Fiscal Agent to act as a class representative on its behalf in matters arising from this Agreement.

Governance. R10MRPC shall be governed by the Fiscal Agent's Board of Trustees (hereinafter the "Board") per applicable law and regulations. Procurement processes and procedures are governed by applicable laws and regulations.

Limitations of Liability. The Fiscal Agent, its endorsers, and servicing contractors do not warrant that the operation or use of R10MRPC services will be uninterrupted or error-free. The Fiscal Agent, its endorsers, and servicing contractors, disclaim all warranties, express or implied, regarding any information, product, or service furnished under this Agreement, including without limitation, any implied warranties of merchantability or fitness for a particular purpose. The Parties agree that regarding all causes of action arising out of or relating to this Agreement, neither Party shall be liable to the other under any circumstances for special, incidental, consequential, or exemplary damages, even if it has been advised of the possibility of such damages.

Notice. Any written notice to the R10MRPC or the Fiscal Agent shall be made by: first class mail, postage prepaid and delivered to the Multi-Region Purchasing Cooperative, Region 10 Education Service Center, 400 E Spring Valley Rd, Richardson, TX 75081-1300; Attn: Keri Warnick (contact person); or emailed to keri.warnick@region10.org with a copy to sue.hayes@region10.org.

Acceptance of USDA Foods Sent for Further Processing. The R10MRPC, through the Fiscal Agent, is granted the right to issue a cooperative bid/proposal (RFP) for the processing of selected USDA commodity foods donated by participating members. The R10MRPC, through the Fiscal Agent, is further granted the right to enter a Contract for Services with the commodity food processor(s) receiving the processing award(s) for agreed-upon processed end-products, to execute a service agreement on behalf of participating members. Participating members will have the right and responsibility to accept the processed end-product(s) for the life of the contract between R10MRPC, through the Fiscal Agent, and the processor for all commodity foods donated to, and for which processing was subsequently procured through, the R10MRPC. Excess commodities may be distributed according to USDA or TDA regulations and guidance.

Payment for Goods. Each Party, paying for any goods or services under this Agreement or related to this Agreement, must pay for such goods and services from available current revenues only.

PARTY ROLES AND RESPONSIBILITIES:

Role of the R10MRPC, through the Fiscal Agent:

1. Provide for the organizational and administrative structure of the program.
2. Provide staff with the time necessary for the efficient operation of the program.
3. Provide procurement training if requested.
4. Provide guidance and assistance or templates for the school's Procurement Procedures Manual and Code of Conduct Manual if requested.
5. The R10MRPC shall coordinate the Competitive Procurement Process for all Awarded Contracts using the Formal Procurement method of Requests for Proposals (RFP).
6. The R10MRPC shall follow the local, State, and Federal procurement guidelines as listed below:
 - a. United States Department (USDA) Code of Federal Regulations (2 CFR) parts 200.318-200.327 and Appendix II
 - b. Texas Department of Agriculture's (TDA) Administrator's Reference Manual (ARM) Sections 16 and 17, 17a, 17b, and 17c.
 - c. Requiring Board of Directors' approval on all R10MRPC bid award recommendations.
 - d. Texas Education Code 44.031 relating to purchasing contracts.
 - e. Education Department General Administrative Regulations (EDGAR) as the guidelines pertain to Purchasing Cooperatives' procuring on behalf of its RAs. EDGAR refers to and requires Child Nutrition Food Purchasing Cooperatives to adhere to USDA Federal Regulations located in 2 CFR 200.317-200.327.
 - f. Form 1295 will be required to be filled out and filed with the Texas Ethics Commission by all awarded vendors and will be managed by the Fiscal Agent's Business Office.
7. Send solicitations for the Further Processing of USDA foods to all companies found on the TDA "Approved List of Vendors" without limitations.
8. Enter into a detailed agreement with distributors that distribute processed end-products containing USDA Foods including language to ensure proper resolution of errors such as data, pricing, product, reports, etc.
9. Do the following regarding USDA Foods:
 - a. Track and assist RAs with the management of their USDA Foods inventory balances to ensure compliance with TDA and USDA Foods inventory requirements.
 - b. Assist RAs with Sales Verifications of end products sold through a distributor, including but not limited to verification of rebates, discounts, and credits.
 - c. Provide RAs with information on commodity processing, including, but not limited to, anticipated delivery dates, product recalls or production issues, discontinued products, and replacement recommendations.
 - d. Provide the list of commodity items to RAs for purposes of obtaining quantity requests. This is done using an online software program.
 - e. Receive quantity requests from RAs for commodity processing through district entries into the online software and prepare appropriate quantity totals by item.
 - f. Provide a delivery schedule, on behalf of each RA, for all selected USDA Foods for Further Processing to each processor and distributor based on information collected from each RA.

10. The R10MRPC assumes no responsibility for failure of delivery by vendors, however, the R10MRPC will assist all RAs with service and product quality issues to ensure all vendors adhere to the terms and conditions of the awarded contract.
11. Initiate and implement activities related to the bidding and vendor selection process. Competitive bidding procedures for Texas public schools using Child Nutrition federal funds will be strictly followed.
12. Provide RAs with procedures for ordering, delivery, and billing.
13. Mediate problems/concerns between vendors and RAs.
14. Provide RAs access to all records, reports, and documents to ensure rebates, discounts and other applicable credits will accrue to the RA.
15. Make available or provide easy access to all procurement documents created and received for each awarded RFP and vendor, as required and in compliance with State Agency Administrative and Procurement Reviews.
16. Act ethically always and in accordance with all federal, state, and local guidelines.
17. Create and monitor/host an Advisory Committee. The Advisory Committee is a voluntary member committee with a 2-year commitment that meets quarterly. The Committee goals are to act as liaison between R10MRPC and the membership base if needed, communicate information received from TDA to R10MRPC as necessary, and review or sample products to assist in the streamlining of offered bid awards and best products.

Role of the RA:

1. Commit to the General Provisions and Roles and Responsibilities of this Agreement by authorization of its governing body (School Board of Trustees) and by execution by an approved foodservice employee in the appropriate spaces on the attached form (physical signature copy must be provided to R10MRPC promptly following execution).
2. Designate a primary and secondary contact.
3. Commit to purchasing from selected bid categories as forecasted.
4. Provide an estimated quantity for each of the products desired through the use of the online required software Maestro Forecasting or as requested by the Program Coordinator during any single-year term of Participation.
5. Comply with all USDA and TDA regulations.
6. Prepare purchase orders issued to the appropriate vendor from the official award list provided by R10MRPC.
7. Accept shipments of products ordered from vendors per standard purchasing procedures.
8. Address product warranties and product qualities with the manufacturer.
9. Pay vendors' net amount due within agreed-upon terms after receipt of a correct monthly statement.
10. Participate in bid evaluation committees for the bids that the RA is utilizing. Evaluation committee meetings will include, but not be limited to, face-to-face group meetings, online voting, or any other form of participation as requested by the R10MRPC.
11. Act ethically always and in accordance with all Federal, State, and local guidelines, as well as R10MRPC Member Roles. The R10MRPC shares information with participating members that at times is considered confidential and proprietary. Members may be asked to sign Non-Disclosure Agreements and agree to adhere to the terms set forth in those agreements. Future membership in the R10MRPC may be jeopardized based on unethical handling of sensitive R10MRPC and/or vendor information.
12. Attend R10MRPC meetings and training classes to stay informed of the cooperative's processes and services offered. Training classes are specific to some of the "tools" offered by R10MRPC. Attending meetings and classes helps ensure your success as a participating RA in the R10MRPC.

13. Participates in a Member Advisory Committee through selection or appointment. The Member Advisory Committee is a small committee of R10MRPC participating members formed every 2 years. The Advisory Committee serves as the liaison for all participating members when a conflict or concern arises regarding R10MRPC if needed, and annually reviews all procurement practices by the R10MRPC to ensure compliance in all areas, along with other tasks.
14. The following roles will apply to participating members who commit entitlement dollars for the USDA processed commodity foods:
 - a. The RA shall access the Web Based Supply Chain Management (WBSCM) system on a regular basis to effectively manage USDA Foods entitlement, food requests, and allocations.
 - b. The RA shall track and manage USDA Foods inventory balances to ensure compliance with TDA and USDA Foods inventory requirements, i.e., inventory levels shall not exceed a six (6) month supply at any given time; access processor tracking systems (K12 Foodservice, ProcessorLink, or other) on a regular basis; and report inventory issues to R10MRPC.
 - c. The RA shall conduct Sales Verifications of end-products sold through a distributor, including but not limited to verification of rebates, discounts, and credits.
 - d. The RA shall maintain copies of the original Child Nutrition (“CN”) Label from the product, carton; or a photograph of the CN Label as it appears on the original product carton if available.

BID PARTICIPATION SELECTIONS for SY 2025-2026

The following Bid Participation agreement, as an integrated part of the Agreement, is entered into by and between the District/RA, as indicated below, and Region 10 Multi-Region Purchasing Cooperative (R10MRPC) for participation in one or more of the R10MRPC awarded bids. This agreement is a single-term agreement effective July 1, 2025, through June 30, 2026.

The R10MRPC formally procures several competitive RFPs (Request for Proposals) on behalf of all participating members. Each member is required to complete this Bid Participation Agreement and forecast all products planned for purchase if they wish to utilize the R10MRPC awarded bids during the term of this agreement.

To help the R10MRPC represent the most accurate information to potential bidders, ***please place a check mark to the left of each bid listed below that you “plan” to use during the SY 2025-2026.*** Each RFP is explained on the next page to assist you in the best decision as to which bid(s) best fit your needs. The R10MRPC does not guarantee any vendor that any item will be purchased, however, members should seriously consider each selected bid as member forecasting of each product planned on each selected bid is required prior to the release of a new bid or renewal bid.

	Full-Line Grocery, NOI/FFS Distributor
	USDA Foods For Further Processing
	Milk: Full-Service Delivery
	Fresh Bread
	Ice Cream Novelties
	Beverages (container)
	Manufacturer Direct-to-District (commercial foods) – requires MRPC approval
	Dispensed Fruit Beverages
	GDSN Connection Software

	Chips & Snacks
	Fresh Meats and Produce
	Small Wares
	Kitchen Chemicals & Cleaning Supplies
	Sanitation Systems & Safety Training
	Coffee Bar Products
	Milk Coolers
	Armored Car Services

Please provide us with your district's main address as listed on your website or in the directory:

District Name	Main Campus/Bldg. Name				
<table border="0" style="width: 100%;"> <tr> <td style="width: 60%; padding-right: 20px;">Street Number & Name</td> <td style="width: 15%; padding-right: 20px;">City</td> <td style="width: 10%; padding-right: 20px;">State</td> <td>Zip Code</td> </tr> </table>		Street Number & Name	City	State	Zip Code
Street Number & Name	City	State	Zip Code		

Interlocal Agreement for SY 2025-2026 Signature and Authorization Form

By signing this page, the RA confirms entering into an interlocal agreement with Region 10 Education Service Center, as the Fiscal Agent and Coordinating Entity for the R10MRPC, per all Agreement terms, Membership Roles and Responsibilities, and Bid Participation selection(s) as stated on pages 3-10 and indicated on page 11.

As of July 1, 2025, _____ and the Region 10 Education Service Center/Fiscal Agent
District Name/Recipient Agency (RA)

enter this Interlocal Agreement, including Bid Participation. As the authorized Agent for the Board of Trustees or Authorized Representative of the RA, I hereby execute this Agreement on behalf of RA and intend to be bound by the provisions set forth herein for a single-year term, unless otherwise terminated by either party per the terms outlined in the Agreement. Physical signatures are required, typed or digital signatures will not be accepted.

District/ Name	ESC Region	2024-2025 Enrollment
# Of Participating Campuses	County/Counties in Which Campuses are Located	
Printed Name: Primary Foodservice Contact	X Signature: Primary Foodservice Contact	Date Signed
Email: Primary Contact	Phone: Primary Contact	
Printed Name: Secondary Foodservice Contact	Email: Secondary Foodservice Contact	
Phone: Secondary Foodservice Contact		

Board of Director Approval (or authorized rep): Date Completed and Signature Below or Meeting Minutes are acceptable.

Printed Name: Authorized Board Director (or Authorized Representative)	
X Signature: Authorized Board Director (or Authorized Representative)	Date Signed/Completed

Below Area: For Region 10 MRPC Use Only

 R10MRPC Authorized Signature	Keri Warnick	Date Signed
Program Coordinator Title of Contact Person	972-348-1448 Office Phone	

Bids Overview

Each year awarded bids are either renewed, if options are available, or released as new based on factors such as no remaining renewal options, material change in contract value, growth in cooperative membership participation, too many discontinuations or new items to consider, or restructuring of the areas to be serviced in the cooperative. The following is the list of RFPs that will be offered in SY25-26 and information if they will be new or renewed.

Bid Category	Bid Description	Current RFP #	Will This Bid Be Renewed?	Vendors To Be Renewed	Contract Year in SY25-26
Beverages - Container	Drinks in containers such as Coke, Dr Pepper, Gatorade, Water, etc....that meet Smart Snack and/or used for before or after school events if managed by foodservice	2022-01-12	Yes	Coca Cola; Dr Pepper; Master's Distribution	4 of 5
Chips & Snacks	Smart Snack approved chips and snacks for a' la carte sales	2022-02-13	Yes	Master's Distribution	4 of 5
Coffee Bar	Cold contained coffees, coffee beans or grounds, syrups, etc.... for Coffee Bars. Smart Snack compliant	2023-03	Yes	Trident Beverage	3 of 5
Dispensed Fruit Beverages	100% dispensed fruit slush beverages, awarded company provides dispensing machine and product.	2022-11	No	TBD	1 of 5
Fresh Bread	Direct delivery from bread vendor to campuses. Fresh bread products	2023-02	Yes	Bimbo Bakery, Flowers Bakery	3 of 5
Fresh Produce & Raw Meats	Fresh produce and raw meats; produce held to monthly market price	2023-04	Yes	Brother's Food Service; Farmers Market Ft Worth; R Craig Stephens; Walnut Creek Farms; Hardie's; Freshpoint	3 of 5

Bid Category	Bid Description	Current RFP #	Will This Bid Be Renewed?	Vendors To Be Renewed	Contract Year in SY25-26
Full-Line Grocery, NOI & FFS	Main-line distributor of commercial foods, processed commodity foods, fresh produce, and non-food foodservice items.	2021-02	Yes	Labatt	5 of 5
Ice Cream	Frozen Ice Cream novelties, delivered directly from vendor, smart snack compliant	2021-05	Yes	Blue Bonnet, Klement Distribution, Yumi Ice Cream	5 of 5
Kitchen Chemicals & Cleaning Supplies	Kitchen and cafeteria cleaning supplies such as chemicals, mops, gloves, as well as testing kits, etc....	2022-08	Yes	Complete Supply, Eco Lab, Kirby	4 of 5
Manufacturer Direct-to-District	Direct delivery in large quantities to approved RAs of commercial foods only. Must have a loading dock and the ability to unload the truck and store large minimum drops of food product.	2021-08	Yes	Alpha Foods, Cool Tropics, Nat'l. Food Group, Smartmouth, Tyson	5 of 5
Milk - Full Service Delivery	Milk delivery, rotate and restock of needed products, milk boxes supplied if needed by some vendors	2023-01	No	TBD	1 of 5
Sanitation Systems & Safety Training	Sanitation System, monthly visit from rep to restock needed sanitation products; staff training and safety training classes available	2021-15	Yes	SFS PortionPac	5 of 5
Small Wares	All types of small wares for foodservice needs	2022-09	Yes	Ace Mart, Sam Tell & Son, Strategic Equipment	4 of 5
USDA Foods for Further Processing	Processed USDA foods to be received through direct delivery, distributor or contracted warehouse	2021-22	Yes	Multiple processors approved by TDA	4 of 5

Bid Category	Bid Description	Current RFP #	Will This Bid Be Renewed?	Vendors To Be Renewed	Contract Year in SY25-26
Sanitation Systems & Safety Training 2	Supplemental Bid for Sanitation System, monthly visit from rep to restock needed sanitation products; staff training and safety training classes available	2023-07	Yes	SFS PortionPac	3 of 5
Software Services	GDSN Connection Software Service: This RFP will seek to award a vendor that offers an RA the ability to connect to product data in the Global Data Synchronization Network (GDSN) through an online software platform. Benefits such as export and import features into back-of-house software, product data changes updates, menu building, procurement features, and other options will be requested.	2024-01	Renewal	inTEAM Associates	2 of 5
Armored Car Services	Cash pickup and deposit services under the security of an Armored Car.	TBD	New	TBD	1 of 5



OFFICE OF SUPERINTENDENT

For:	Board of Trustees
Date:	December 16, 2024
Action:	Discussion

TO: Board of Trustees
From: Ann Dixon
Date: December 16, 2024
RE: Consider date change of January board meeting

SUMMARY:

As general practice, GISD has regularly scheduled board meetings on the third Monday of every month. For January of 2025, that date falls on a holiday thus causing an original shift of the date one week later. The week of January 27th conflicts with a conference that a portion of our upper administration will be attending.

The January meeting primarily consists of the TAPR hearing, Superintendent evaluation and Team of Eight training. Since we will not have a Superintendent evaluation or Team of Eight training it is recommended that the district hold the TAPR hearing on January 15 with no other action (with exception, necessary personnel recommendations).

RECOMMENDATION:

It is recommended that the Board change the date of the January board meeting to Wednesday, January 15, 2025 for the purpose of the TAPR hearing and amend the board meeting schedule to reflect that change.

Respectfully submitted,

Ann Dixon
Interim Superintendent



GRANBURY

INDEPENDENT SCHOOL DISTRICT

For:	Board of Trustees
Date:	December 9, 2024
Action:	Action

TO:	Dr. Dixon & Board of Trustees
From:	Wes Jones
Date:	December 16, 2024
RE:	Proposed Amendment to Granbury ISD Innovation Plan

SUMMARY:

Granbury ISD Administration developed the following revisions and additions to the Granbury ISD Innovation Plan to better align with the vision and mission and better accomplish the goals of the District’s Strategic Plan.

RECOMMENDATION:

It is recommended that Granbury ISD amend the current Innovation Plan as proposed.

Respectfully submitted,

Wes Jones

Wes Jones
Director of Human Resources

DISTRICT OF INNOVATION

PROPOSED AMENDMENT TO THE GRANBURY ISD INNOVATION PLAN
PRESENTED BY WES JONES, HUMAN RESOURCES DIRECTOR

www.granburyisd.org/doi



DOI OVERVIEW

What is a District of Innovation?

H.B. 1842 (84th Session of the Texas Legislature) in part added Chapter 12A to the Texas Education Code (TEC) to create Districts of Innovation. Districts are eligible for designation if certain performance requirements are met and the district follows certain procedures for adoption as outlined in Statute. The designation provides the district will be exempt from certain sections of the TEC that inhibit the goals of the district as outlined in the locally adopted Innovation Plan.

DOI OVERVIEW

When/how did Granbury ISD become a District of Innovation?

- August 2016 - Board of Trustees Resolution to Adopt District of Innovation Plan
- Fall 2016 - DAC discussion and draft
- December 2016 - DAC review and approval
- January 2017 - Board of Trustees approval
- ***Original Plan effective February 1, 2017 thru January 31, 2022***
- February 2018 - DAC approval of amendments
- August 2021 - District Administration develops Plan renewal
- Fall 2021 - DAC discussion and draft
- November 2021 - Board of Trustees approval
- ***Successor Plan effective February 1, 2022 thru January 31, 2027***
- December 2024 - DAC review and approval of amendments
- December 2024 - Board of Trustees review

DOI OVERVIEW

Why amend the Innovation Plan?

Granbury ISD Administration developed the following revisions and additions to the Granbury ISD Innovation Plan to better align with the vision and mission and better accomplish the goals of the District's Strategic Plan.

DOI AT-A-GLANCE

- Certification required and State certification requirements for teachers and other educators
- Probationary Contracts
- Certified employee contract rights (suspension without pay)
- Planning and Preparation Periods
- Statutory Compliance Training Requirement
- Teacher Mentor Program
- Transfer/Admission of Child of Peace Officer or Active Duty Military
- Honoring Transfer Approvals for Entire School Year
- Uniform School Calendar
- School Day Interruptions
- Student Teacher Ratios, Waivers and Notice to Parents (Prekindergarten – Grade 4)
- School Health Advisory Council
- Three-Day Limitation on Suspensions
- Suspension Limitation for Students Below Third Grade
- Disciplinary Alternative Education Programs (DAEP) Certified Teachers
- Student Discipline Campus Behavior Coordinator
- Unauthorized Persons: Ejection of Individuals from Facilities

EXPLANATION

Certification required and State certification requirements for teachers and other educators

TEC §21.003; §21.053; §21.044; §21.055

This exemption expands flexibility to hire for any area if shortages arise and allows those with pending credentials to be compensated upon hire rather than waiting on the State.

Teacher Mentor Program

TEC §21.458

This exemption allows more of our exceptional teachers to become mentors.

Statutory Compliance Training Requirement

TEC §21.451

Adding this exemption maximizes the use of staff development time, reducing the hours spent on mandatory compliance training each year while still ensuring staff is training appropriately and effectively.

QUESTIONS?

www.granburyisd.org/doi





GRANBURY

INDEPENDENT SCHOOL DISTRICT

INNOVATION PLAN FOR GRANBURY ISD

Effective February 1, 2017 - January 31, 2022 | www.granburyisd.org/doi

I. INTRODUCTION

Chapter 12A of Texas Education Code, Title 2 (Public Education), Subtitle C (Local Organization and Governance) was created by the 84th Texas Legislature as part of House Bill 1842 in 2015. This permits Texas public school districts to become Districts of Innovation and to obtain exemption from certain provisions of the Texas Education Code.

As a District of Innovation, Granbury ISD seeks to maximize local control over educational and governance decisions for students and staff. To achieve the District’s vision and mission, as well as to align the District’s practices and operations with the Strategic Plan, Granbury ISD needs flexibility to exert local control, at both the District and campus levels to promote:

To carry forward that mission, Granbury ISD seeks exemption from the following provisions of the Texas Education Code and will continue to follow the Texas Education Code in all other areas.

II. TERM OF PLAN

The term of the Plan is for five years, beginning February 1, 2022, and ending January 31, 2027, unless terminated or amended earlier by the Board of Trustees in accordance with the law. If, within the term of this Plan, other areas of operations are to be considered for flexibility as part of Chapter 12A, the Board will nominate a new committee to consider and propose additional exemptions in the form of an amendment. Any amendment adopted by the Board will adhere to the same term as the original plan. The District may not implement two separate plans at any one time.

III. TIMELINE

Successor Plan | Effective February 1, 2022 - January 31, 2027

- August 2021 District Administration development of Plan renewal
- September 2021 DAC review and approval
- November 15, 2021 Board of Trustees review and approval of successor Plan
- November 2024 District Administration development of amendments
- December 5, 2024 DAC review of amendments
- December 16, 2024 Board of Trustees review of amendments

Original Plan | Effective February 1, 2017 - January 31, 2022

- August 2016 Board’s Resolution to Adopt District of Innovation Plan
- September-November 2016 DAC discussion and draft
- December 8, 2016 DAC review and approval
- January 23, 2017 Board of Trustees approval
- February 2018 DAC approval of amendments
- February 19, 2018 Board of Trustees approval of amendments

IV. STRATEGIC PLAN

As a District of Innovation, Granbury ISD will have the flexibility to implement practices innovative to staff and students, in alignment with community beliefs. Leveraging the freedom and flexibility afforded as a District of Innovation will assure Granbury ISD the flexibility to exert local control, at both the District and campus levels to achieve the District’s vision and mission.

- **Vision** | Granbury ISD inspires excellence and empowers all students to be future ready and positive contributors to their community.
- **Mission** | In partnership with our students, staff, families and community, Granbury I.S.D. is committed to empowering all learners to achieve academic excellence. We provide a safe, supportive learning environment based upon positive relationships, respect, integrity, and a sense of belonging. Our innovative, relevant instruction promotes critical thinking so students become life-long learners who are future ready.
- **Community Beliefs** | Positive partnerships with family and community are important for student success. Students should be future ready.

V. INNOVATIONS

Granbury ISD claims flexibility and exemption in the following areas as listed by numerical order of the Texas Education Code:

TEC CHAPTER 21

Certification required and State certification requirements for teachers and other educators

TEC 21.003; §21.053; §21.044; §21.055

Rationale: Current certification requirements inhibit the District’s ability to hire personnel with professional and/or industry experience to teach academic courses that have limited certified applicants. In order to provide more students the opportunity to take such courses and obtain professional certifications, the District seeks to establish its own local qualification requirements in lieu of the requirements set forth in law. Granbury ISD seeks the ability to locally certify teachers in areas of high demand in order to better meet the educational needs of our students. This allows more flexibility in a rapidly evolving hiring landscape and will enable the District to staff campuses in areas where teacher shortages are prevalent. The District will conduct a local review of the experience, education, and credentials for each teacher under consideration. Out-of-state certified teachers could be considered for positions upon a local review of experience, education, and credentials. Often there are experienced certified teachers in our district that could teach a course outside of their certification area due to their education, background, or experience. The District also seeks exemption from its companion statute which requires that an individual’s teaching certificate must be filed with the hiring district before the individual’s contract is binding and prohibits a district from paying a non-certified individual for teaching or work done prior to the effective date of the issuance of a valid certificate. An exemption from this provision provides the District flexibility to hire expert educators regardless of teaching certificate. The District will conduct a local review of the experience, education, and pending credentials for each teacher under consideration.

Probationary Contracts

TEC §21.102

Rationale: The District currently extends probationary contracts of three years to all new-to-the-profession teachers and utilizes a one-year probation period for teachers who have been employed as a Texas public teacher in 5 of the last 8 years. The District would like to extend the probationary period for all new-to-the-district teachers, regardless of their previous teaching experience so that probationary contracts are used to the full extent for every new hire . By extending the probation period, administrators will have more opportunity to grow and provide feedback to our employees; thereby allowing for greater growth by our teachers, which in turn will lead to better academic success for our students.

Certified employee contract rights (suspension without pay)

TEC §21.211; §21.104

Rationale: This exemption will allow the district to make employment and financial decisions that are in the best interest of the district when a term or probationary contracted employee is alleged to have violated serious provisions of the Educator Code of Ethics or law, including crimes against children. This flexibility from some of the provisions of Chapter 21 of the Education Code will allow the District to approach some employment issues in ways that best meet the needs of the district and take quick action to protect students when necessary. It allows the District flexibility to suspend, without pay, when an employee is under allegation covered in the Educator Code of Conduct. Any decisions made regarding suspension without pay would be open to appeal through the grievance process.

Planning and Preparation Periods

TEC §21.404

Rationale: This statute provides that each classroom teacher is entitled to at least 450 minutes each two-week period for instructional preparation and requires that a planning and prep period not be less than 45 minutes within the instructional day. The statute also provides that teachers may not be required to participate in any other activity during this time. An exemption allows Granbury ISD more local control to create special days on campus (for state testing, field trips, etc.) and more professional collaboration during the school day. This exemption also allows the District to determine best use of staff time, especially as it pertains to collaborative planning and best meeting the needs of students. Note: The number of minutes that a teacher receives for planning and preparation may not be reduced; it may simply be reallocated over a longer period of days, for example.

Statutory Compliance Training Requirement

TEC §21.451

Rationale: This statute provides that the staff development provided by a school district to an educator other than a principal must be: 1) conducted in accordance with standards developed by the district; and 2) designed to improve education in the district. Granbury ISD maintains a staff perceptible at the identification of social indicators such as sexual harassment, bullying, and suicide. Additionally, the staff has a clear understanding of the requirements of FERPA. Mandated, annual compliance training in some areas adds redundancy to preparation for the beginning of a school year when this time could be better utilized. The District will compile and maintain an updated database for all employees using 2024-25 compliance training completing as baseline. Employees will participate in formal Statutory Compliance Training every five years when mandated by law. All employees new to the district will complete specified compliance training during the first year of employment in the district. District and campus administration may assign training to an employee or group of employees as needed during the five-year cycle. Workers in specified groups, such as coaches or nurses who handle food or bodily fluids, are not exempt from annual training mandated for their specific job types, roles, responsibilities, and duties.

Teacher Mentor Program
TEC §21.458
Rationale: This statute implements a significant number of requirements related to the qualifications of who may serve as a teacher mentor, how long a mentor must be assigned, mentor training, how many mentor sessions are required, etc. This exemption allows Granbury ISD greater flexibility in developing and implementing a monitor program that appropriately meets the needs and interests of the District, its administrators, and teachers.

TEC CHAPTER 25

Transfer/Admission of Child of Peace Officer or Active Duty Military

TEC §25.0344

Rationale: This statute provides that children of peace officers or active duty military personnel are entitled to transfer to a campus of the District, or an interdistrict transfer. There is no discretion on the part of the District to consider the student’s disciplinary history, attendance or even available space. This exemption allows the District control over admission of students to control class size and campus size. The District can apply the same rules for transfer to these students as all other students.

Honoring Transfer Approvals for Entire School Year

TEC §25.036

Rationale: This statute requires a District to honor transfer approvals for at least the full school year. This statute inhibits the District from managing its enrollment and enforcing its transfer policies mid-year. This exemption allows Granbury ISD greater flexibility in managing student discipline, student attendance, and its transfer policy.

Uniform School Calendar

TEC §25.0811; §25.0812

Rationale: The current calendar requires our second semester to be 20-25 days longer than the first semester, which negatively affects one semester courses; in addition, some of our low socioeconomic students are not able to escape the harsh heat of August, as school does not start until the fourth Monday in August. By adjusting the calendar, the District will eliminate the imbalanced six-week and semester schedules. Granbury ISD will align school calendars with local colleges, Advanced Placement Exams, and STAAR/EOC timelines. The District will ensure hour/seat time requirements are met for certification courses, and create a flexible calendar to use our district created Flex days for our identified populations.

School Day Interruptions (announcements)

TEC §25.083 a

Rationale: This statute requires a District to adopt a policy that limits announcements, other than emergency announcements, made by a campus administrator over the public address system to only once during the school day. Many legitimate reasons other than emergencies exist or arise during a school day which necessitate the use of the public address system. This exemption gives Granbury ISD campus administrators the professional discretion to use the public address system as appropriate and necessary.

Student Teacher Ratios, Waivers and Notice to Parents in Prekindergarten – Grade 4

TEC §25.111, §25.112, §25.113

Rationale: Exemption from this requirement will provide campuses the freedom to make decisions that are best for their students in changing circumstances. This exemption will give campuses the ability to decide when it is best to allow students to remain with a teacher they've grown to know and work with, and when it is best to split a classroom to make two smaller classes without submitting TEA waivers.

Relief from this statute could potentially allow the following:

- The District does not seek to unilaterally create larger class sizes. Appropriate class sizes can be monitored and maintained at the local level.
- More local control to make decisions based on the unique needs of each individual classroom and campus.
- Flexibility to move a child that would benefit from a new classroom environment without forcing another student to move, requiring classrooms to be split, and/or submitting a TEA waiver.
- Assist campuses that may not have the room to add a classroom or force transfers.

Research supporting class size as being the definitive answer to student success in the classroom is limited. Current research indicates that the teacher has the greatest impact upon student learning. Therefore, the District will develop assurances for Pre-K through grade 4 classrooms, in collaboration with campus principals and teachers, to determine at what point it will be most beneficial to hire new staff members when classes exceed the 22 to 1 ratio. In addition, Granbury ISD will develop a letter to notify parents when classes exceed the locally determined maximum number of students. While the District seeks freedom from this law, the following should be considered:

- Staffing prior to the beginning of the year at 22:1 for PreK-4 classrooms. Consider a larger ratio of students based on a campus collaborative process.
- If another teacher will not be hired, consider adding paraprofessional support.
- Ensure the administrative regulation or procedures clearly sets out the process that will be followed and how families and the board of trustees will be notified of class size status to ensure transparency.

TEC CHAPTER 28

School Health Advisory Council

TEC §28.004

Rationale: This statute requires a school board to establish a local school health advisory council to assist the District in ensuring that local community values are reflected in the District's health education instruction. The law also requires the SHAC to meet at least four times a year. This exemption allows the District greater flexibility in the number of times the SHAC is required to meet, and duties could also be assigned to a subcommittee of another standing District committee. Granbury ISD seeks exemption from this statutory provision and will ensure the SHAC will meet three times per year with the District Advisory Council (DAC), allowing greater flexibility in planning meetings to accommodate schedules of committee members, guaranteeing representation from every campus and department, and directly supports the District's commitment to health education and instruction without overburdening designated council members. Any SHAC-specific action item for review could be discussed by committee members interested in participating in the SHAC subcommittee. Granbury ISD will continue to post and maintain a complete archive of all meeting agendas, minutes, and recordings on the DAC and SHAC websites for public view.

TEC CHAPTER 37

Three-Day Limitation on Suspensions

TEC §37.0005

Rationale: The law currently states a suspension may not exceed three school days. This exemption is desired to change the maximum number of days of suspension allowed. The law has been interpreted to apply to both in and out of school suspensions. This limitation minimizes the options a campus has for discipline without sending a student to DAEP. Additional days on campus in suspension could provide a way for a campus to avoid excessive discretionary DAEP placements. It is beneficial to allow students to stay on campus and closer to their normal educators and services. Because of the law's three-day limit for suspensions, campus staff is limited in the choices of discipline that can be applied to students for moderately serious offenses. Exemption from this requirement will provide campuses with the option of keeping students on campus and closer to their regular teachers during a disciplinary placement rather than always opting to send students to the disciplinary alternative educational placement. Providing a range of options is an innovative approach to discipline and more fully meets the needs of the student being disciplined.

Suspension Limitation for Students Below Third Grade

TEC §37.0005

Rationale: This statute prohibits school districts from suspending students in an out-of-school placement who are in grades below third grade, except for the most serious offenses (weapons, violent offenses, drugs/alcohol). There may be times when younger students engage in conduct that does not rise to this level, but suspension may be warranted. This exemption allows the District greater flexibility in managing its student behaviors by utilizing out of school suspension for students below grade 3 within clear parameters that are similar to the protections provided to special education students under federal and state law.

Disciplinary Alternative Education Programs (DAEP) Certified Teachers

TEC §37.0008

Rationale: The law requires students who are placed in a Disciplinary Alternative Educational Program (DAEP) to be separate from their regular instructional setting, under the supervision of a certified teacher, and not be allowed to be with other students who are not in the program. An exemption from this provision provides extra flexibility in administration of discipline to students and staffing for DAEP locations. Granbury ISD will determine the appropriate staffing to ensure all students are still receiving an appropriate education while in a disciplinary setting.

Student Discipline Campus Behavior Coordinator

TEC §37.0012

Rationale: The District believes that school discipline is best administered and managed within a team concept and should not be limited to one school administrator being responsible for contacting and the documentation requirements to parents. Granbury will use all school administrators to effectively manage student behavior and consistently monitor school discipline and parental contact.

Unauthorized Persons: Ejection of Individuals from Facilities
TEC §37.105
<p>Rationale: This statute requires a District to provide explicit warnings to individuals as well as information about appeal rights before banning them from District property. This exemption allows the District greater flexibility in managing its property and ensuring safety and security of its campuses. Exemption from this requirement will allow the District to continue with its current processes relating to unruly individuals on campuses and at other facilities. The notice of written appeal requirement at the time of ejection is believed to be ineffective and impractical. Maintaining logs of those who receive a verbal warning may not be manageable in all instances, including athletic events. While Granbury ISD rarely ejects an individual from a facility, when it does so, there is personal contact with the individual. In most instances, an ejection happens with a written letter from the campus after several warnings over a number of episodes that caused a disruption. Allowing the District to maintain its current practice that has proven to be effective is a better use of resources and allows the District to avoid potential escalation of already difficult situations.</p>

VI. IMPLEMENTATION

This Innovation Plan is designed to create parameters within which the District will operate, in order to provide additional student opportunities. Specific implementation plans will be developed by the appropriate campuses and departments. Adjustments to Board Policy will be researched and adopted where appropriate.

Adopted by Granbury ISD Board of Trustees on [Insert Date]

Approved by Granbury ISD District Advisory Council on December 5, 2024



OFFICE OF SUPERINTENDENT

For:	Board of Trustees
Date:	December 16, 2024
Action:	Consent

TO: Board of Trustees
From: Jamie Robinson
Date: December 16, 2024
RE: Granbury High School Course Catalog for the 2025-26 school year

SUMMARY:

Granbury High School has edited the current course catalog to match our current GPA policy and to maximize course offerings to meet the diverse needs of our students on various graduation plans and career opportunities. This catalog is aligned to our strategic planning and the A-F Accountability System and helps us support our district and campus accountability goals.

RECOMMENDATION:

It is recommended that the Board approve the proposed course catalog and pick sheets for the 2024-25 school year.

Respectfully submitted,

Jamie Robinson
Granbury High School Principal

GRANBURY HIGH SCHOOL

2025-2026 FRESHMAN COURSE SELECTION

NAME: _____ ID: _____

ALL FRESHMEN STUDENTS WILL TAKE A MINIMUM OF 8 CLASSES

ENGLISH (FULL YEAR)

A	B		
_____	_____	0100	ENGLISH SOL 1
_____	_____	0110	ENGLISH 1
_____	_____	0115	HONORS ENGLISH 1 <i>(Tier 2)</i>

ENGLISH ELECTIVES

_____	_____	0168	ADV JOURNALISM 1: YRBK 1
_____	_____	0175	DEBATE 1
_____	_____	0173	IND STUDY IN ENGLISH: HEBREW SCRIPTURES AND NEW TESTAMENT

MATHEMATICS (FULL YEAR)

_____	_____	0210	ALGEBRA 1
_____	_____	0215	HONORS ALGEBRA 1 <i>(Tier 2)</i>
_____	_____	0220	*GEOMETRY
_____	_____	0225	*HONORS GEOMETRY <i>(Tier 2)</i>

SCIENCE (FULL YEAR)

_____	_____	0310	BIOLOGY
_____	_____	0315	HONORS BIOLOGY <i>(Tier 2)</i>

SOCIAL STUDIES (FULL YEAR)

_____	_____	0400	WORLD GEOGRAPHY
_____	_____	0403	AP HUMAN GEOGRAPHY <i>(Tier 4)</i>
_____	_____	0410	WORLD HISTORY
_____	_____	0417	AP WORLD HISTORY <i>(Tier 4)</i>

FOREIGN LANGUAGE (FULL YEAR)

_____	_____	0600	SPANISH 1
_____	_____	0605	*SPANISH 2
_____	_____	0606	*SPANISH 2 NTV
_____	_____	0616	*AP SPANISH 4 <i>(Tier 4)</i>
_____	_____	0618	*AP SPANISH 4 NTV <i>(Tier 4)</i>
_____	_____	0640	FRENCH 1
_____	_____	0670	ASL 1

AVID

_____	_____	0920	AVID YEAR 1
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FINE ARTS - THEATRE (FULL YEAR)

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

FINE ARTS - CHORAL (FULL YEAR)

_____	_____	0720	CHOIR 1
_____	_____	0721	*CHOIR 2

FINE ARTS - ART (FULL YEAR)

_____	_____	0730	ART 1
_____	_____	0749	*ART 2
_____	_____	0734	*ART 2 CERAMICS
_____	_____	9365	FLORAL DESIGN

FINE ARTS - DANCE

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

FINE ARTS - BAND (FULL YEAR)

A	B		
_____	_____	0700	BAND 1
_____	_____	0701	*BAND 2
_____	_____	0706	*PERCUSSION 1
_____	_____	0710	*JAZZ BAND 1
_____	_____	0784	*DANCE GUARD 1
_____	_____	0812	*APPLIED MUSIC 1

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

ATHLETICS / PHYSICAL EDUCATION

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

	YEAR 1	YEAR 2
PE AEROBICS	8939	
^ PE YOGA	8929	
ADV/OUTDOOR EDU	8945	
PE DANCE (AA)^	8949	
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. (PE CREDIT)	8750	
CHEER - TRYOUT REQ. (FA CREDIT)	8760	8765
DRILL TEAM/DANCE - TRYOUT REQ.	0780	
CROSS COUNTRY *FULL YEAR	8250	8260
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	

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

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

* Prerequisite required - See GISD course catalog for details.

GRANBURY HIGH SCHOOL
2025-2026 FRESHMAN COURSE SELECTION (PAGE 2)
CAREER AND TECHNICAL EDUCATION PATHWAYS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B	
_____	_____	9000 PRIN. OF AG, FOOD & NAT. RES.
_____	_____	9008 *SMALL ANIMAL MGMT
_____	_____	9350 *EQUINE SCIENCE
_____	_____	9005 *LIVESTOCK PRODUCTION

APPLIED AGRICULTURE ENGINEERING/ WELDING

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

DESIGN AND MULTIMEDIA ARTS

_____	_____	9200 PRIN. OF ARTS AND AV
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DIGITAL COMMUNICATIONS

_____	_____	9200 PRIN. OF ARTS AND AV
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TEACHING AND TRAINING

_____	_____	9320 PRIN. OF EDUCATION AND TRAINING
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TEACHING AND TRAINING (EARLY LEARNING)

_____	_____	9320 PRIN. OF EDUCATION AND TRAINING
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ACCOUNTING AND FINANCIAL SERVICES

_____	_____	9505 PRIN. OF BUS, MKT, FINANCE
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PLANT SCIENCE

_____	_____	9000 PRIN. OF AG, FOOD, & NAT. RESOURCES
_____	_____	9365 FLORAL DESIGN
_____	_____	9040 *GREENHOUSE OPERATIONS

HEALTH SCIENCE

A	B	
_____	_____	9450 PRIN. OF HEALTH SCIENCE

CULINARY ARTS

_____	_____	9502 FOUNDATIONS OF RESTAURANT MANAGEMENT
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PROGRAMMING AND SOFTWARE DEVELOPMENT

_____	_____	9634 FUNDAMENTALS OF COMPUTER SCIENCE
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LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

_____	_____	9645 PRINCIPLES OF LAW & PUBLIC SAFETY
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MARKETING AND SALES

_____	_____	9505 PRIN. OF BUS, MKT, FINANCE
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SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

_____	_____	9750 INTRO TO ENG. DESIGN (IED) (Tier 2)
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TRANSPORTATION, DISTRIBUTION & LOGISTICS

_____	_____	9800 AUTOMOTIVE BASICS
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ARCHITECTURE AND CONSTRUCTION

_____	_____	9840 PRINCIPLES OF CONSTRUCTION
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AVIATION

_____	_____	9900 INTRO TO AEROSPACE AND AVIATION
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* Prerequisite required - See GISD course catalog for details.

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

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

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

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

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

GRANBURY HIGH SCHOOL

2025-2026 SOPHOMORE COURSE SELECTION

NAME: _____ ID: _____

ALL SOPHOMORE STUDENTS WILL TAKE A MINIMUM OF 8 CLASSES

A	B	
ENGLISH (FULL YEAR)		
_____	_____	0100 ENGLISH SOL 1
_____	_____	0105 *ENGLISH SOL 2
_____	_____	0110 ENGLISH 1
_____	_____	0120 ENGLISH 2
_____	_____	0125 HONORS ENGLISH 2 (<i>Tier 2</i>)
ENGLISH ELECTIVES		
_____	_____	0148 AP SEMINAR (<i>Tier 4</i>)
_____	_____	0168 ADV JOURNALISM 1: YRBK 1
_____	_____	0169 *ADV JOURNALISM 2: YRBK 2
_____	_____	0175 DEBATE 1
_____	_____	0176 *DEBATE 2
_____	_____	0173 IND STUDY IN ENGLISH: HEBREW SCRIPTURES AND NEW TESTAMENT

MATHEMATICS (FULL YEAR)		
_____	_____	0210 ALGEBRA 1
_____	_____	0220 *GEOMETRY
_____	_____	0225 *HONORS GEOMETRY (<i>Tier 2</i>)
_____	_____	0230 *ALGEBRA 2
_____	_____	0233 *DUAL ENROLLMENT ALGEBRA 2 (<i>Tier 3</i>)
_____	_____	0260 *MATH MODELS

SCIENCE (FULL YEAR)		
_____	_____	0310 BIOLOGY
_____	_____	0305 IPC
_____	_____	0330 *CHEMISTRY
_____	_____	0335 *HONORS CHEMISTRY (<i>Tier 2</i>)
_____	_____	0360 *PHYSICS
_____	_____	0369 *DE PHYSICS 1 (<i>Tier 3</i>)

SOCIAL STUDIES (FULL YEAR)		
_____	_____	0400 WORLD GEOGRAPHY
_____	_____	0403 AP HUMAN GEOGRAPHY (<i>Tier 4</i>)
_____	_____	0410 WORLD HISTORY
_____	_____	0417 AP WORLD HISTORY (<i>Tier 4</i>)

FOREIGN LANGUAGE (FULL YEAR)		
_____	_____	0600 SPANISH 1
_____	_____	0605 *SPANISH 2
_____	_____	0606 *SPANISH 2 NTV
_____	_____	0610 *HONORS SPANISH 3 (<i>Tier 2</i>)
_____	_____	0611 *HONORS SPANISH 3 NTV (<i>Tier 2</i>)
_____	_____	0616 *AP SPANISH 4 (<i>Tier 4</i>)
_____	_____	0617 *AP SPANISH 5 (<i>Tier 4</i>)
_____	_____	0618 *AP SPANISH 4 NTV (<i>Tier 4</i>)
_____	_____	0619 AP SPANISH 5 NTV (<i>Tier 4</i>)
_____	_____	0640 FRENCH 1
_____	_____	0645 *FRENCH 2
_____	_____	0670 ASL 1
_____	_____	0675 *ASL 2

AVID		
_____	_____	0920 AVID 1
_____	_____	0925 *AVID 2

FINE ARTS - THEATRE (FULL YEAR)		
_____	_____	0750 THEATRE ARTS 1
_____	_____	0751 *THEATRE ARTS 2
_____	_____	0752 *THEATRE ARTS 3
_____	_____	0770 TECH THEATRE 1
_____	_____	0771 *TECH THEATRE 2

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

A	B	
FINE ARTS - CHORAL (FULL YEAR)		
_____	_____	0720 CHOIR 1
_____	_____	0721 *CHOIR 2
_____	_____	0722 *CHOIR 3

FINE ARTS - ART (FULL YEAR)		
_____	_____	0730 ART 1
_____	_____	0749 *ART 2
_____	_____	0734 *ART 2 CERAMICS
_____	_____	0746 *ART3
_____	_____	0745 *ART 3 CERAMICS
_____	_____	0733 *HONORS ART 3 PRINT DESIGN (<i>Tier 2</i>)
_____	_____	0743 *HONORS ART 3 PAINTING (<i>Tier 2</i>)
_____	_____	0737 *HONORS ART 3 DRAWING (<i>Tier 2</i>)
_____	_____	9365 FLORAL DESIGN

FINE ARTS - BAND (FULL YEAR)		
_____	_____	0700 BAND 1
_____	_____	0701 *BAND 2
_____	_____	0702 *BAND 3
_____	_____	0706 *PERCUSSION 1
_____	_____	0707 *PERCUSSION 2
_____	_____	0710 *JAZZ BAND 1
_____	_____	0711 *JAZZ BAND 2
_____	_____	0784 *DANCE GUARD 1
_____	_____	0788 *DANCE GUARD 2
_____	_____	0812 *APPLIED MUSIC 1
_____	_____	0813 *APPLIED MUSIC 2

* Prerequisite required - See GISD course catalog for details.

ATHLETICS / PHYSICAL EDUCATION

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

	YEAR 1	YEAR 2	YEAR 3
PE AEROBICS	8939		
^ PE YOGA	8929		
ADV/OUTDOOR EDU	8945		
PE DANCE (AA)^^	8949		
ATH TRAIN - APP. REQ.	8850	8860	8870
BASEBALL	8350	8360	8370
BOYS BASKETBALL	8050	8060	8070
GIRLS BASKETBALL	8100	8110	8120
BOYS GOLF	8450	8460	8470
GIRLS GOLF	8500	8510	8520
BOYS SOCCER	8650	8660	8670
GIRLS SOCCER	8700	8710	8720
CHEER - TRYOUT REQ. (PE CREDIT)	8750		
CHEER - TRYOUT REQ. (FA CREDIT)	8760	8765	8770
DRILL TEAM/DANCE - TRYOUT REQ.	0780		
CROSS COUNTRY *FULL YEAR	8250	8260	8270
FOOTBALL	8000	8010	8020
SOFTBALL	8400	8410	8420
SWIM	8550	8560	8570
TENNIS	8600	8610	8620
TRACK - BOYS *SPRING	8150	8160	8170
TRACK - GIRLS *SPRING	8200	8210	8220
VOLLEYBALL	8825	8830	8835
TEAM SPORTS OFFICIATING (<i>NOT PE CREDIT</i>)	0950		
64	0501	0502	

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

	# AACCS COMPLETED
(If pass all current classes)	

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

GRANBURY HIGH SCHOOL

2025-2026 SOPHOMORE COURSE SELECTION (PAGE 2)

CAREER AND TECHNICAL EDUCATION PATHWAYS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
_____	_____	9005	LIVESTOCK PRODUCTION
_____	_____	9008	SMALL ANIMAL MGMT
_____	_____	9350	EQUINE SCIENCE

APPLIED AGRICULTURE ENGINEERING/ WELDING

_____	_____	9050	AG MECHANICS & METAL TECH
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PLANT SCIENCE

_____	_____	9365	FLORAL DESIGN
_____	_____	9040	GREENHOUSE OPERATION & PRODUCTION

DESIGN AND MULTIMEDIA ARTS

_____	_____	9150	GRAPHIC DESIGN & ILLUSTRATION I
_____	_____	9190	COMMERCIAL PHOTOGRAPHY 1

DIGITAL COMMUNICATIONS - VIDEO

_____	_____	9205	AUDIO VIDEO PRODUCTION I
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TEACHING AND TRAINING

_____	_____	9560	CHILD DEVELOPMENT
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TEACHING AND TRAINING (EARLY LEARNING)

_____	_____	9560	CHILD DEVELOPMENT
_____	_____	9508	LIFETIME NUTRITION (1 SEM ONLY)
_____	_____	9565	INTERPERSONAL STUDIES (1 SEM ONLY)

ACCOUNTING AND FINANCIAL SERVICES

_____	_____	9405	ACCOUNTING 1
_____	_____	9403	MONEY MATTERS

HEALTH SCIENCE

A	B		
_____	_____	9455	MEDICAL TERMINOLOGY (<i>Tier 2</i>)

CULINARY ARTS

_____	_____	9510	INTRO TO CULINARY ARTS
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PROGRAMMING AND SOFTWARE DEVELOPMENT

_____	_____	9626	AP COMPUTER SCIENCE PRINCIPLES (<i>Tier 4</i>)
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LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

_____	_____	9650	LAW ENFORCEMENT I
_____	_____	9685	CORRECTIONAL SERVICES

MARKETING & SALES

_____	_____	9705	ADVERTISING & SALES (SEM A)
_____	_____	9710	*SPORTS & ENTERTAINMENT MARKETING (SEM B)

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

_____	_____	9750	INTRO TO ENG. DESIGN (IED) (<i>Tier 2</i>)
_____	_____	9755	*ENGINEERING SCIENCE (POE) (<i>Tier 2</i>)

TRANSPORTATION, DISTRIBUTION & LOGISTICS

_____	_____	9800	AUTOMOTIVE BASICS
_____	_____	9835	SMALL ENGINE TECHNOLOGY I

ARCHITECTURE AND CONSTRUCTION

_____	_____	9840	PRINCIPLES OF CONSTRUCTION
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AVIATION

_____	_____	9900	INTRO TO AEROSPACE AND AVIATION
_____	_____	9905	INTRO TO UNMANNED AERIAL VEHICLES

* Prerequisite required - See GISD course catalog for details.

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

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

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

Student Signature: _____

Date: _____

Parent Signature: _____

Phone: _____

E-Mail: _____

GRANBURY HIGH SCHOOL

2025-2026 JUNIOR COURSE SELECTION (PAGE 2)

CAREER AND TECHNICAL EDUCATION PATHWAYS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B	
_____	_____	9005 LIVESTOCK PRODUCTION
_____	_____	9008 SMALL ANIMAL MGMT
_____	_____	9350 EQUINE SCIENCE
_____	_____	9010 *ADVANCED ANIMAL SCI (4TH SCIENCE) (AAC)
_____	_____	9015 *VETERINARY MEDICAL APP

APPLIED AGRICULTURE ENGINEERING/ WELDING

_____	_____	9050 AG MECHANICS & METAL TECH
_____	_____	9055 *AG STRUCTURES DESIGN AND FAB.

DESIGN AND MULTIMEDIA ARTS

_____	_____	9150 GRAPHIC DESIGN & ILLUSTRATION I
_____	_____	9155 *GRAPHIC DESIGN & ILLUS II (2CR/2PER) (AAC)
_____	_____	9190 COMMERCIAL PHOTOGRAPHY
_____	_____	9191 *COMMERCIAL PHOTOGRAPHY 2

DIGITAL COMMUNICATIONS - VIDEO

_____	_____	9205 AUDIO VIDEO PRODUCTION I
_____	_____	9210 *AUDIO VIDEO PRODUCTION II (2CR/2PER) (AAC)

TEACHING AND TRAINING

_____	_____	9560 CHILD DEVELOPMENT
_____	_____	9325 *INST PRACT IN ED TRAIN (2 CR/2 PER)

TEACHING AND TRAINING (EARLY LEARNING)

_____	_____	9560 CHILD DEVELOPMENT
_____	_____	9575 CHILD GUIDANCE (2 CR/2 PER)
_____	_____	9508 LIFETIME NUTRITION (1 SEM)
_____	_____	9565 INTERPERSONAL STUDIES (1 SEM)

ACCOUNTING AND FINANCIAL SERVICES

_____	_____	9405 ACCOUNTING 1
_____	_____	9410 *ACCOUNTING 2 (AAC)
_____	_____	9403 MONEY MATTERS

PLANT SCIENCE

_____	_____	9365 FLORAL DESIGN
_____	_____	9040 GREENHOUSE OPERATIONS
_____	_____	9370 *ADVANCED FLORAL DESIGN

AVIATION

_____	_____	9905 INTRO TO UNMANNED AERIAL VEHICLES
_____	_____	9925 AVIATION GROUND SCHOOL (AAC)
_____	_____	9787 *AEROSPACE ENGINEERING

HEALTH SCIENCE

_____	_____	9455 MEDICAL TERMINOLOGY (AAC)
_____	_____	9460 *HEALTH SCIENCE THEORY/CLINICAL (2CR/2PER) (AAC)
_____	_____	9470 *ANATOMY & PHYSIOLOGY (4TH SCIENCE) (AAC)

CAREER DEVELOPMENT

_____	_____	9420 CAREER PREP 1 (3 CR/1 PER)
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CULINARY ARTS

A	B	
_____	_____	9510 INTRO TO CULINARY ARTS
_____	_____	9515 * CULINARY ARTS (2 CR/2 PER)

PROGRAMMING AND SOFTWARE DEVELOPMENT

_____	_____	9626 AP COMPUTER SCIENCE PRINCIPLES (AAC)
_____	_____	9637 *DE COMPUTER SCIENCE 2 (AAC)

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

_____	_____	9650 LAW ENFORCEMENT I
_____	_____	9655 *LAW ENFORCEMENT II (AAC)
_____	_____	9660 *FORENSIC SCIENCE (4TH SCIENCE) (AAC)
_____	_____	9685 CORRECTIONAL SERVICES

MARKETING & SALES

_____	_____	9705 ADVERTISING AND SALES (SEM A)
_____	_____	9710 *SPORTS & ENTERTAINMENT MARKETING (SEM B)
_____	_____	9712 *FUNDAMENTALS OF REAL ESTATE (2 CR/2 PER)
_____	_____	9700 *SOCIAL MEDIA MARKETING (SEM A)
_____	_____	9703 *FASHION MARKETING (SEM B)

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

_____	_____	9750 INTRO TO ENG. DESIGN (IED) (AAC)
_____	_____	9755 *ENGINEERING SCIENCE (POE) (AAC)
_____	_____	9785 *CIVIL ENGINEERING (AAC)
_____	_____	9787 *AEROSPACE ENGINEERING (AAC)

TRANSPORTATION, DISTRIBUTION, & LOGISTICS

_____	_____	9800 AUTOMOTIVE BASICS
_____	_____	9835 SMALL ENGINE TECHNOLOGY
_____	_____	9805 *AUTOMOTIVE TECH I (2 CR/2 PER)

* Prerequisite required - See GISD course catalog for details.

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

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Student Signature: _____

Parent Signature: _____

Date: _____

Phone: _____

E-Mail: _____

GRANBURY HIGH SCHOOL

2025-26 SENIOR COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____

ID: _____

ALL SENIOR STUDENTS WILL TAKE A MINIMUM OF 8 CLASSES

ENGLISH (FULL YEAR)

A	B	
_____	_____	0110 ENGLISH 1
_____	_____	0120 ENGLISH 2
_____	_____	0130 ENGLISH 3
_____	_____	0140 *ENGLISH 4
_____	_____	0145 *AP ENGLISH 4 (AAC)
_____	_____	0147 *DC ENGLISH 4 (COLLEGE ENGLISH 1301, 1302) (AAC)
_____	_____	0150 *DC TECHNICAL WRITING (COLLEGE ENG. 2311) (AAC)
_____	_____	0155 *DC BRITISH LIT (COLLEGE ENGLISH 2322) (AAC)

ENGLISH ELECTIVES

_____	_____	0168 ADV JOURNALISM 1/YEARBOOK 1
_____	_____	0169 *ADV JOURNALISM 2/YEARBOOK 2
_____	_____	0170 *ADV JOURNALISM 3/YEARBOOK 3
_____	_____	0153 *ADV JOURNALISM 4/YEARBOOK 4
_____	_____	0175 DEBATE 1
_____	_____	0176 *DEBATE 2
_____	_____	0177 *DEBATE 3
_____	_____	0180 *DEBATE 4
_____	_____	0148 AP SEMINAR (AAC)
_____	_____	0173 IND STUDY IN ENGLISH: HEBREW SCRIPTURES AND NEW TESTAMENT

MATHEMATICS (FULL YEAR)

_____	_____	0210 ALGEBRA 1
_____	_____	0220 *GEOMETRY
_____	_____	0230 *ALGEBRA 2
_____	_____	0245 *PRECALCULUS
_____	_____	0239 *DUAL ENROLLMENT PRECALCULUS (AAC)
_____	_____	0275 *STATISTICS
_____	_____	0274 *DUAL ENROLLMENT STATISTICS (AAC)
_____	_____	0255 *AP CALCULUS AB (AAC)
_____	_____	0256 *AP CALCULUS BC (AAC)
_____	_____	0280 *ADV QUANTITATIVE REASON
_____	_____	0285 *ALGEBRAIC REASONING
_____	_____	0236 *DC COLLEGE ALGEBRA (MATH 1314) (AAC)
_____	_____	0237 *DC CONTEMP MATH (MATH 1332) (AAC)

SCIENCE (FULL YEAR)

_____	_____	0325 *AP BIOLOGY (AAC)
_____	_____	0330 *CHEMISTRY
_____	_____	0345 *AP CHEMISTRY (AAC)
_____	_____	0360 *PHYSICS
_____	_____	0369 *DE PHYSICS 1 (AAC)
_____	_____	0371 *DE PHYSICS 2 (AAC)
_____	_____	0375 *ASTRONOMY
_____	_____	0380 *AQUATIC SCIENCE
_____	_____	0385 *ENVIRONMENTAL SYSTEMS
_____	_____	0395 *AP ENVIRONMENTAL SCIENCE (AAC)
_____	_____	9470 *ANATOMY & PHYSIOLOGY (AAC)
_____	_____	9660 *FORENSIC SCIENCE (AAC)
_____	_____	9010 *ADV ANIMAL SCIENCE (AAC)
_____	_____	0300 *AP RESEARCH (AAC)
_____	_____	0328 *DC BIOLOGY (AAC)

SOCIAL STUDIES (FULL YEAR)

_____	_____	0430 *AP EUROPEAN HISTORY (AAC)
_____	_____	0440 US GOVERNMENT
_____	_____	0443 *DC US GOVERNMENT 1 (GOVT 2305) (AAC)
_____	_____	0444 *DC TX GOVERNMENT 2 (GOVT 2306) (AAC)
_____	_____	0445 *AP US GOVERNMENT (AAC)
_____	_____	0450 ECONOMICS
_____	_____	0460 PERSONAL FINANCIAL LITERACY
_____	_____	0455 AP MACROECONOMICS (AAC)
_____	_____	0470 PSYCHOLOGY
_____	_____	0475 SOCIOLOGY
_____	_____	0473 *DC PSYCHOLOGY 2301 (AAC)
_____	_____	0474 *DC PSYCHOLOGY 2314 (AAC)
_____	_____	0456 *DC ECONOMICS (AAC)

SAT/ACT PREP

_____	_____	0850 SAT/ACT PREP COURSE
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AVID

_____	_____	0935 AVID 4
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FOREIGN LANGUAGE (FULL YEAR)

_____	_____	0605 *SPANISH 2
_____	_____	0606 *SPANISH 2 NTV
_____	_____	0610 *HONORS SPANISH 3 (AAC)
_____	_____	0611 *HONORS SPANISH 3 NTV (AAC)
_____	_____	0616 *AP SPANISH 4 (AAC)
_____	_____	0617 *AP SPANISH 5 (AAC)
_____	_____	0618 *SPANISH 4 NTV (AAC)
_____	_____	0619 *AP SPANISH 5 NTV (AAC)
_____	_____	0645 *FRENCH 2
_____	_____	0650 *HONORS FRENCH 3 (AAC)
_____	_____	0660 *AP FRENCH 4 (AAC)
_____	_____	0675 *ASL 2
_____	_____	0680 *HONORS ASL 3 (AAC)
_____	_____	0685 *HONORS ASL 4 (AAC)

FINE ARTS - THEATRE (FULL YEAR)

_____	_____	0750 THEATRE ARTS 1
_____	_____	0751 *THEATRE ARTS 2
_____	_____	0752 *THEATRE ARTS 3
_____	_____	0753 *THEATRE ARTS 4
_____	_____	0758 *THEATRE ARTS 5
_____	_____	0770 TECH THEATRE 1
_____	_____	0771 *TECH THEATRE 2
_____	_____	0772 *TECH THEATRE 3
_____	_____	0773 *TECH THEATRE 4

FINE ARTS - CHORAL (FULL YEAR)

A	B	
_____	_____	0721 *CHOIR 2
_____	_____	0722 *CHOIR 3
_____	_____	0723 *CHOIR 4
_____	_____	0717 *CHOIR 5
_____	_____	0724 *AP MUSIC THEORY (AAC)

AAC COMPLETED
(If pass current classes)

FINE ARTS - ART (FULL YEAR)

_____	_____	0730 ART 1
_____	_____	0749 *ART 2
_____	_____	0734 *ART 2 CERAMICS
_____	_____	0746 *ART 3
_____	_____	0745 *ART 3 CERAMICS
_____	_____	0733 *HONORS ART 3 PRINT DESIGN (AAC)
_____	_____	0743 *HONORS ART 3 PAINTING (AAC)
_____	_____	0737 *HONORS ART 3 DRAWING (AAC)
_____	_____	0739 *AP ART 4 DRAWING (AAC)
_____	_____	0741 *AP ART 4 2-D DESIGN PORTFOLIO (AAC)
_____	_____	0747 *ART 4
_____	_____	0744 *ART 4 CERAMICS
_____	_____	9365 FLORAL DESIGN

FINE ARTS - DANCE

_____	_____	0785 *DRILL TEAM YEAR 2 - TRYOUT REQUIRED
_____	_____	0790 *DRILL TEAM YEAR 3 - TRYOUT REQUIRED
_____	_____	0795 *DRILL TEAM YEAR 4 - TRYOUT REQUIRED
_____	_____	0798 *DRILL TEAM YEAR 5 - TRYOUT REQUIRED
_____	_____	0782 DANCE 1 (NON-DRILL TEAM)
_____	_____	0787 *DANCE 2 (NON-DRILL TEAM)
_____	_____	0792 *DANCE 3 (NON-DRILL TEAM)
_____	_____	0797 *DANCE 4 (NON-DRILL TEAM)

FINE ARTS - BAND (FULL YEAR)

_____	_____	0701 *BAND 2
_____	_____	0702 *BAND 3
_____	_____	0703 *BAND 4
_____	_____	0715 *BAND 5
_____	_____	0706 *PERCUSSION 1
_____	_____	0707 *PERCUSSION 2
_____	_____	0708 *PERCUSSION 3
_____	_____	0709 *PERCUSSION 4
_____	_____	0710 *JAZZ BAND 1
_____	_____	0711 *JAZZ BAND 2
_____	_____	0712 *JAZZ BAND 3
_____	_____	0713 *JAZZ BAND 4
_____	_____	0784 *DANCE GUARD 1
_____	_____	0788 *DANCE GUARD 2
_____	_____	0793 *DANCE GUARD 3
_____	_____	0799 *DANCE GUARD 4
_____	_____	0812 *APPLIED MUSIC 1
_____	_____	0813 *APPLIED MUSIC 2
_____	_____	0814 *APPLIED MUSIC 3
_____	_____	0815 *APPLIED MUSIC 4

ATHLETICS / PHYSICAL EDUCATION

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

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PE AEROBICS	8939				
^ PE YOGA	8929				
ADV/OUTDOOR EDU	8945				
PE DANCE (AA)^^	8949				
ATH TRAIN - APP. REQ.	8850	8860	8870	8880	8890
BASEBALL	8350	8360	8370	8380	8390
BOYS BASKETBALL	8050	8060	8070	8080	8090
GIRLS BASKETBALL	8100	8110	8120	8130	8140
BOYS GOLF	8450	8460	8470	8480	8490
GIRLS GOLF	8500	8510	8520	8530	8540
BOYS SOCCER	8650	8660	8670	8680	8690
GIRLS SOCCER	8700	8710	8720	8730	8740
CHEER - TRYOUT REQ. (PE)	8750				
CHEER - TRYOUT REQ. (FA)	8760	8765	8770	8775	
DRILL TEAM/DANCE - TRYOUT REQ.	0780				
CROSS COUNTRY *YEAR LONG	8250	8260	8270	8280	8290
FOOTBALL	8000	8010	8020	8030	8040
SOFTBALL	8400	8410	8420	8430	8440
SWIM	8550	8560	8570	8580	8590
TENNIS	8600	8610	8620	8630	8640
TRACK - BOYS *SPRING	8150	8160	8170	8180	8190
TRACK - GIRLS *SPRING	8200	8210	8220	8230	8240
VOLLEYBALL	8825	8830	8835	8840	8845
TEAM SPORTS OFFICIATING (Not a PE credit)		0950			
ROTC	0501	0502	0503	0504	

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

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

GRANBURY HIGH SCHOOL
2025-26 SENIOR COURSE SELECTION (PAGE 2)
CAREER AND TECHNICAL EDUCATION CAREER CLUSTERS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B	
_____	_____	9005 LIVESTOCK PRODUCTION
_____	_____	9008 SMALL ANIMAL MGMT
_____	_____	9350 EQUINE SCIENCE
_____	_____	9010 *ADVANCED ANIMAL SCI (4TH SCIENCE) (AAC)
_____	_____	9015 *VETERINARY MEDICAL APP
_____	_____	9025 *PRAC. IN AFN (VET MED) (2 CR/2 PER) (AAC)
_____	_____	9027 *PRAC. IN AFN (LIVESTOCK) (2 CR/2 PER) (AAC)
_____	_____	9026 *EXTENDED PRAC. IN AFN (VET MED) (3 CR/3 PER) (AAC)

APPLIED AGRICULTURE ENGINEERING/ WELDING

_____	_____	9050 AG MECHANICS & METAL TECH
_____	_____	9055 *AG STRUCTURES DESIGN AND FAB.
_____	_____	9060 *PRAC IN AFN (WELDING)(2CR/2PER) (AAC)
_____	_____	9061 *EXTENDED PRAC. IN AFN (WELDING) (3CR/3PER) (AAC)

DESIGN AND MULTIMEDIA ARTS

_____	_____	9150 GRAPHIC DESIGN & ILLUSTRATION I
_____	_____	9155 *GRAPH DSGN & ILLUS II/LAB (2CR/2PER) (AAC)
_____	_____	9195 *PRACT GRAPH DSGN & ILLUSTR (2CR/2PER) (AAC)
_____	_____	9190 COMMERCIAL PHOTOGRAPHY 1
_____	_____	9191 *COMMERCIAL PHOTOGRAPHY 2
_____	_____	9196 *EXTENDED PRAC. IN GRAPHIC DESIGN (3CR/3PER) (AAC)

DIGITAL COMMUNICATIONS - VIDEO

_____	_____	9205 AUDIO VIDEO PRODUCTION I
_____	_____	9210 *AUDIO VIDEO PRODUCTION II (2CR/2PER) (AAC)
_____	_____	9215 *PRAC IN AV PROD (2 CR/2PER) (AAC)
_____	_____	9220 *EXTENDED PRAC IN AV PROD (3 CR/3 PER) (AAC)

TEACHING AND TRAINING

_____	_____	9560 CHILD DEVELOPMENT
_____	_____	9325 *INST PRACT IN ED TRAIN (2CR/2 PER)
_____	_____	9335 *PRACT IN EDU & TRN (2 CR/2 PER) (AAC)
_____	_____	9336 *EXTENDED PRACT IN EDU & TRAIN (EXT DAY) (3 CR/3 PER) (AAC)

TEACHING AND TRAINING (EARLY LEARNING)

_____	_____	9560 CHILD DEVELOPMENT
_____	_____	9575 CHILD GUIDANCE (2 CR/2 PER)
_____	_____	9508 LIFETIME NUTRITION (1 SEM)
_____	_____	9565 INTERPERSONAL STUDIES (1 SEM)

ACCOUNTING & FINANCIAL SERVICES

_____	_____	9405 ACCOUNTING 1
_____	_____	9410 *ACCOUNTING 2 (AAC)
_____	_____	9413 *PRACT IN BUSINESS MGMT (2CR/2 PER) (AAC)
_____	_____	9403 MONEY MATTERS

PLANT SCIENCE

_____	_____	9365 FLORAL DESIGN
_____	_____	9370 *ADVANCED FLORAL DESIGN
_____	_____	9040 GREENHOUSE OPERATION
_____	_____	9045 *PRACTICUM OF AG & HORTICULTURE (2CR/2PER)(AAC)

AVIATION

_____	_____	9905 INTRO TO UNMANNED AERIAL VEHICLE
_____	_____	9925 AVIATION GROUND SCHOOL (AAC)
_____	_____	9787 *AEROSPACE ENGINEERING (AAC)
_____	_____	9950 *PRACT IN AVIATION (FLIGHT EMPHASIS) (2CR/2PER) (AAC)
_____	_____	9955 *PRACT IN AVIATION (PLANE BUILD MENTOR) (2 CR/2 PER) (AAC)

CAREER DEVELOPMENT

A	B	
_____	_____	9420 CAREER PREP I (3 CR/1PER)
_____	_____	9425 CAREER PREP II (3 CR/1PER)
HEALTH SCIENCE		
_____	_____	9455 MEDICAL TERMINOLOGY (AAC)
_____	_____	9460 *HEALTH SCIENCE TH/CLIN (2CR/2PER) (AAC)
_____	_____	9467 *PRAC IN HLTH SCI (CNA/EKG) (2 CR/2 PER) (AAC)
_____	_____	9465 *PRAC IN HLTH SCI (PHARM TECH) (2CR/2PER) (AAC)
_____	_____	9466 *PRAC IN HLTH SCI (EMT) (2 CR/2 PER) (AAC)
_____	_____	9470 *ANATOMY & PHYSIOLOGY (4TH SCIENCE) (AAC)

CULINARY ARTS

_____	_____	9510 INTRO TO CULINARY ARTS
_____	_____	9515 *CULINARY ARTS (2 CR/2 PER)
_____	_____	9516 *PRACTICUM IN CULINARY ARTS (2CR/2PER) (AAC)
_____	_____	9517 *EXTENDED PRACT IN CUL ARTS (3 CR/3 PER) (AAC)

PROGRAMMING AND SOFTWARE DEVELOPMENT

_____	_____	9626 AP COMPUTER SCIENCE PRINCIPLES (AAC)
_____	_____	9637 *DE COMPUTER SCIENCE 2 (AAC)
_____	_____	9644 INDEPENDENT STUDY IN TECH APPS
_____	_____	9343 *PRACT IN IT (2 CR/2 PER) (AAC)
_____	_____	9642 *EXTENDED PRACT IN IT (3 CR/3 PER) (AAC)

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

_____	_____	9650 LAW ENFORCEMENT I
_____	_____	9655 *LAW ENFORCEMENT II (AAC)
_____	_____	9685 CORRECTIONAL SERVICES
_____	_____	9660 *FORENSIC SCIENCE (4TH SCIENCE) (AAC)
_____	_____	9657 *PRACTICUM IN LAW (2 CR/2 PER) (AAC)
_____	_____	9658 *EXTENDED PRACT IN LAW (3 CR/3 PER) (AAC)

MARKETING & SALES

_____	_____	9705 ADVERTISING (SEM A)
_____	_____	9710 *SPORTS & ENTERTAINMENT MARKETING (SEM B)
_____	_____	9700 *SOCIAL MEDIA MARKETING (SEM A)
_____	_____	9703 *FASHION MARKETING (SEM B)
_____	_____	9712 *FUNDAMENTALS OF REAL ESTATE (2CR/2PER)
_____	_____	9715 *PRACT IN MARKET (SCHOOL STORE) (2 CR/2PER) (AAC)
_____	_____	9270 *PRACT IN ENTREPRENEURSHIP (2 CR/2 PER) (AAC)
_____	_____	9716 *EXTENDED PRACT IN MARKETING (3 PER/3 CR) (AAC)

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

_____	_____	9750 INTRO TO ENG. DESIGN (IED) (AAC)
_____	_____	9755 *ENGINEERING SCIENCE (POE) (AAC)
_____	_____	9785 *CIVIL ENGINEERING (AAC)
_____	_____	9775 *ENGINEERING DESIGN AND DEV (EDD) (AAC)
_____	_____	9787 *AEROSPACE ENGINEERING (AAC)
_____	_____	9798 *PRACT IN ENGINEERING (2 CR/2 PER) (AAC)

TRANSPORTATION, DISTRIBUTION & LOGISTICS

_____	_____	9800 AUTOMOTIVE BASICS
_____	_____	9835 SMALL ENGINE TECHNOLOGY
_____	_____	9805 *AUTOMOTIVE TECH I (2CR/2PER)
_____	_____	9830 *PRACTICUM IN TRANS SYS (2 CR/2 PER) (AAC)
_____	_____	9832 *EXTENDED PRACT IN TRANS SYS (3 CR/3 PER) (AAC)

* Prerequisite required - See GISD course catalog for details.

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Student Signature: _____
Parent Signature: _____

Date: _____
Phone: _____
E-Mail: _____



GRANBURY HIGH SCHOOL COURSE CATALOG 2025 - 2026



www.granburyisd.org

 [@GHS_Pirates](https://twitter.com/GHS_Pirates)

2000 West Pearl Street
Granbury, TX 76048
817-408-4600

Course Description Legend

Course Description Information

Course Name (Course Number)
 Credits Earned – Intended Grade Level(s)
Prerequisites: Course required prior to enrollment

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

 (Course Indicators)



Full course description.

Provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills.

Course Indicators

	<ul style="list-style-type: none"> • Foundation Course Requirement
	<ul style="list-style-type: none"> • End of Course Test Required
	<ul style="list-style-type: none"> • NCAA Approved Course
	<ul style="list-style-type: none"> • Advanced Academic Credit Opportunity • For students entering the 9th grade beginning in 2014-15 • Course can count as one of your 16 Advanced Academic Credits (AAC) • The AAC system only applies through the graduating class of 2027
	<ul style="list-style-type: none"> • The Tier system for GPA calculation begins with the class of 2028 • Each Tier (Tier 1, 2, 3, and 4) has a different weight toward GPA
	<ul style="list-style-type: none"> • Distinguished Achievement
	<ul style="list-style-type: none"> • Advanced Placement Course • AP Exam at End of Course for College Credit
	<ul style="list-style-type: none"> • Dual Credit Course • College Entrance Requirements Must Be Met

	<ul style="list-style-type: none"> • STEM Endorsement
	<ul style="list-style-type: none"> • Business & Industry Endorsement
	<ul style="list-style-type: none"> • Public Services Endorsement
	<ul style="list-style-type: none"> • Arts & Humanities Endorsement
	<ul style="list-style-type: none"> • Multidisciplinary Studies Endorsement
	<ul style="list-style-type: none"> • Requires a background check, a negative drug screening, a negative TB skin test, and a flu shot. Additionally, students must comply with LGMC and other health care facility policies and procedures.
	<ul style="list-style-type: none"> • Certification Available
	<ul style="list-style-type: none"> • 2 Periods During the School Day
	<ul style="list-style-type: none"> • Physical Required to Enroll • Must be received BEFORE the first day of practice
	<ul style="list-style-type: none"> • Outside of Class Commitment
	<p><i>Prerequisite = State Required</i></p> <p><i>Recommended Prerequisite = State Recommended</i></p> <p><i>GISD Requirement = Granbury ISD Stipulation</i></p>

Mathematics

Courses

Course #	Course	Grade Level	AAC	Credit
Algebra 1				
0210	Algebra 1	9-12		1
0215	Honors Algebra I	9-12		1
Geometry				
0220	Geometry	9-12		1
0225	Honors Geometry	9-12		1
Algebra 2				
0230	Algebra 2	10-12		1
0233	Dual Enrollment Algebra 2	10-12		1
Advanced Mathematics (Algebra 2 is a prerequisite)				
0280	Advanced Quantitative Reasoning (AQR)	11-12		1
0245	Precalculus	11-12		1
0239	Dual Enrollment Precalculus	11-12		1
0255	Advanced Placement Calculus AB	12		1

0256	Advanced Placement Calculus BC	12		1
0274	Dual Enrollment Statistics	11-12		1
0236	Dual Credit Math: College Algebra (MATH 1314)	11-12		0.5
0237	Dual Credit Math: Contemporary Math (MATH 1332)	11-12		0.5
Mathematics				
0260	Math Modeling with Applications	10-12		1
0275	Statistics	11-12		1
0285	Algebraic Reasoning	11-12		1
0850	SAT/ACT Prep	11-12		1

Course Descriptions

Algebra 1:

Algebra 1 (0210)

1 Credit - Grades 9-12

Prerequisites: Mathematics Grade 8 or its equivalent



This course builds on previous experience in mathematics. It includes properties and operations of real numbers, the solving of linear equations and inequalities, and properties of fractions and algebraic fractions. The course also teaches the coordinate plane and linear equations and inequalities with two variables and radicals.

Honors Algebra 1 (0215)

1 Credit - Grades 9-12

Prerequisites: Mathematics Grade 8 or its equivalent



Algebra 1 topics include recognizing and developing patterns using tables, graphs and equations. In addition, students will explore operations on algebraic expressions, apply mathematical properties to algebraic equations. Students will solve problems using

equations, graphs and tables to investigate linear relationships. Technology will be used to introduce and expand upon the areas of study listed above. Use of computers and graphing calculators will be incorporated into each unit.

Geometry:

Geometry (0220)

1 Credit – Grades 9-12

Prerequisite: Algebra 1



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

Honors Geometry (0225)

1 Credit – Grades 9-12

Prerequisite: Algebra 1



This course is designed for the advanced, academically bright math students. Some additional material will be covered in this course that is not covered in regular geometry. Emphasis will be placed on independent study and research, and higher level thinking skills.

Algebra 2:

Algebra 2 (0230)

1 Credit – Grades 10-12

GISD Prerequisites: Algebra 1 and Geometry



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.

Dual Enrollment Algebra 2 (0233)

1 Credit - Grades 10-12

GISD Prerequisites: Algebra 1 and Geometry



In OnRamps College Algebra (Texas Core Curriculum Code 020, TCCN MATH 1314), students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers. The pedagogy of the course, Inquiry-Based Learning, encourages students to take an active role in the construction of their learning. This learning will be accomplished by abstraction, generalization, problem-solving, and modeling.

Advanced Mathematics (Algebra 2 is a prerequisite):

Advanced Quantitative Reasoning (AQR) (0280)

1 Credit – Grades 11-12

Prerequisites: Algebra 1, Geometry, Algebra 2



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

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.

Dual Enrollment Precalculus (0239)

1 Credit – Grades 11-12

Prerequisites: Algebra 1, Geometry, Algebra 2



Using a creative and connected approach, students deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond “drill and kill” exercises, emphasizing conceptual understanding of mathematical definitions and developing logical arguments with their peers. Dual enrollment fees apply.

Advanced Placement Calculus AB (0255)

1 Credit - Grade 12

Recommended Prerequisites: Precalculus or Dual Enrollment Precalculus



The course covers the material in the first semester of Calculus at a college or university. Topics included are analytical geometry, limits, differentiation of algebraic functions, application of differentiation, the definite integral, calculus of trigonometric and exponential functions, and techniques of integration.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Advanced Placement Calculus BC (0256)

1 Credit - Grade 12

Recommended Prerequisites: Precalculus or Dual Enrollment Precalculus



AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Dual Enrollment Statistics (0274)

1 Credit – Grades 11-12

Recommended Prerequisites: Algebra 1, Geometry, Algebra 2



This course will hone relevant mathematical and critical thinking skills through scaffolded learning experiences and statistical methodologies. Covers the fundamental procedures for data organization and analysis. Subjects include frequency distributions, graphical presentation, sampling, experimental design, inference, and regression. Students will learn the foundations of data science by engaging in hands-on analysis of real data, methods to extract key insights and coding skills aligned to the expectations of higher education and today's workplace. Dual enrollment fees apply.

Dual Credit Math: College Algebra (MATH 1314) (0236)

½ Credit – Grades 11-12

Prerequisites: TSI assessment and registration with Tarrant College



This course is designed for the non-mathematics major and is part of the common core. It includes sets and set operations, linear equations, non-linear equations, quadratic equations, inequalities, functions and graphs, systems of equations, algebraic operations with rational and irrational numbers, complex numbers and logarithms. *Please be advised that the TCC grade may be different than the GHS grade.*

Dual Credit Math: Contemporary Mathematics (MATH 1332) (0237)

½ Credit – Grades 11-12

Prerequisites: TSI assessment and registration with Tarrant College



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

mathematics of politics. *Please be advised that the TCC grade may be different than the GHS grade.*

Mathematics:

Mathematics Modeling with Applications (0260)

1 Credit – Grades 10-12

Prerequisite: Algebra 1

Students use algebraic, graphical, geometrical, and statistical reasoning to recognize patterns and structures, to model information, and to solve problems from various disciplines. Students use math methods to model and solve real-life problems involving money, data, chance, patterns, music, design and science.

Statistics (0275)

1 Credit – Grades 11-12

Prerequisite: Algebra 1



This course acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be immersed in real world applications and data.

Algebraic Reasoning (0285)

1 Credit – Grades 11-12

Prerequisite: Algebra 1

Students will further develop their ability to represent and draw inferences about algebraic relations and functions using the basic algebraic properties of commutativity, associativity, identity, inverse, and distributivity. They will develop a more formal understanding of functions.

SAT/ACT Prep (0850)

1 Credit - Grades 11-12

Prerequisites: None

Through in-depth study and practice, this course provides students with the most efficient means of developing the various verbal and math techniques needed for a successful performance on the SAT and ACT. Students will learn to use their time effectively to maximize their score. They will become familiar with the format of questions and the directions to each section. General test-taking strategies will be studied.

English

Courses

Course #	Course	Grade Level	AAC	Credit
English I				
0100	English I for Speakers of Other Languages	9		1
0110	English I	9		1
0115	Honors English I	9	 	1
English II				
0105	English II for Speakers for Other Languages	10		1
0120	English II	10		1
0125	Honors English II	10	 	1
English III				
0130	English III	11		1
0135	AP English III	11		1
0137	DC English III	11		1
English IV				
0140	English IV	12		1
0145	AP English IV	12		1

0147	DC English IV	12		1
0150	DC Technical Writing	12		0.5
0155	DC British Literature	12		0.5
English Electives				
0173	Independent Study in English: Hebrew Scriptures and New Testament	9-12		1
0148	AP Seminar	10-12	 	1
0850	SAT/ACT Prep	11-12		1
Journalism				
0165	Journalism Yearbook Production 1	9-12		1
0169	Journalism Yearbook Production 2	9-12		1
0170	Journalism Yearbook Production 3	9-12		1
Debate				
0175	Debate 1	9-12		1
0176	Debate 2	10-12		1
0177	Debate 3	10-12		1
0178	Debate 4	10-12		1

English:

English 1 (0110)

1 Credit – Grades 9-12

Prerequisite: None



Provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills.

Honors English 1 (0115)

1 Credit – Grade 9

Prerequisite: None



Provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills.

English for Speakers of Other Languages (ESOL 1, 2) (0100, 0105)

½ -1 Credit – Grades 9-12

Prerequisite: Committee decision after language survey testing



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

English 2 (0120)

1 Credit - Grade 09-12

GISD Requirement: English 1



Develops writing skills through a study of grammar, usage, mechanics, and vocabulary. The course provides a survey of world literature and integrates writing with the study of literature.

Honors English 2 (0125)

1 Credit - Grade 9-12

GISD Requirement: English 1



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

English 3 (0130)

1 Credit – Grades 9-12

GISD Requirement: English 1 and English 2



Provides a survey of American literature, including representative writers and their contributions to the literary heritage of the U.S. Also, integrates writing skills with the study of literature and the research process.

Advanced Placement English 3 (0135)

1 Credit - Grades 9-12

GISD Requirement: English 1 and English 2



An Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions add to effectiveness in writing. After completing this course, students may take the Advanced Placement English Language and Composition Examination given by College Board for possible college credit. It is recommended that the student pass both the English 1 and English 2 STAAR EOC exams prior to enrollment.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Dual Credit English 3 (ENGL 1301/ ENGL 1302) (0137)

1 Credit – Grades 9-12

Prerequisites: TSI Assessment and registration with Tarrant College



This course offers students the opportunity to earn simultaneous credit in both the third year of high school English and freshman college English (1301 & 1302) through Tarrant College. 1301 must be completed prior to 1302. It is recommended that the student pass both the English 1 and English 2 STAAR EOC exams prior to enrollment. *Please be advised that the TCC grade may be different than the GHS grade.*

English 4 (0140)

1 Credit – Grades 11-12

Prerequisites: English 1, English 2, and English 3



Provides a survey of English literature, which traces the development of literary forms and movements through the reading of representative selections from significant British writers.

Advanced Placement English 4 (0145)

1 Credit – Grades 11-12

Prerequisites: English 1, English 2, and English 3



An Advanced Placement English course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. After completing this course, students may take the Advanced Placement English Literature and Composition Examination given by the College Board for possible college credit. It is recommended that the student pass both the English 1 and English 2 STAAR EOC exams prior to enrollment.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Dual Credit English 4 (ENGL 1301/ENGL 1302) (0147)

1 Credit - Grades 11-12

Prerequisites: English 1, English 2, and English 3, TSI Assessment and registration with

Tarrant College



This course offers students the opportunity to earn simultaneous credit in both the fourth year of high school English and freshman college English (1301&1302) through Tarrant College. It is recommended that the student pass both the English 1 and English 2 STAAR EOC exams prior to enrollment. *Please be advised that the TCC grade may be different than the GHS grade.*

Dual Credit Research and Technical Writing (ENGL 2311) (English 4 or Independent Study in English) (0150)

½ Credit- Grades 11-12

Prerequisites: English 1, English 2, and English 3, TSI Assessment and registration with Tarrant College, and College English 1301 & 1302



Students will practice workplace writing skills. Of special benefit to students planning to enter technical fields, the course involves students in writing technical reports, business correspondence, and other forms of technical writing. Students will receive 3 hours of college credit. It is recommended that the student pass both the English 1 and English 2 STAAR EOC exams prior to enrollment. *Please be advised that the TCC grade may be different than the GHS grade.*

Dual Credit Literary Genres (ENGL 2322) (English 4 or Independent Study in English) (0155)

½ Credit- Grades 11-12

Prerequisites: English 1, English 2, and English 3, TSI Assessment and registration with Tarrant College, and College English 1301 & 1302



This single-semester course includes selected, significant works of British literature, including the study of movements, schools, or periods. The course may include literature of England from Anglo-Saxon times to the twentieth century. Students are provided opportunities to analyze and evaluate the progression of ideas and emphasize religious, political, and socioeconomic commentaries. Students are also encouraged to practice critical thinking and critical analysis by reading literature and writing about literature. Students will receive three hours of college credit. It is recommended that the student pass both the English 1 and English 2 STAAR EOC exams prior to enrollment. *Please be advised that the TCC grade may be different than the GHS grade.*

English Electives:

Independent Study in English: Hebrew Scriptures and New Testament (0173)

1 Credit - Grades 9-12

Prerequisite: None

This elective English course teaches students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy. The focus is on Old Testament and New Testament content, history, literary style, structures, and their influence on law, history, literature, art, music, customs, morals, values, and culture.

AP Seminar (0148)

1 Credit - Grades 10-12

Prerequisites: None



The AP Seminar course consists of individual and collaborative examination of a wide range of topics and issues through a multitude of perspectives. Through discussion, research, and analysis, students will explore real-world issues in order to develop evidence-based arguments addressing pertinent areas of topics. Students will learn and apply communication and research skills appropriate for college studies.

SAT/ACT Prep (0850)

1 Credit - Grades 11-12

Prerequisites: None

Through in-depth study and practice, this course provides students with the most efficient means of developing the various verbal and math techniques needed for a successful performance on the SAT and ACT. Students will learn to use their time effectively to maximize their score. They will become familiar with the format of questions and the directions to each section. General test-taking strategies will be studied.

Journalism:

Journalism Yearbook Production 1 (0168)

1 Credit - Grades 9-12

Prerequisites: None



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

Journalism Yearbook Production 2 (0169)

1 Credit - Grades 10-12

Prerequisites: None



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

Journalism Yearbook Production 3 (0170)

1 Credit - Grades 10-12

Prerequisites: None



Students will work together as a staff to record the yearly history of Granbury High School. Students will learn basic layout and design elements, theme development, photography, and copy writing skills that go into producing a yearbook. Students must successfully complete an interview with the advisor in order to be considered for the yearbook staff. ***A limit of 1 AAC can be earned for fidelity for 4 years successful completion in grades 9-12.***

Debate:

Debate 1 (0175)

1 Credit - Grades 9-12

Prerequisite: None



This course is designed for competitive debate in standard forms. Curriculum includes researching current, topics for debate, organizing and structuring cases, practicing fundamental debate techniques, and effectively using the basic processes of logic and reasoning as well as advancing skills in speaking. Students will be required to attend and compete in tournaments or equivalent activities, earn membership in National

Speech and Debate Association and achieve a minimum number of points toward the distinction per semester on a graded scale.

Debate 2 (0176)

1 Credit - Grades 10-12

Prerequisites: None



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

Debate 3 (0177)

1 Credit - Grades 10-12

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



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

Debate 4 (0178)

1 Credit - Grades 10-12

Prerequisites: None



This course is designed for competitive debate in standard forms. Curriculum includes researching current topics for debate, organizing and structuring cases, practicing fundamental debate techniques, and effectively using the basic processes of logic and reasoning as well as advancing skills in speaking. Students will be required to attend and compete in tournaments or equivalent activities, earn membership in National Speech and Debate Association and achieve a minimum number of points toward the distinction per semester on a graded scale. AAC limited to 1 upon completion of 4 years of Debate in grades 9-12. **A limit of 1 AAC can be earned for fidelity for 4 years successful completion in grades 9-12.** 88

Science

Courses

Course #	Course	Grade Level	AAC	Credit
Biology				
0310	Biology	9-12		1
0315	Honors Biology	9-12	 	1
0325	Advanced Placement Biology	11-12		1
0328	Dual Credit Biology 1/Biology 2 (SR&D 3)	11-12		1
Integrated Physics and Chemistry				
0305	Integrated Physics and Chemistry (IPC)	10		1
Chemistry				
0330	Chemistry	10-12		1
0335	Honors Chemistry	10-11	 	1
0345	Advanced Placement Chemistry	11-12		1
Physics				
0360	Physics	10-12		1
0369	Dual Enrollment Physics 1	10-12	 	1

0371	Dual Enrollment Physics 2	11-12		1
Science Electives				
9470	Anatomy and Physiology	11-12		1
0375	Astronomy	11-12		1
0380	Aquatic Science	11-12		1
0385	Environmental Systems	11-12		1
0395	Advanced Placement Environmental Science	11-12		1
9660	Forensic Science	11-12		1
9010	Advanced Animal Science	11-12		1
0300	AP Research	12		1

Course Descriptions

Biology:

Biology (0310)

1 Credit - Grade 9-12

Prerequisites: None



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

Honors Biology (0315)

1 Credit - Grades 9-12

Prerequisites: None



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

Advanced Placement Biology (0325)

1 Credit - Grades 11-12

Recommended Prerequisites: Biology and Chemistry



This course is designed to provide students with 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.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Dual Credit Biology 1/Biology 2 (SR &D 3) (0328)

1 Credit (4 College Credits per semester) - Grades 11-12

Prerequisites: TSI assessment and registration with Tarrant College



Biology 1 – Semester A (BIOL 1406)

Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. *Please be advised that the TCC grade may be different than the GHS grade.*

Biology 2 – Semester B (BIOL 1407)

The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and the evolution of plants and animals. *Please be advised that the TCC grade may be different than the GHS grade.*

Integrated Physics and Chemistry:

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:

Chemistry (0330)

1 Credit - Grades 10-12

Prerequisites: One unit of high school science and Algebra 1



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

Honors Chemistry (0335)

1 Credit - Grades 10-11

Prerequisites: Biology and documented success in Algebra 1

Recommended Prerequisite: Completion or concurrent enrollment in a second year of math



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

Advanced Placement Chemistry (0345)

1 Credit - Grades 11-12

Recommended Prerequisites: Chemistry, Algebra 2



This is a laboratory-oriented course which reinforces basic concepts of Honors Chemistry with emphasis on more independent study and the improvement of laboratory techniques. Advanced topics include thermodynamics, equilibrium, kinetics, electrochemistry, and descriptive chemistry. This course is designed for students

desiring to place out of freshman college chemistry by taking the Advanced Placement examination at the end of the course.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Physics:

Physics (0360)

1 Credit - Grades 10-12

Recommended Prerequisites: Algebra 1



Students conduct laboratory investigations involving such topics as laws of motion, force, conservation of energy, and momentum; electricity; thermodynamics; wave motion; and quantum physics.

Dual Enrollment Physics 1 (0369)

1 Credit – Grades 10-12

Recommended Prerequisites: Algebra 1, Geometry and concurrent enrollment in Algebra 2 or equivalent course



Mechanics, Heat, and Sound introduce big ideas in physics, such as Newtonian mechanics (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat.

Dual Enrollment Physics 2 (0371)

1 Credit – Grades 11-12

Recommended Prerequisites: Dual Enrollment Physics 1 or comparable physics introductory course and concurrent enrollment in Precalculus or equivalent course



Students explore principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

Science Electives:

Anatomy & Physiology (9470)

1 Credit – Grades 11-12

Prerequisites: Biology I and a second science credit

Recommended Prerequisite: A course from the Health Science Endorsement



Extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher order thinking is stressed through assessment and synthesis of anatomical knowledge combined with exposure to clinical analysis. Principles of physiology will be applied to human health and well-being.

Astronomy (0375)

1 Credit – Grades 11-12

Prerequisites: Algebra 1 and IPC or Chemistry



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

Aquatic Science (0380)

1 Credit – Grades 11-12

Prerequisites: Biology

Recommended Prerequisites: Chemistry or concurrent enrollment in Chemistry



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

Environmental Systems (0385)

1 Credit – Grades 11-12

Prerequisites: One unit of High School Science



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

AP Environmental Science (0395)

1 Credit – Grades 11-12

Recommended Prerequisites: Algebra 1, Biology and Chemistry



This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems. This is an in-depth and rigorous course that covers topics requiring a high level of cognitive learning skills. It is designed to prepare students to take the AP Environmental Science exam.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Forensic Science (9660)

1 Credit – Grades 11-12

Prerequisite: Biology and Chemistry



Forensic Science is the application of concepts learned in biology, chemistry, and physics to the criminal and civil laws that are enforced by police agencies in a criminal justice system. Students will learn terminology and investigative procedures related to a crime scene, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Using scientific methods and inquiry-based settings, students will collect and analyze evidence through case studies, simulated crime scenes, and laboratory applications such as fingerprint analysis, ballistics, blood spatter analysis, hair, fibers, questioned documents, toxicology, and DNA. Students will learn the history, legal aspects, and career options for forensic science. This course includes 40% laboratory and fieldwork, and satisfies a high school science graduation requirement.

Advanced Animal Science (9010)

1 Credit – Grades 11-12

Prerequisites: Biology and Chemistry or IPC; Algebra 1 and Geometry; and either Small Animal Management, Equine Science or Livestock Production



This course builds and expands upon Livestock Production and offers further study in large animal care and is intended for students interested in large animal veterinary care. Classes often meet in the ag barn and assist students with immunizations and nutrition/feed schedules for barn animals. Recommended for students working toward a Veterinary Assistant Certificate.

AP Research (0300)

1 Credit – Grade 12

Prerequisite: AP Seminar



AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper, accompanied by a presentation with an oral defense.

Social Studies

Courses

Course #	Course	Grade Level	AAC	Credit
World Studies				
0400	World Geography Studies	9-10		1
0403	Advanced Placement Human Geography	9-10		1
0410	World History Studies	9-10		1
0417	Advanced Placement World History	9-10		1
US History				
0420	United States History Studies Since Reconstruction	11-12		1
0425	Advanced Placement United States History	11-12		1
0426	Dual Credit United States History to 1877 (HIST 1301)	11-12		0.5
0427	Dual Credit United States History from 1877 (HIST 1302)	11-12		0.5
Government and Economics				
0440	US Government	12		0.5
0445	Advanced Placement American Government & Politics	12		0.5

0443	Dual Credit Government 1 (GOVT 2305) – Federal Government - Federal Constitution & Topics	12		0.5
0444	Dual Credit Government 2 (GOVT 2306) – Texas Government - Texas Constitution & Topics	12		0.5
0450	Economics and the Free Enterprise System	12		0.5
0456	Dual Credit Economics	12		.5
0460	Personal Financial Literacy and Economics	12		0.5
0455	Advanced Placement Macroeconomics	12		0.5
Social Studies Electives				
0430	Advanced Placement European History	11-12		1
0470	Psychology	11-12		0.5
0473	Dual Credit Psychology 2301	11-12		0.5
0474	Dual Credit Psychology 2314	11-12		0.5
0475	Sociology	11-12		0.5

Course Descriptions

World Studies:

World Geography Studies (0400)

1 Credit - Grade 9-10

Prerequisites: None



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

AP Human Geography (0404)

1 Credit - Grades 9-10

Prerequisites: None



AP Human Geography is equivalent to a college introductory geography course. The purpose of AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students who participate in AP Human Geography in their 9th grade year will develop habits of mind and skills necessary for success in future Advanced Placement courses. This course fulfills the requirement for 9th grade social studies.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

World History Studies (0410)

1 Credit - Grades 9-10

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 9-10

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 through successful completion of the associated AP exam in May. Major facets of the course include the impact of interaction among major societies, relationships of change and continuity, the 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.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

US History:

United States History Studies Since Reconstruction (0420)

1 Credit – Grade 11-12

Prerequisites: None



This course covers the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights.

Advanced Placement United States History (0425)

1 Credit - Grade 11-12

Prerequisites: None



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

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Dual Credit United States History to 1877 (HIST 1301) (0426)

½ Credit – Grades 11-12

Prerequisites: TSI assessment and registration with Tarrant College



This survey course develops the ability to organize, interpret, and evaluate various sources of information about the political, economic, and cultural history of the United States from its roots to the close of Reconstruction. *Please be advised that the TCC grade may be different than the GHS grade.*

Dual Credit United States History from 1877 (HIST 1302) (0427)

½ Credit – Grades 11-12

Prerequisites: TSI assessment and registration with Tarrant College, DC US History 1301



This survey course develops the ability to organize, interpret, and evaluate various sources of information about the political, economic, and cultural history of the United States from the end of Reconstruction to the 1990s. *Please be advised that the TCC grade may be different than the GHS grade.*

Government and Economics:

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.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Dual Credit Government 1 (GOVT 2305) – Federal Government - Federal Constitution & Topics (0443)

½ Credit – Grade 12

Prerequisites – TSI assessment and registration with Tarrant College



Students will study the origin and development of the U.S. Constitution, the structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. *Please be advised that the TCC grade may be different than the GHS grade.*

Dual Credit Government 2 (GOVT 2306) – Texas Government - Texas Constitution & Topics (0444)

½ Credit – Grade 12

Prerequisites – TSI assessment and registration with Tarrant College, DC Government 2305



Students will study the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas. *Please be advised that the TCC grade may be different than the GHS grade.*

Economics and the Free Enterprise System (0450)

½ Credit - Grade 12

Prerequisites: None



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

Dual Credit Economics (0456)

½ Credit - Grade 12

Prerequisites: TSI Assessment and Registration with Tarrant County College



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

Personal Financial Literacy and Economics (0460)

½ Credit - Grade 12

Prerequisites: None



The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.

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.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Social Studies Electives:

Advanced Placement European History (0430)

1 Credit – Grades 11-12

Prerequisites: None



This Advanced Placement social studies elective consists of the study of European history since 1450. It introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world of today. Students

will develop the skills necessary to arrive at conclusions based on informal judgment and to present evidence clearly and persuasively in essay format.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

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 2301 (0473)

½ Credit - Grades 11-12

Prerequisites: TSI Assessment and registration with Tarrant College



Dual Credit Psychology 2301 is a survey course that addresses major psychological topics, theories of learning, behavior, and mental health processes. *Dual credit fees apply. Please be advised that the TCC grade may be different from the GHS grade.*

Dual Credit Psychology 2314 (0474)

½ Credit - Grades 11-12

Prerequisites: TSI Assessment and registration with Tarrant College



Lifespan Growth and Development (Psychology 2314) studies social, emotional, cognitive, and physical factors throughout the human lifespan. *Dual credit fees apply. Please be advised that the TCC grade may be different from the GHS grade.*

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 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.

Foreign Language

Courses

Course #	Course	Grade Level	AAC	Credit
Spanish				
0600	Spanish 1	9-12		1
0605	Spanish 2	9-12		1
0606	Spanish Language for Native Speakers 2	9-12		1
0610	Honors Spanish 3	10-12		1
0611	Honors Spanish 3 for Native Speakers	10-12		1
0616	Advanced Placement Spanish 4 (Prerequisite of English 1)	9-12	 	1
0618	Advanced Placement Spanish 4 for Native Speakers (Prerequisite of English 1)	9-12	 	1
0617	Advanced Placement Spanish 5	10-12		1
0619	Advanced Placement Spanish 5 Literature for Native Speakers	10-12		1
French				
0640	French 1	9-12		1
0645	French 2	10-12		1
0650	Honors French 3	11-12		1

0660	Advanced Placement French 4	12		1
American Sign Language				
0670	American Sign Language 1	9-12		1
0675	American Sign Language 2	10-12		1
0680	Honors American Sign Language 3	11-12		1
0685	Honors American Sign Language 4	12		1

Course Descriptions

Spanish:

Spanish 1 (0600)

1 Credit - Grades 9-12

Prerequisite: None



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

Spanish 2 (0605)

1 Credit - Grades 9-12

Prerequisite: None



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

Spanish Language for Native Speakers 2 (0606)

1 Credit - Grades 9-12

Prerequisite: Spanish for Spanish Speakers



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

Honors Spanish 3 (0610)

1 Credit - Grades 10-12

Prerequisite: None



This course offers advanced conversational and writing skills and literature.

Honors Spanish 3 for Native Speakers (0611)

1 Credit - Grades 10-12

Prerequisite: Spanish for Spanish Speakers



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

Advanced Placement Spanish 4 (0616)

1 Credit – Grades 9-12

Prerequisite: Spanish 3 or equivalent proficiency and English 1



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

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Advanced Placement Spanish 4 for Native Speakers (0618)

1 Credit – Grades 9-12

Prerequisite: Spanish 3 or equivalent proficiency and English 1



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

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Advanced Placement Spanish 5 (0617)

1 Credit – Grades 10-12

Prerequisite: Spanish 4 or equivalent proficiency



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

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Advanced Placement Spanish 5 Literature for Native Speakers (0619)

1 Credit – Grades 10-12

Prerequisite: Spanish 4 or equivalent proficiency



This course requires close reading of literary texts in all genres of Spanish. It covers critical analysis of the forms and content of literary works in Spanish and provides for active participation in Spanish on literary topics. Students receive one credit for the course with the possibility of a second credit upon successful completion of an end-of-course exam. This course prepares students for the Advanced Placement exams in Spanish Language and Spanish Literature.

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

French:

French 1 (0640)

1 Credit - Grades 9-12

Prerequisite: 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: None



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

Honors French 3 (0650)

1 Credit - Grades 11-12

Prerequisite: None



French 3 focuses on advanced conversational and writing skills.

Advanced Placement French 4 (0660)

1 Credit - Grade 12

Prerequisite: French 3 or equivalent proficiency



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

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

American Sign Language:

American Sign Language (ASL) 1 (0670)

1 Credit - Grades 9-12

Prerequisite: None



Students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should: understand short-signed phrases when attending and respond expressively with learned material;

produce learned signs, phrases, and sentences; detect main ideas in familiar material that is signed; be able to transcribe American Sign Language (ASL) into English gloss; recognize the importance of communication and how it relates to the American deaf culture; and recognize the importance of acquiring accuracy of expression by knowing the components of ASL, including grammar.

American Sign Language (ASL) 2 (0675)

1 Credit – Grades 10-12

Prerequisite: ASL 1



Students further their knowledge and practice in the areas of communication, culture, connections, comparisons, and communities during this second year of ASL as listed in ASL 1.

Honors American Sign Language (ASL) 3 (0680)

1 Credit – Grades 11-12

Prerequisites: ASL 1 and 2



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

Honors American Sign Language (ASL) 4 (0685)

1 Credit – Grade 12

Prerequisites: ASL 1, 2, and 3



This advanced level course, conducted in ASL, furthers the study of ASL grammar and literature as well as deaf history, culture and community. Students will also be afforded opportunities to further their sign fluency with other ASL learners and will be encouraged to become involved in the local deaf community. Students will also explore professions which utilize ASL skills, including interpreting aspects of ASL. Students will

also develop an understanding of the importance of technology and products and their role in linking the hearing and deaf communities. This is a full year course.

Fine Arts

Courses

Course #	Course	Grade Level	AAC	Credit
Theatre Arts				
0750	Theatre Arts 1	9-12		1
0751	Theatre Arts 2	9-12		1
0752	Theatre Arts 3	10-12		1
0753	Theatre Arts 4	11-12		1
0758	Theatre Arts 5	12		1
0760	Theatre Production 1	9-12		1
0761	Theatre Production 2	10-12		1
0762	Theatre Production 3	11-12		1
0763	Theatre Production 4	12		1
0770	Technical Theatre 1	9-12		1
0771	Technical Theatre 2	10-12		1
0772	Technical Theatre 3	11-12		1
0773	Technical Theatre 4	12		1
Choir				
0720	Choir 1	9-12		1
0721	Choir 2	9-12		1
0722	Choir 3	10-12		1

0723	Choir 4	11-12		1
0717	Choir 5	12		1
0724	Advanced Placement Music Theory	11-12		1
Band				
0700	Band 1	9-12		1
0701	Band 2	9-12		1
0702	Band 3	10-12		1
0703	Band 4	11-12		1
0715	Band 5	12		1
0706	Percussion 1	9-12		1
0707	Percussion 2	10-12		1
0708	Percussion 3	11-12		1
0709	Percussion 4	12		1
0710	Jazz Band 1	9-12		1
0711	Jazz Band 2	10-12		1
0712	Jazz Band 3	11-12		1
0713	Jazz Band 4	12		1
0784	Dance Guard 1	9-12		1
0788	Dance Guard 2	10-12		1
0793	Dance Guard 3	11-12		1
0799	Dance Guard 4	12		1
0812	Applied Music 1	9-12		1

0813	Applied Music 2	10-12		1
0814	Applied Music 3	11-12		1
0815	Applied Music 4	12		1
Art				
0730	Art 1	9-12		1
0749	Art 2	9-12		1
0746	Art 3	10-12		1
0737	Honors Art 3 Drawing	10-12		1
0733	Honors Art 3 Print Design	10-12		1
0743	Honors Art 3 Painting	10-12		1
0745	Arts 3 Ceramics	10-12		1
0744	Art 4 Ceramics	11-12		1
0747	Art 4	11-12		1
0739	Advanced Placement Art 4 Drawing	11-12		1
0741	Advanced Placement Art 4 Two-Dimensional Design Portfolio	11-12		1
9364	Floral Design	9-12		1
Dance				
0780	Drill Team 1	9-12		1
0785	Drill Team 2	9-12		1
0790	Drill Team 3	10-12		1
0795	Drill Team 4	11-12		1

0798	Drill Team 5	12		1
0782	Dance 1	9-12		1
0787	Dance 2	10-12		1
0792	Dance 3	11-12		1
0797	Dance 4	12		1

Course Descriptions

Theatre Arts:

Theatre Arts 1 (0750)

1 Credit - Grades 9-12

Prerequisites: None



This overview course introduces students to the basic concepts of theatre and creative expression, including pantomime, improvisation, voice and diction, analysis of script and characters, theatre safety, interdependence of technical theatre, acting, theatre appreciation, and audience etiquette. Emphasis is on basic acting skills.

Theatre Arts 2 (0751)

1 Credit - Grades 9-12

Prerequisite: Theatre Arts 1



This course analyzes the multiple components and skills that comprise a theatrical production, and provides for continued development of acting and production skills. It concentrates on the process and methods of theatre production. Students will audition, rehearse, and perform in public.

Theatre Arts 3 (0752)

1 Credit – Grades 10-12

Prerequisites: Theatre Arts 1, Theatre Arts 2



This course includes detailed study of theatrical styles, script and character analysis, playwriting, directing, and emphasizes career opportunities available in theatre arts.

Evaluations of production styles and techniques will be made. The 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 11-12

Prerequisites: Theatre Arts 1, Theatre Arts 2, Theatre Arts 3



The course provides an in-depth look at all aspects of theatrical production, with an emphasis on directing, script and character analysis, and theatrical evaluation. The focus is on the production of classical and contemporary material. Students will be required to audition, rehearse, and perform in a major production. Rehearsals are held during class time and after school. ***A limit of 1 AAC can be earned for fidelity for 4 years of successful completion in grades 9-12.***

Theatre Production 1, 2, 3, and 4 (0760, 0761, 0762, 0763)

1 Credit – Grades 09-12

Prerequisites: Appropriate corresponding level of course; audition required



Students will produce a major production for public performance and competition. Rehearsals are held during class time and after school. Students must audition and must participate in the UIL One-Act Play competition. ***A limit of 1 AAC can be earned for fidelity for 4 years of successful completion in grades 9-12.***

Technical Theatre 1 (0770)

1 Credit – Grades 9-12

Prerequisites: None



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

Technical Theatre 2 (0771)

1 Credit – Grades 10-12

Prerequisite: Technical Theatre 1



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

Technical Theatre 3 (0772)

1 Credit – Grades 11-12

Prerequisite: Technical Theatre Arts 1 and 2



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

Technical Theatre 4 (0773)

1 Credit – Grade 12

Prerequisite: Technical Theatre Arts 1, 2 and 3



Students will gain hands-on experience in technical theatre including: building scenery and props, costumes, makeup, lighting, rigging, and theatre safety. Students will build sets for major productions. **A limit of 1 AAC can be earned for fidelity for 4 years of successful completion in grades 9-12.**

Choir:

Choir 1 (0720)

1 Credit – Grades 9-12

Prerequisite: None



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

Choir 2 (Concert) (0721)

1 Credit - Grades 9-12

Prerequisites: Choir 1



Choir courses offer instruction for those students who wish to improve their vocal skills

and techniques for participation in a cappella and chamber chorus. This course will enrich the student's aesthetic experience by deepening music knowledge base.

Choir 3 (0722)

1 Credit – Grades 10-12

Prerequisites: Choir 1 and Choir 2



This course provides students with advanced vocal training and performance. The students are required to have a juried recital, participate in TMEA, and UIL, attend all concerts and write critiques, write papers on assigned composers, and perform in all choral concerts.

Choir 4 (0723)

1 Credit – Grades 11-12

Prerequisites: Choir 1, Choir 2, and Choir 3



This course provides students with advanced vocal training and performance. The students are required to have a juried recital, participate in TMEA, and UIL, attend all concerts and write critiques, write papers on assigned composers, and perform in all choral concerts. ***A limit of 1 AAC can be earned for fidelity for 4 years of successful completion in grades 9-12.***

Choir 5 (0717)

1 Credit – Grade 12

Prerequisites: Choir 1, Choir 2, Choir 3, and Choir 4



This course provides students with advanced vocal training and performance. The students are required to have a juried recital, participate in TMEA, and UIL, attend all concerts and write critiques, write papers on assigned composers, and perform in all choral concerts. ***A limit of 1 AAC can be earned for fidelity for 4 years of successful completion in grades 9-12.***

Advanced Placement Music Theory (0724)

1 Credit – Grades 11-12

Prerequisites: Choir 1 and Choir 2



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

AP students must either take the AP exam (for possible college credit for a score of 3 or higher--fee required) or an AP-Level Final Exam (no fee, but no college credit).

Band:

Band 1, 2, 3, 4 and 5 (0700, 0701, 0702, 0703, 0715)

1 Credit (Fine Arts or PE) - Grades 9-12

Prerequisite: Appropriate corresponding level of course



Band is a full year course concentrating on the continued development of fundamental wind and percussion skills. Course requirements include marching band in the Fall and concert band in the Spring. Students in all bands are members of a team and are required to participate in all team activities, including but not limited to, practices outside of school, football games, pep rallies, contests, sectionals, and concerts. Students may earn a ½ credit of PE substitution for each semester of marching band.

Participation in this activity requires additional expenses which will be communicated through parent meetings before the start of the year. For more specific costs, please contact the activity sponsor at the campus. Students will be given several opportunities to earn money through fundraisers which can be used to cover any costs throughout the year.

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

Jazz Band (1, 2,3,4) (0710, 0711, 0712, 0713)

1 Credit - Grades 9-12

Prerequisites: Audition required*, Current enrollment in Band 1, 2, 3, 4 or 5



Jazz band offers instrumental students the opportunity to learn and perform outstanding jazz literature from multiple styles, genres, and time periods. The band performs at a high level, requiring students to have prior training and experience. Because of the standardized instrumentation requirements, enrollment in the

ensemble is limited. As part of the class, students will perform at various venues and events throughout the fall and spring semesters.

Dance Guard (1,2,3, 4 – Previously Dance Color Guard) (0784, 0788, 0793, 0799)

1 Credit - Grades 9-12

Prerequisites: Director Approval



The Dance Guard (formally known as the Color Guard) is an auditioned group of 9th-12th graders who dance & use equipment to provide visual elegance in the High School Marching Band Field Show. They rehearse and perform with the marching band at all varsity football games, pep rallies, and competitions from August-November. In the spring, the Color Guard further develops their technique & training, and they perform in local Winter Guard contests.

Applied Music (1, 2, 3, 4) (0812, 0813, 0814, 0815)

1 Credit - Grades 9-12

Prerequisites: Concurrent Band class and Director Approval



Students will perform a mastery-based curriculum on their principal instrument. Topics will include the performance of various fundamentals such as scales, arpeggios, etudes and sight-reading. The students will also perform chamber works, solo literature and TMEA All State audition material, and other project-based learning opportunities as designed by the instructor. Private lessons for these students are required.

Art:

Art 1 (0730)

1 Credit - Grades 9-12

Prerequisite: 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 elements and principles. It includes effective use of art media and tools in design, drawing, printmaking, printing, and

sculpture. It also includes cultural heritage and opportunities to use critical evaluation through art. Students will explore art careers and vocational opportunities in art.

Art 2 (0749)

1 Credit - Grades 9-12

Prerequisite: Art 1



Keep creating: This is a continuation of the fundamentals and skills that began in Art 1. In this course, you will continue to grow your skills while also working with a wider variety of art mediums, including new introduction of materials for 2-dimensional drawings and paintings, and 3-dimensional sculptures. This course will also review the Elements of Art and focus on the Principles of Design (variety, emphasis, proportion, etc.) This course encourages self-expression through art making, and critique and revision for self-improvement.

Art 2 Ceramics (0734)

1 Credit - Grades 9-12

Prerequisite: Art 1



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

Art 3 (0746)

1 Credit - Grades

Prerequisite: Art 1, Art 2



Continue doing work with a variety of materials to show your knowledge of elements and principles, while also honing your creative skills and expression. Learn to respectfully critique artwork from other artists, cultures, and time periods, as well as your own. Create independent artwork to communicate thoughts and ideas, and collaborate with others as well. This course will also review a variety of artistic careers and the education needed to achieve that career.

Honors Art 3 Drawing (0737)

1 Credit - Grades 10-12

Prerequisite: Art 1, Art 2, Instructor approval



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

Honors Art 3 Print Design (0733)

1 Credit – Grades 10-12

Prerequisite: Art 1, Art 2, Instructor approval



This advanced course provides instruction in the principles of design and development of the media and techniques used in commercial art. Emphasis will be on creating a portfolio focused on design schemes. Careers in illustration, advertising, interior and exterior design will be explored. Additional focus will be given to the construction of model making. The projects are designed to prepare students for assembling a portfolio for entering the senior level course.

Honors Art 3 Painting (0743)

1 Credit - Grades 10-12

Prerequisite: Art 1, Art 2, Instructor approval



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

Art 3 Ceramics (0745)

1 Credit - Grades 10-12

Prerequisite: Art 1, Art 2 Ceramics



Further assists students in exploring knowledge in ceramics, including hand building and wheel throwing. Within this section, students would be required to create some of their own subject prompts, while still using elements and principles to express ideas through art making.

Art 4 Ceramics (0744)

1 Credit - Grades 11-12

Prerequisite: Art 1, Art 2 Ceramics, Art 3 Ceramics



Students in Art 4 Ceramics will be creating concept-based pieces with their preferred processes. The students should be able to demonstrate concepts or beliefs, experimentation, and high skill levels within ceramics.

Art 4 (0747)

1 Credit - Grades

Prerequisite: Art 1, Art 2, Art 3



Sharpen your artistry: Continue your self-expression, creative problem solving, and cultural studies with the mediums you have grown to love. This class will serve to nourish your artistic choices. Let your teachers help you fine tune the artist you have become. Be open to critical evaluation and the opportunity to revise your artwork for improvement. Continue your connection to art careers and learn information about any that may interest you, as well as colleges or courses that may offer higher education for those careers.

Advanced Placement Art 4 Drawing (0739)

1 Credit - Grades 11-12

Prerequisites: Honors Art 3 Drawing, Instructor approval



AP Art 4 Drawing provides an opportunity for students to prepare a drawing portfolio while working both in and out of the classroom. Students experiment with a variety of media and their works are judged on the quality, concentration and breadth of presentation. This course is equivalent to freshman college-level courses in General Art, and students take the Advanced Placement examination

Advanced Placement Art 4 Two-Dimensional Design Portfolio (0741)

1 Credit – Grades 11-12

Prerequisites: Honors Art 3 Painting or Honors Art 3 Design, Instructor approval



This course provides students with an opportunity to prepare a portfolio while working in and out of the 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.

Floral Design (9365)

1 Credit – Grades 9-12

Prerequisites: None

***FINE ARTS CREDIT OPTION**



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

Dance:

Dance 1-5 (Drill Team-Stowaways) (0780, 0785, 0790, 0795, 0798)

1 Credit - Grades 9-12

Prerequisites: Audition for placement; courses are taken in sequence.



The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required. **A limit of 1 AAC can be earned for fidelity for 4 years in grades 9-12.**

Dance I (0782)

1 Credit – Grades 9-12

Prerequisites: None



This class is designed to teach students the basic techniques and skills in Ballet, Hip Hop, Lyrical, Jazz, Modern and Choreography. In each dance form studied, students will learn dance

routines and create various dance choreography in group assignments. Students are introduced to basic dance vocabulary, technique/movement, and the history of the various dance forms taught in this class. There is a performance opportunity in the spring semester. Students are required to dress out and participate every day.

Dance II (0787)

1 Credit – Grades 10-12

Prerequisite: Dance I



This class is designed to further students' understanding of basic techniques and skills, as well as, introduce an intermediate skill level in proper dance forms in Ballet, Hip Hop, Lyrical, Jazz, Modern and Choreography. In each dance form studied, students will learn dance routines and create various dance choreography in group assignments. Students are introduced to more complex dance vocabulary and techniques, and expand their knowledge of the history of the various dance forms taught in this class. There is a performance opportunity in the spring semester. Students are required to dress out and participate every day.

Dance III and IV (0792 and 0797)

1 Credit – Grades 11-12

Prerequisites: Dance II or Dance III



Intermediate and advanced dancers are welcome to take Dance III or IV for more advanced techniques. This class is designed to further students' understanding of technique and skills at an intermediate and advanced skill level in proper dance forms in Ballet, Hip Hop, Lyrical, Jazz, Modern, and Choreography. In each dance form studied, students will learn dance routines and create various dance choreography in group assignments. Students are introduced to higher level dance vocabulary, technique, and expand/deepen their knowledge of the history of the various dance forms taught in this class. There is a performance opportunity in the spring semester. Students are required to dress out and participate every day.

Fitness and Wellness

Courses

Course #	Course	Grade Level	AAC	Credit
Fitness and Wellness				
8939	Aerobic Activity	9-12		1
8929	PE Yoga	9-12		1
8945	Adventure/Outdoor Education	9-12		1
8949	PE Dance	9-12		1

Course Descriptions

Aerobic Activities (8939)

1 Credit – Grades 9-12

Prerequisites: None

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

P.E. – Yoga (8929)

1 Credit – Grades 9-12

Prerequisites: None

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

Adventure/Outdoor Education (8945)

1 Credit – Grades 9-12

Prerequisites: None

Students enrolled in adventure outdoor education develop competencies in outdoor education activities that provide opportunities for enjoyment and challenge. Students

will develop competency in two or more outdoor education activities. Activities may include backpacking, camping, hiking, and water sports/safety.

PE Dance (8949)

1 Credit – Grades 9-12

Prerequisites: None

Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Basic dance moves will be taught. Students cannot have previously taken PE Aerobics.

JROTC

Courses

Course #	Course	Grade Level	AAC	Credit
JROTC				
0501	MCJROTC I	9-12		1
0502	MCJROTC II	10-12		1
0503	MCJROTC III	11-12		1
0504	MCJROTC IV	12		1
0501C	Marine JROTC Lab (MJLAB)	9-12		1

Course Descriptions

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 students to apply that knowledge.

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



MCJROTC I(0501)

1 elective or 1 P.E. Credit - Grades 9-12

Prerequisites: None



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

MCJROTC II (0502)

Grades 10-12

Prerequisite: MCJROTC 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 a map and compass.

MCJROTC III (0503)

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)

Grade 12

Prerequisite: MCJROTC 3

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

Marine JROTC Lab (MJLAB) (0501C)

Grades 9-12

Prerequisites: Member of JROTC and placed by SMI or MI in the course

The course is designed for JROTC cadets who are members of select JROTC competition teams. This course will enforce the concepts of teamwork, unit leadership, physical fitness, and professional development through competition.

Other

Courses

Course #	Course	Grade Level	AAC	Credit
0920	AVID 1	9		1
0925	AVID 2	10		1
0930	AVID 3	11		1
0935	AVID 4	12		1
0950	Team Sports Officiating	10-12		1

Course Descriptions

AVID 1-4 (0920, 0925, 0930, 0935)

1 Credit - Grade 9-12

Prerequisites: Application and coordinator approval

AVID (Advancement Via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. **A limit of 1 AAC can be earned for fidelity for 4 years of successful completion in grades 9-12.**

Team Sports Officiating (0950)

1 Credit - Grade 10-12

Students enrolled in Team Sport Officiating learn rules and regulations of selected team sports, developing skills in the area of communication, decision making, and conflict management which are needed to officiate team sport competitions. Working with coaches, players, other officials, and parents, the expectation is that by the end of the course students will have the ability to officiate at various levels and manage responsibilities that come with the role. Students will be introduced to the rules of the games and officiating mechanics based on approved University Interscholastic League (UIL) association specifications which will form a foundation for a lifetime advocacy in officiating. Experienced officials will assist in providing “real-world” experiences in preparing the students for the situations they will face. Students will also develop a personal fitness plan and safety plan that directly relates to the needs of an official. Students apply time management skills and adhere to professional responsibilities and standards including the Sports Officials Code of Ethics and the legal rights and responsibilities of a sports official involved with youth sports in the 21st century.

This is NOT a PE Credit.

CTE - Business and Industry

Courses

Course #	Course	Grade Level	AAC	Credit	GISD Prerequisite
Agriculture, Food, and Natural Resources					
Animal Science (Vet Med Sequence)					
9000	Principles of Agriculture, Food & Natural Resources	9		1	
9008	Small Animal Management	9-12		0.5	9 th grade students must have had Principles in 8 th
9350	Equine Science	9-12		0.5	9 th grade students must have had Principles in 8 th
9005	Livestock Production	9-12		1	9 th grade students must have had Principles in 8 th
9015	Veterinary Medical Applications*	11-12		1	Equine Science and Small Animal Management or Livestock Production
9010	Advanced Animal Science*	11-12		1	Biology and Chemistry or IPC; Algebra 1 and Geometry; and either Small Animal Management and Equine Science or Livestock Production
9025	Practicum in Agriculture, Food, and Natural Resources (Vet Med)*^	12		2	Vet Med Applications
9027	Practicum in Agriculture, Food, and Natural Resources (Livestock Emphasis)*	12		2	Vet Med Applications or Advanced Animal Science

9026	Extended Practicum in Agriculture, Food, and Natural Resources (Vet Med)*	12		3	Vet Med Applications
9028	Extended Practicum in Agriculture, Food, and Natural Resources (Livestock Emphasis)*	12		3	Vet Med Applications or Advanced Animal Science
Plant Science Sequence					
9000	Principles of Agriculture, Food & Natural Resources	9		1	
9365	Floral Design	9-12		1	
9040	Greenhouse Operation and Production	9-12		1	9 th grade students must have had Principles in 8 th
9370	Advanced Floral Design	11-12		1	Floral Design
9045	Practicum in Agriculture, Food, and Natural Resources (Horticulture)*^	12		2	Greenhouse Operation and Production
Applied Agriculture Engineering (Welding)					
9000	Principles of Agriculture, Food & Natural Resources	9		1	
9050	Agricultural Mechanics & Metal Tech	9-12		1	9 th grade students must have had Principles in 8 th
9055	Agricultural Structures Design and Fabrication*	11-12		1	Ag Mechanics and Metal Tech
9060	Practicum in AFNR (Welding)*^	11-12		2	Ag Structures Design and Fabrication
9061	Extended Practicum in AFNR (Welding)*	11-12		3	Ag Structures Design and Fabrication
Arts and AV					
Design and Multimedia Arts Sequence					
9200	Principles of Arts and AV	9		1	
9150	Graphic Design and Illustration I^	10-12		1	
9190	Commercial Photography I	10-12		1	Prerequisite or Corequisite: Graphic Design and Illustration I

9191	Commercial Photography II	11-12		1	Commercial Photography I
9155	Graphic Design and Illustration II and Lab*^	11-12		2	Graphic Design and Illustration I
9195	Practicum in Graphic Design and Illustration*	12		2	Graphic Design and Illustration II and Lab
9196	Extended Practicum in Graphic Design and Illustration*	12		3	Graphic Design and Illustration II and Lab
Digital Communications/Video Sequence					
9200	Principles of Arts and AV	9		1	
9205	Audio Video Production I	10-12		1	
9210	Audio Video Production II and Lab	11-12		2	Audio Video Production I
9215	Practicum in Audio/Video Production	12		2	Audio Video Production II and Lab
9220	Extended Practicum in Audio/Video Production	12		3	Audio Video Production II and Lab
Business Management and Administration					
Accounting and Financial Services					
9505	Principles of Business, Marketing, and Finance	9		1	
9403	Money Matters	10-12		1	
9405	Accounting I	10-12		1	
9410	Accounting II	11-12		1	Accounting I
9413	Practicum in Business Management	12		2	3 Years of Business Classes
Career Development					
9420	Career Prep I*	11-12		3	
9425	Career Prep II*	11-12		3	Career Prep I
Marketing and Sales					

9505	Principles of Business, Marketing, and Finance	9		1	
9705	Advertising and Sales	10-12		0.5	
9710	Sports and Entertainment Marketing	10-12		0.5	Advertising and Sales
9700	Social Media Marketing	10-12		0.5	Advertising and Sales and Sports and Entertainment Marketing
9703	Fashion Marketing	10-12		0.5	Advertising and Sales and Sports and Entertainment Marketing
9712	Fundamentals of Real Estate	11-12		2	2 Years of Business Classes
9715	Practicum in Marketing* (School Store)	12		2	3 Years of Business Classes
9270	Practicum in Entrepreneurship	12		2	2 Years in: Graphics, AV Prod, Finance, Marketing, Culinary, Programming, or Automotive
9716	Extended Practicum in Marketing*	12		3	3 Years of Business Classes
Information Technology					
Programming and Software Development					
9634	Fundamentals of Computer Science	9		1	
9626	AP Computer Science Principles	10-12	 	1	
9637	Dual Enrollment Computer Science II	11-12		1	Algebra I, Computer Science I, or Fundamentals of Computer Science
9632	Independent Study in Evolving/Emerging Technologies	10-12		1	Corequisite: all 10 th and 11 th graders must be in another IT class
9644	Independent Study in Technology Applications	12		1	

9641	Practicum in Information Technology*	12		2	2 Years of IT Classes
9642	Extended Practicum in Information Technology*	12		3	2 Years of IT Classes
Culinary Arts Sequence					
9502	Foundations of Restaurant Management	9		1	
9510	Introduction to Culinary Arts	10-12		1	
9515	Culinary Arts*^	10-12		2	Introduction to Culinary Arts
9516	Practicum in Culinary Arts*	11-2		2	Culinary Arts
9517	Extended Practicum in Culinary Arts*	12		3	Culinary Arts
Transportation, Distribution, and Logistics					
Automotive Technology					
9800	Automotive Basics	9-10		1	
9835	Small Engine Technology I	10-12		1	
9805	Automotive Technology I	11-12		2	Auto Basics or Small Engine Tech I
9830	Practicum in Transportation Systems*	11-12		2	Auto Tech I
9831	Extended Practicum in Transportation Systems*	11-12		3	Auto Tech I
Architecture and Construction					
Carpentry					
9840	Principles of Construction	9-10		1	

* Denotes Advanced CTE credit for Endorsement

^ Denotes Certification can be earned

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

Course Descriptions

AGRICULTURE, FOOD, AND NATURAL RESOURCES

ANIMAL SCIENCE (VETERINARY MED SEQUENCE)

Principles of Agriculture, Food & Natural Res. (9000)

1 Credit – Grades 9

Prerequisites: None



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

Small Animal Management (9008)

½ Credit – Grades 9-12

GISD Requirement: Principles of Agriculture, Food & Natural Resources for 9th graders



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

Equine Science (9350)

½ Credit – Grades 9-12

GISD Requirement: Principles of Agriculture, Food & Natural Resources for 9th graders



Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Livestock Production (9005)

1 Credit – Grades 9-12

GISD Requirement: Principles of Agriculture, Food & Natural Resources for 9th graders



This course teaches basic animal care including immunizations, feeding schedules and animal showmanship. This one-year course builds the foundation for veterinary medicine and strengthens large animal care skills. Large animal anatomy and physiology, genetics, reproduction and livestock disease are a part of the curriculum.

Veterinary Medical Applications* (9015)

1 Credit – Grades 11-12

Prerequisites: Equine Science and Small Animal Management or Livestock Production



Do you love pets? Get prepared to work in a veterinary clinic and gain skills to be a veterinary assistant. This is a laboratory-oriented course that provides hands-on experience with large and small animal care, customer service, and employability skills.

Advanced Animal Science* (9010)

1 Credit – Grades 11-12

Prerequisites: Biology and Chemistry or IPC; Algebra 1 and Geometry; and either Small Animal Management and Equine Science or Livestock Production

4TH SCIENCE OPTION



This course builds and expands upon Livestock Production and offers further study in large animal care and is intended for students interested in large animal veterinary care and various domestic animals. Classes often meet in the ag barn and assist students with immunizations and nutrition/feed schedules for barn animals. Recommended for students working toward a Veterinary Assistant Certificate.

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

2 Credits – Grades 12

GISD Requirement: Vet Med App



This is your opportunity to have an internship at a veterinary clinic and get high school credit. Students work side-by-side with veterinary professionals and will gain direct

insight into veterinary medicine. Students must intern at a clinic an average of 10 hours per week. Some clinics offer paid internships. The Veterinary Assistant Certification exam preparation is the focus of this course. **The Certified Veterinary Assistant, Level 1 Certification may be offered.** The Practicum is a 2-period class.

Practicum in Agriculture, Food, and Natural Resources (Livestock Emphasis)* (9027)

2 Credits – Grades 12

GISD Requirement: Vet Med App or Advanced Animal Science



This is your opportunity to have an internship in the livestock industry and get high school credit. Students work side-by-side with a GISD Ag teacher to maintain animals at the ag barn or intern with a local livestock professional. The focus of this course is primarily livestock animals, and students must be willing and comfortable working hands-on with such. Projects will be conducted throughout the year to gain more insight and skills in the livestock industry. The Practicum is a 2-period class.

Extended Practicum in Agriculture, Food, and Natural Resources (Vet Med)*(9026)

3 Credits – Grades 12

GISD Requirement: Vet Med App



This is your opportunity to have an internship at a veterinary clinic and get high school credit. Students work side-by-side with veterinary professionals and will gain direct insight into veterinary medicine. Students must intern at a clinic an average of 10 hours per week. Some clinics offer paid internships. The Veterinary Assistant Certification exam preparation is the focus of this course. **The Certified Veterinary Assistant, Level 1 certification may be offered.** The extended practicum is a 3-period class.

PLANT SCIENCE SEQUENCE

Principles of Agriculture, Food & Natural Res. (9000)

1 Credit – Grades 9

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.

Floral Design (9365)

1 Credit – Grades 9-12

Prerequisites: None



Bloom where you are planted! Start your semester with homecoming mum designs and learn how to make a profit with your talents. Discover art within natural elements and use your talent to create beautiful floral arrangements. This class teaches a variety of floral skills and horticulture development while applying artistic design. Students will have the opportunity to earn a floral certification. ***Can count as a fine arts credit for graduation requirements.***

Greenhouse Operation and Production (9040)

1 Credit – Grades 10-12

GISD Requirement: Floral Design



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

Advanced Floral Design (9370)

1 Credit - Grades 11-12

Prerequisites: Floral Design



In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design

appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

Practicum in Agriculture, Food, and Natural Resources (Horticulture)* (9045)

2 Credits – Grades 12

GISD Requirement: Floral Design and Greenhouse Management



The practicum course is a paid or unpaid project-based experience for students participating in a coherent sequence of career and technical education courses in field of Horticultural Sciences. The Practicum is a 2-period class.

APPLIED AGRICULTURE ENGINEERING (WELDING)

Principles of Agriculture, Food & Natural Resources (9000)

1 Credit – Grades 9

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.

Agricultural Mechanics & Metal Tech (9052)

1 Credit – Grades 10-12

Recommended Prerequisites: Principles of Agriculture, Food and Natural Resources



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

Agricultural Structures Design and Fabrication* (9055)

1 Credit – Grades 11-12

GISD Requirement: Ag Mechanics & Metal Tech



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

Practicum in AFNR (Welding)* (9060)

2 Credits – Grades 12

Prerequisites: Any AFN Course

GISD Requirement: Ag Structures Design and Fabrication



This is your opportunity to have an internship as a welder and get high school credit. Students work side-by-side with welding professionals and will gain experience in welding and fabrication. Students must intern at a welding-related business an average of 10 hours per week. Some businesses offer paid internships. A major construction project for exhibition and/or competition is required. The Practicum is a 2-period class.

Extended Practicum in AFN (Welding)* (9061)

3 Credits – Grades 12

GISD Requirement: Ag Structures Design and Fabrication



This is your opportunity to have an internship as a welder and get high school credit. Students work side-by-side with welding professionals and will gain experience in welding and fabrication. Students must intern at a welding-related business an average of 10 hours per week. Some businesses offer paid internships. A major construction project for exhibition and/or competition is required. The extended practicum is a 3-period class.

ARTS AND AV

DESIGN AND MULTIMEDIA ARTS SEQUENCE

Principles of Arts and AV (9200)

1 Credit – Grades 9

Prerequisites: None



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

Graphic Design and Illustration I (9150)

1 Credit – Grades 10-12

Recommended Prerequisites: Principles of Arts and AV



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

Commercial Photography I (9190)

1 Credit – Grades 10-12

GISD Prerequisites or Corequisite: Graphic Design and Illustration I



In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs in a variety of settings.

Commercial Photography II (9191)

1 Credit – Grades 11-12

Prerequisite: Commercial Photography I



This course takes the essential knowledge of digital photography to the next level. You will learn technical photography processes and build a portfolio for an independent photography business. Students will focus on post-production editing and working in the photo industry.

Graphic Design and Illustration II and Lab* (9155)

2 Credits – Grades 11-12

Prerequisites: Graphic Design and Illustration 1



Students will learn advanced skills in Adobe Photoshop and Illustrator while demonstrating an understanding of the graphic design standards that are used in the industry. Students will focus on advanced elements and principles of visual art and design. Students should be self-motivated and be able to manage time wisely. Students will create a digital portfolio that can be used for opportunities in employment or post-secondary education. Students will participate in various community projects designing professional publications and graphics. Adobe Certification may be offered.

Practicum in Graphic Design and Illustration* (9195)

2 Credit – Grades 12

Prerequisite: Graphic Design and Illustration II and Lab



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

Extended Practicum in Graphic Design and Illustration* (9196)

3 Credit – Grades 12

Prerequisite: Graphic Design and Illustration II and Lab

This is an independent study course available to students to work in a self-paced independent production course focused on productions related to GISD as well as the Hood County Community. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships. *Extra hours outside of the normal class time may be required to complete projects and/or cover district activities and events at various GISD campuses. The extended practicum is a 3-period class.



DIGITAL COMMUNICATIONS/VIDEO SEQUENCE

Principles of Arts and AV (9200)

1 Credit – Grade 9

Prerequisites: None



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

Audio Video Production I (9205)

1 Credit – Grades 10-12

Recommended Prerequisites: Principles of Arts and AV



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

Audio Video Production II and Lab (9210)

2 Credits – Grades 11-12

Prerequisite: Audio Video Production 1



This course refines the audio/video production skills to prepare the student for post-secondary education or entry-level employment in the media industry. Students will work as employees in a real-world television studio on campus where they will serve as the production crew for the high school channel. Students will also work individually and on teams producing video projects for the school district, student activities, special community events, and non-profit organizations. This advanced course is designed to significantly challenge students and is recommended for students who are self-motivated and willing to push themselves. Extra hours outside of the normal class time may be required to complete projects and/or cover district activities and events at various GISD campuses. Adobe Premier Pro Certification may be offered.

Practicum in Audio/Video Production (9215)

2 Credits – Grade 12

Prerequisite: Audio Video Production 2 and Lab



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

Extended Practicum in Audio/Video Production (9220)

3 Credit – Grade 12

Prerequisite: Audio Video Production 2 and Lab

Perquisite: Audio Video Production 2 and Lab



This is an independent study course designed and structured to work as an open and largely self-directed course that allows students to expand and deepen the skills they learned in Audio/Video Production 1 and 2. A wide variety of production projects will be produced during the year. All students will compile a portfolio (video resume) of their work. The extended practicum is a 3-period class.

BUSINESS MANAGEMENT AND ADMINISTRATION

ACCOUNTING AND FINANCIAL SERVICES

Principles of Business, Marketing, and Finance (9505)

1 Credit – Grades 9

Prerequisites: None



Have you ever thought about owning your own business? This class examines the foundations of small business management including product sales, advertising, and financial management. Learn about the small business world through projects, guest speakers, and relevant activities.

Money Matters (9503)

1 Credit – Grades: 10-12



In Money Matters, students will investigate money management from a personal financial perspective. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain the knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.

Accounting I (9405)

1 Credit – Grades 10-12

Recommended Prerequisites: Principles of Business, Marketing, and Finance



Accounting is known as the language of business. Students investigate the field of accounting, including how it is impacted by industry standards, as well as economic, financial, technological, international, social, legal, and ethical factors. They will learn accounting terminology, the fundamental accounting equation, and its application to accounting procedures, and the basic steps in the accounting cycle for a sole proprietorship. Emphasis will be on a service business, with an introduction to merchandising businesses. You can extend your knowledge and the application of accounting by competing with our UIL Accounting Team. Participation and

advancement can lead to fantastic scholarship opportunities. This course is strongly recommended for students planning to major in Business in college.

Accounting II (9410)

1 Credit – Grades 11-12

Prerequisites: Accounting I



Accounting 1 Students continue the investigation of the field of accounting. In this second-year course, emphasis will be placed on merchandising businesses organized as a corporation, analysis of financial statements, and managerial and operational accounting. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will also learn automated accounting systems utilizing QuickBooks and will have the opportunity to earn QuickBooks certification.

Practicum in Business Management (9413)

2 Credits – Grade 12

Prerequisites: 3 Years of Business and Accounting Classes (Accounting Route Only)



This capstone course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and in a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education.

CAREER DEVELOPMENT

Career Prep courses are 3 periods; 1 period in class & 2 periods of dismissal for work.

These courses can count as the elective CTE credit in endorsements with that option.

Career Prep I* (9420)

3 credits – Grades 11-12

Prerequisites: None



Career Preparation 1 is a work-based learning experience that combines classroom instruction with the student's employment experience to develop a variety of employability and job-specific skills for a fast-changing workplace. The Career Preparation program supports strong partnerships between the school, businesses, and the community. Students will develop resumes, strengthen interview skills, investigate potential careers, discover strategies for improving human relations in the workplace, and cultivate an understanding of budgeting and financial topics through real world examples. Students will leave with a portfolio of items necessary for career and workplace success. An average of 15 hours of work per week are required.

Career Prep II* (9425)

3 credits – Grade 12

Prerequisite: Career Prep I



What's going to set YOU apart in the work world? Career Preparation provides the student participation in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career Preparation is relevant, supports student attainment of academic standards, and effectively prepares students for college and career success.

MARKETING AND SALES

Principles of Business, Marketing, and Finance (9505)

1 credit – Grades 9

Prerequisites: None



Have you ever thought about owning your own business? This class examines the foundations of small business management including product sales, advertising, and financial management. Learn about the small business world through projects, guest speakers, and relevant activities.

Advertising and Sales (9705)

½ credit – Grades 10-12



Advertising teaches the essentials of marketing a product and making a profit. Creative sales strategies and advertising models will help businesses maximize their success. This is a great course to learn to grow a small business and offers an outgoing student the opportunity to learn how to market products and services.

Sports and Entertainment Marketing (9710)

½ Credit – Grades 10-12

Recommended Prerequisites: Principles of Business, Marketing and Finance

GISD Requirement: Advertising and Sales



Have you ever dreamed of working with athletes and celebrities? This growing market of professional sports and entertainment management will teach you the steps in working in this fast-paced business. This is a great class for sports enthusiasts and those interested in following the entertainment industry. If you are interested in being an agent, an event planner, or want to learn more about this industry, come learn the various stages of sports and entertainment marketing.

Social Media Marketing (9700)

½ Credit – Grades 10-12

GISD Requirement: Advertising and Sales AND Sports and Entertainment Marketing



Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

Fashion Marketing (9703)

½ Credit – Grades 10-12

GISD Requirement: Advertising and Sales AND Sports and Entertainment Marketing



Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.

Fundamentals of Real Estate (9712)

2 Credits – Grades 11-12

GISD Requirement: 2 Years of Business Classes (Accounting or Marketing)



This course includes the curriculum necessary to complete the pre-licensure education requirements of the Texas Real Estate Commission (TREC) to obtain a real estate salesperson license. It includes the following TREC course materials: Principles of Real Estate I and II, Law of Contracts, Law of Agency, Real Estate Finance, and Promulgated Contract Forms.

Practicum in Marketing* (9715)

2 Credits – Grades 12

GISD Requirement: 3 Years of Business and Marketing Classes (Marketing Route Only)



This course will focus on the customer and the ability to generate a profitable exchange. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions regarding distribution, advertising, promotion, risk management, pricing and selling skills. This course may include paid or unpaid career preparation experience, including the management of the GHS School Store.

Extended Practicum in Marketing*(9716)

3 Credit – Grades 12

Prerequisite: 3 Years of Business and Marketing Classes (Marketing Route Only)



This course will focus on the customer and the ability to generate a profitable exchange. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions regarding distribution, advertising, promotion, risk management, pricing and selling

skills. This course may include paid or unpaid career preparation experience, including the management of the GHS School Store.

The extended practicum is a 3-period class.

Practicum in Entrepreneurship* (9270)

2 Credits – Grades 12

GISD Requirement: 2 Years of classes in Graphic Arts, AV Production, Business/Finance/Accounting, Marketing, Culinary, Programming, or Automotive.



The Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas.

INFORMATION TECHNOLOGY PROGRAMMING AND SOFTWARE DEVELOPMENT

Fundamentals of Computer Science (9634)

1 Credit – Grade 9

Prerequisites: None



Students will learn about the computing tools that are used every day. Students will foster their 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. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. 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. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

AP Computer Science Principles (9626)

1 Credit – Grades 10-12

Recommended Prerequisites: Algebra 1 152



AAC

TIER 4

Learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation.

Dual Enrollment Computer Science II (9637)

1 Credit – Grades 11-12

Prerequisites: Algebra I, Computer Science I, or Fundamentals of Computer Science



AAC

Computer Science II 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 the 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 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. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts.

Independent Study in Technology Applications (9644)

1 Credit – Grade 12

GISD Requirement: Computer Science II



In Independent Study in Technology Applications, through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn to make informed decisions; develop and produce original work that exemplifies the standards identified by the selected profession or discipline; and publish the product in electronic media and print. Students will practice the efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports 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. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Independent Study in Evolving/Emerging Technologies (9632)

1 Credit – Grades 10-12

GISD Corequisite Requirement: Any Programming Class



Through the study of evolving/emerging technologies, including technology-related terms, concepts, and data input strategies, students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or discipline, and publish the product in electronic media and print. Students will demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports 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. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Practicum in Information Technology (9641)

2 Credits – Grade 12

Prerequisites: A minimum of 2 high school IT courses



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

Extended Practicum in Information Technology (9642)

3 Credit – Grade 12

Prerequisites: A minimum of 2 high school IT courses



Students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems using HTML, HTML5, and JavaScript. Students will demonstrate industry skills through JavaScript game development, and Microsoft Technology Associate (MTA)-HTML5 App Development Fundamentals certifications may be offered. Students may earn credit in a variety of settings including job shadow or work in a related field, or the student may work through extended learning in the classroom. Students may be required to provide transportation. The extended practicum is a 3-period class.

CULINARY ARTS SEQUENCE

Foundations of Restaurant Management (9502)

1 Credit - Grades 9



Foundations of Restaurant Management provides students with a foundation to understand basic culinary skills and food service-restaurant management, along with current food service restaurant industry topics and standards. Building on prior instruction, this course provides introductory insight into critical thinking, financial analysis, industry technology, social media, customer awareness, and leadership in the foodservice restaurant industry. Students will gain an understanding of food service-restaurant operations and the importance of communicating effectively to diverse audiences, purposes, and situations in food service-restaurant operations and management. Students will learn how the front of the house and the back of the house of management operate and collaborate and obtain value-added certifications in the industry to help launch themselves into restaurant/foodservice careers.

Introduction to Culinary Arts (9510)

1 Credit – Grades 10-12



Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of foodservice operations. The course will provide insight into the operation of a well-run restaurant.

Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry-level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Culinary Arts (9515)

2 Credits – Grades 11-12

Recommended Prerequisites: Introduction to Culinary Arts



A blend of classroom and laboratory experience will teach students the fundamentals and principles of the art of cooking, the science of baking, and analyze management, production skills, and techniques within the food service industry. Students will be working in a commercial kitchen setting. They will focus on food service, preparation, safety and sanitation, customer service, and other employability skills throughout the course. Students will demonstrate their knowledge through opportunities to cater various school-related events and work in the bistro. Students will complete a professional career portfolio. Students can pursue a Certified Food Manager Certification or any other appropriate industry certification through this course. Additionally, students may compete on the local, district, state, and national levels through membership in FCCLA (Family Career and Community Leaders of America).

Practicum in Culinary Arts (9519)

2 Credits – Grades 11-12

Prerequisite: Culinary Arts



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

Extended Practicum in Culinary Arts (9517)

3 Credit – Grade 12

Prerequisites: Culinary Arts



Students will manage the culinary kitchen and Bistro under the supervision of the classroom teacher. The extended practicum is a 3-period class.

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

AUTOMOTIVE TECHNOLOGY

Automotive Basics (9800)

1 Credit – Grades 9-10

Prerequisites: None



Do you like to work with your hands and figure out how things work? The Auto Tech series of courses allows students to troubleshoot and learn how mechanical systems work together. This first-year course introduces students to the business and industry of transportation careers. Students will learn to understand the interaction between various vehicle systems and will practice safe shop practices. Foundational logistics and distribution services will be studied as students study a global plan of moving goods and services.

Small Engine Technology I (9835)

1 Credit – Grades 10-12

Prerequisites: None



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

Automotive Technology I (9805)

2 Credits – Grades 11-12

Prerequisite: Automotive Basics or Small Engine Technology I



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.

Practicum in Transportation Systems (9830)

2 Credits – Grades 11-12

GISD Requirement: Automotive Technology 1



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

Extended Practicum in Transportation Systems (9831)

3 Credit – Grades 11-12

GISD Requirement: Automotive Technology 1



This course allows students to add an additional period to extend their learning in an internship or classroom/laboratory experience under the guidance of the auto tech teacher. The extended practicum is a 3-period class.

ARCHITECTURE AND CONSTRUCTION

CARPENTRY

Principles of Construction (9840)

1 Credit – Grades 9-10

Prerequisites: None



Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

CTE - Public Services

Courses

Course #	Course	Grade Level	AAC	Credit	GISD Prerequisite
Health Science (Therapeutics and Diagnostics)					
9450	Principles of Health Science	9		1	
9455	Medical Terminology*	10-12		1	
9460	Health Science Theory/Clinical	11-12		2	Medical Terminology
9470	Anatomy and Physiology*	11-12		1	Biology and Physics or Chemistry
9465	Practicum in Health Science (Pharmacy Tech)*^	12		2	Health Science Theory
9466	Practicum in Health Science (EMT Certification)*^	12		2	Health Science Theory
9467	Practicum in Health Science (CNA/EKG)*^	12		2	Health Science Theory
Teaching and Training					
9320	Principles of Education and Training	9		1	
9560	Child Development	10-12		1	
9325	Instructional Practices*	11-12		2	Child Development
9335	Practicum in Education and Training*	12		2	Instructional Practices
9336	Extended Practicum in Education and Training* (Extended Day)	12		3	Instructional Practices
Early Learning Sequence					

9320	Principles of Education and Training	9		1	
9560	Child Development	10-12		1	
9575	Child Guidance*	11-12		2	
9580	Practicum in Education and Training (Early Learning)*	12		2	Child Guidance
9582	Extended Practicum in Education and Training (Early Learning)*	12		3	Child Guidance
Law and Public Safety					
9645	Principles of Law and Public Safety, Corrections, and Security	9		1	
9650	Law Enforcement I	10-12		1	
9685	Correctional Services	10-12		1	
9655	Law Enforcement II*	11-12		1	Law Enforcement I
9660	Forensic Science*	11-12		1	
9657	Practicum in Law, Public Safety, Corrections, and Security*^	12		2	Law Enforcement II or 2 courses from Law Enforcement
9658	Extended Practicum in Law, Public Safety, Corrections, and Security*	12		3	Law Enforcement II or 2 courses from Law Enforcement
Family and Community Services					
9565	Interpersonal Studies	9-12		0.5	
9508	Lifetime Nutrition and Wellness	10-12		0.5	
9560	Child Development	10-12		1	
9570	Family and Community Services	12		1	

* Denotes Advanced CTE credit for Endorsement

^ Denotes Certification can be earned

Principles classes are recommended for grades 9 and 10. A student who completes a principles-level course and changes career pathways may enter the next course in any

pathway except for engineering. Engineering students must start with Introduction to Engineering (IED).

Course Descriptions

HEALTH SCIENCE (THERAPEUTICS AND DIAGNOSTICS)



Please be advised that this endorsement requires a background check, a negative drug screening, a negative TB skin test, and a flu shot. Additionally, students must comply with Lake Granbury Medical Center and other health care facility policies and procedures.

Principles of Health Science (9450)

1 Credit – Grades 9-10

Prerequisite: None



This course provides a foundation in health science careers and will hear multiple guest speakers. Principles of Health Science includes an overview of anatomy and physiology, diseases, disorders, health and wellness, diagnostics and biotechnology systems of the health care industry.

Medical Terminology* (9455)

1 Credit – Grades 9-12

Prerequisites: None



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

Health Science Theory/Clinical (9460)

2 Credits – Grades 11-12

Prerequisite: Principles of Health Science and Biology

GISD Requirement: Medical Terminology



This course is designed to provide for the development of advanced knowledge and health care skills related to a wide variety of health careers. This course includes learning patient care skills such as first aid, vital signs, CPR/AED, range of motion, and activities of daily living, as well as the subjects of safety, team building, problem-solving, and ethical and legal responsibilities. Students will have hands-on experience in clinical settings, including various patient care departments within the hospital and other health care facilities. ***This course has additional requirements including: A background check, a negative drug screening, a negative TB Skin Test, and a flu shot. Additionally, students must comply with LGMC and other health care facility policies and procedures.***

Practicum in Health Science* (Pharmacy Tech Certification) (9465)

2 Credits – Grade 12

Prerequisites: Principles of Health Science Theory and Biology

GISD Requirement: Health Science Theory and Clinical



The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Practicum experiences also include completion of a CNA course, preparing the student for the certification exam. A 50% certification fee is required. If certification is passed, GISD will reimburse the student.

Practicum in Health Science (EMT Certification) * (9466)

2 Credits – Grade 12

Prerequisites: Principles of Health Science Theory and Biology

GISD Requirement: Health Science Theory and Clinical



The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Students interested in pursuing an EMT certification will have the opportunity to complete a portion of the foundational coursework from the GISD EMT program and be prepared for rotations with an EMS Department. Prior to the EMT exam, the student must complete ride-along requirements. Students are responsible for the cost of their uniform, stethoscope, vaccinations, TB screen, and healthcare insurance that covers them.

Practicum in Health Science* (CNA/EKG Certification) (9467)

2 Credits – Grade 12

Prerequisites: Principles of Health Science Theory and Biology

GISD Requirement: Health Science Theory and Clinical



The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Practicum experiences also include completion of a CNA course, preparing the student for the certification exam. 50% certification fee required. If certification is passed, GISD will reimburse student.

Anatomy & Physiology*(9470)

1 Credit – Grades 11-12

GISD Requirement: Biology I and Physics or Chemistry

***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.

EDUCATION AND TRAINING

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

Principles of Education and Training (9320)

1 Credit – Grades 9-10

Prerequisites: None



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

Child Development (9560)

1 Credit – Grades 10-12

Prerequisites: None



This course addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students will become equipped with child development knowledge that can be used to promote the well-being and healthy development of children and to investigate careers related to the care and education of children. Infant simulators are an optional project as part of the educational experience.

Instructional Practices*(9325)

2 Credits – Grades 11-12

GISD Requirement: Child Development



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

Practicum in Education and Training* (9335)

2 Credits – Grade 12

Prerequisite: Instructional Practices



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

Extended Practicum in Education and Training* (9336)

1 Credits – Grade 12

Prerequisite: Instructional Practices



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

CHILD CARE/DAY CARE SEQUENCE

Principles of Education and Training (9320)

1 Credit – Grades 9-10

Prerequisites: None



This is a classroom-based course. The hospitality/tourism industry encompasses lodging, travel and tourism, recreation, and food/beverage operations. This industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Additionally, students may compete on the local, district, state, and national levels through membership in FCCLA (Family Career and Community Leaders of America).

Interpersonal Studies (9565)

½ Credit – Grades 9-12



This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to community and state services. This pathway leads students to a Certified Day Care Assistant.

Lifetime Nutrition and Wellness (9508)

½ Credit – Grades 10-12

Recommended Prerequisites: Principles of Education and Training



This course concentrates on nutrition, food choices, and food management skills for individuals and families. Students learn to make informed choices that promote wellness,

especially for children and families. Students will learn about careers related to hospitality, child care, and human services.

Child Development (9560)

1 Credit – Grades 10-12

Recommended Prerequisites: Principles of Education and Training



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.

Child Guidance* (9575)

2 Credits – Grades 11-12

Recommended Prerequisites: Principles of Education and Training; Child Development



Certified Daycare Assistant curriculum and testing will be available.

LAW & PUBLIC SERVICE

Principles of Law, Public Safety, Corrections, and Security (9645)

1 Credit – Grades 9-10

Prerequisites: None



Do you like to watch Cops, The First 24, or CSI television series? If you are interested in learning more about law, enforcement, firefighting, and other public service careers, then this course in law/public safety is for you. This class introduces students to professions in law enforcement, security, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, firefighting, and emergency services. This course provides students with an overview of the skills necessary for careers in the public service field.

Law Enforcement I (9650)

1 Credit – Grade 10-12

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security



Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. Students participate in mock trials, traffic stops, arrest procedures, and have the opportunity to visit local court systems and the law enforcement center.

Correctional Services (9685)

1 Credit – Grade 10-12

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security



In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates.

Law Enforcement II* (9655)

1 Credit – Grade 11-12

Recommended Prerequisite: Law Enforcement I



Law Enforcement II includes knowledge of and preparation for postsecondary education and training or employment in the law enforcement field in the areas of forensic science, communications, law enforcement and investigations. The rules, regulations, laws and techniques that assist the law enforcement professional are applied through a variety of case studies and research analysis. Students participate in accident investigations, use of force, dispatching procedures, and interview and interrogation techniques. This course will offer the opportunity for 12th grade students to become certified in telecommunications and/or as a jailor.

Forensic Science* (9660)

1 Credit – Grades 11-12

Prerequisite: Biology and Chemistry

***4TH SCIENCE OPTION**



Forensic Science is the application of concepts learned in biology, chemistry, and physics to the criminal and civil laws that are enforced by police agencies in a criminal justice system. Students will learn terminology and investigative procedures related to a crime scene, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Using scientific methods and inquiry-based settings, students will collect and analyze evidence through case studies, simulated crime scenes, and laboratory applications such as fingerprint analysis, ballistics, blood spatter analysis, hairs, fibers, questioned documents, toxicology, and DNA. Students will learn the history, legal aspects, and career options for forensic science. This course includes 40% laboratory and fieldwork and satisfies a high school science graduation requirement.

Practicum in Law, Public Safety, Corrections and Security* (9657)

2 Credits – Grade 12

GISD Requirement: Law Enforcement II



Practicum in LPSCS places students into the field of criminal justice (police, probation, courts, and jails) and allows them to observe and experience real situations where the basic principles, theories, and techniques taught in the classroom are applied. Through partnerships with local criminal justice agencies, each student will complete a series of rotations that focus on the practical aspects of law enforcement, corrections and the court system. Practicum experiences can occur in a variety of locations. This course will offer the opportunity for students to become certified in telecommunications and/or as a jailer. Students must complete course request paperwork and pass a background check to be in this program. Students may be required to provide transportation to Practicum site.

Extended Practicum in Law, Public Safety, Corrections and Security* (9658)

1 Credit – Grade 12

GISD Prerequisite: Law Enforcement II



Practicum in LPSCS places students into the field of criminal justice (police, probation, courts, and jails) and allows them to observe and experience real situations where the basic principles, theories, and techniques taught in the classroom are applied. Through partnerships with local criminal justice agencies, each student will complete a series of rotations that focus on the practical aspects of law enforcement, corrections, and the court system. Practicum experiences can occur in a variety of locations. This course will offer the opportunity for students to become certified in telecommunications and/or as a jailer.

Students must complete course request paperwork and pass a background check to be in this program. Students may be required to provide transportation to Practicum site.

FAMILY & COMMUNITY SERVICES

Interpersonal Studies (9565)

½ Credit – Grades 9-12



This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to community and state services. This pathway leads students to a Certified Day Care Assistant.

Lifetime Nutrition and Wellness (9508)

½ Credit – Grades 10-12

Recommended Prerequisites: Principles of Education and Training



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

Child Development (9560)

1 Credit – Grades 10-12

Recommended Prerequisites: Principles of Education and Training



This course addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students will become equipped with child development knowledge that can be used to promote the well-being and healthy development of children and to investigate careers related to the care and education of children.

Family and Community Services (9570) 169

1 Credit – Grades 12



Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

CTE - Science, Technology, Engineering, and Mathematics (STEM)

Courses

Course #	Course	Grade Level	AAC	Credit	GISD Prerequisite
<u>Science, Technology, Engineering, and Mathematics (STEM)</u>					
9750	Introduction to Engineering Design (IED)	9-12		1	
9755	Engineering Science (POE)	10-12		1	IED
9790	Project Based Research in F1 in Schools - Year 1	10-12		1	
9795	Project Based Research in F1 in Schools - Year 2	11-12		1	Project Based Research in F1 in Schools - Year 1
9797	Project Based Research in F1 in Schools - Year 3*	12		1	Project Based Research in F1 in Schools - Year 2
9785	Civil Engineering and Architecture (CEA)*	11-12		1	Engineering Science
9787	Aerospace Engineering (AERO)*	11-12		1	Engineering Science
9775	Engineering Design and Development (EDD)*^	12		1	CEA or AERO
9798	Practicum in STEM (Engineering)*	12		2	CEA or AERO
<u>Aviation</u>					
9900	Introduction to Aerospace and Aviation	9		1	
9905	Introduction to Unmanned Aerial Vehicles	10-12		1	

9925	Aviation Ground School	11-12		1	
9787	Aerospace Engineering (AERO)*	11-12		1	Engineering Science
9950	Practicum in Aviation (Flight Emphasis)	12		2	Aviation Ground School or Aerospace Engineering
9955	Practicum in Aviation (Plane Build Mentor)	12		2	Aerospace Engineering

* Denotes Advanced CTE credit for Endorsement

^ Denotes Certification can be earned

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

Course Descriptions

Science, Technology, Engineering, and Mathematics (STEM)

Project Lead the Way (PLTW) is an engineering program that promises to build our science, technology, and math programs in GISD. PLTW is about learning real skills, solving real problems, and making real discoveries about the world. By working with your classmates, teachers, and parents, you can help create a learning experience unlike any other.

In PLTW classes, you work hands-on with technology that other students only read about. Instead of listening to a lecture about scientific principles and theories, you get to put them to the test in fun, exciting ways. You will build contraptions, learn about drafting and graphic design on the computer, use real lab equipment, and have fun while you are doing it. A PLTW class is the first step on your life's journey of imagination, innovation, and discovery. Start building a better world—and a better you—today. To learn more about Project Lead the Way, go to www.pltw.org.

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

Introduction to Engineering Design (IED) (9750)

1 Credit – Grades 9-12

Prerequisites: None



Introduction to Engineering Design™ is the first of 5 engineering courses that will give students a hands-on problem solving approach to the math and science concepts encountered in the engineering fields. Students will use design development processes while enriching problem solving skills; students create and analyze models using specialized computer software. The Computer Aided Design component of the course will be taught primarily using Autodesk Inventor.

Engineering Science (POE) (9755)

1 Credit – Grades 10-12

Prerequisite: Algebra 1 and Biology, Chemistry, IPC or Physics

GISD Requirement: IED



Engineering Science exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study as well as other high-tech careers. Engineering Science gives students the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based learning. Used in combination with a teaming approach, Engineering Science challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts

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

1 Credit – Grades 10-12

GISD Requirement: Engineering Science or concurrent enrollment in Engineering Science



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

Civil Engineering and Architecture (CEA)* (9785)

1 Credit – Grades 11-12

GISD Requirement: Engineering Science



Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects.

Aerospace Engineering (AERO)* (9787)

1 Credit – Grades 11-12

GISD Requirement: Engineering Science



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

Engineering Design and Development (EDD)* (9775)

1 Credit – Grades 12

GISD Requirement: CEA or AERO



In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. During this course, some students may even apply for patents. It is a research-intensive course, and students actually build and test prototypes. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel. Students also learn SolidWorks and have the opportunity to become certified and learn various manufacturing processes, including CNC and 3D printing.

Practicum in STEM (Engineering)* (9798)

2 Credits - Grade 12

Prerequisite: CEA or AERO



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

Aviation

Introduction to Aerospace and Aviation (9900)

1 Credit - Grades 9



The Introduction to Aerospace and Aviation course will provide the foundation for advanced exploration in the areas of professional pilots, aerospace engineering, and unmanned aircraft systems. Students will learn about the history of aviation, from Leonardo da Vinci's ideas about flight to the Wright brothers and the space race. Along the way, students will learn about the innovations and technological developments that have made today's aviation and aerospace industries possible. The course includes engineering practices, the design process, aircraft structure, space vehicles past and present, and a look toward future space exploration. Students will also learn about the wide variety of exciting and rewarding careers available to them. The Introduction to Aerospace and Aviation course will inspire students to consider aviation and other aerospace careers while laying the foundation for continued study in grades 10-12.

Introduction to Unmanned Aerial Vehicles (9905)

1 Credit - Grades 10-12



The Introduction to Unmanned Aerial Vehicle (UAV) Flight course is designed to prepare students for entry-level employment or continuing education in piloting UAV operations. Principles of UAV is designed to instruct students in UAV flight navigation, industry laws and regulations, and safety regulations. Students are also exposed to mission planning procedures, environmental factors, and human factors involved in the UAV industry.

Aviation Ground School (9925)

1 Credit - Grades 11-12



This course is designed to extend student interests in all aspects of aviation while preparing students to take the formal ground requisite exam for the Federal Aviation Administration (FAA) FAA Airman Knowledge Test which is required to obtain a private pilot's license. The rigor of the course challenges students with complex aeronautical, engineering, weather, management, and judgment concepts. Rules, regulations, obligations, and commitments to discipline and focus are foundational throughout the course. The ability to grasp flight without actually flying a real aircraft extends well beyond the classroom as students learn navigation, weather science, attention to detail (mathematical fuel and load planning), health, and mental well-being related to flight planning and piloting aircraft.

Aerospace Engineering (AERO)* (9787)

1 Credit – Grades 11-12

GISD Requirement: Engineering Science



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

Practicum in Aviation - Flight Emphasis (9950)

2 Credits - Grade 12

Prerequisite: Aviation Ground School or AERO



Practicum in Aviation is designed to give students supervised practical application of previously studied knowledge and skills. This self-paced course is intended to assist a student who wants to receive a Private Pilot License or log time toward becoming an Aviation Maintenance Technician. Practicum experiences may include preparing for and taking the written exam for a private pilot license; receiving flight instruction; working hands on in an aviation maintenance environment; or other approved, equivalent experiences within or outside the classroom with an instructor or employer.

Practicum in Aviation - Plane Build Mentor (9955)

2 Credits - Grade 12

Prerequisite: AERO



Practicum in Aviation - Plane Build Mentor is designed to give students supervised practical application of previously studied knowledge and skills. This self-paced course is intended to assist a student who wants to continue refining their skills in the Aerospace Aviation plane build. The students will work closely with our adult mentors to ensure quality instruction and assistance to aerospace engineering students. In addition to the plane building process, students will have time to work on ground school exam preparation, log hours toward a Private Pilot License or log time toward becoming an Aviation Maintenance Technician. Practicum experiences may include preparing for and taking the written exam for a private pilot license; receiving flight instruction; working hands on in an aviation maintenance environment; or other approved, equivalent experiences within or outside the classroom with an instructor or employer.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

Curriculum, Instruction, and Assessment Department

****ACTION****

TO: Dr. Ann Dixon, Interim Superintendent
GISD Board of Trustees

FROM: Leah Dawson
DATE: December 16, 2024
RE: YAM for 9th grade students

SUMMARY:

We are requesting board approval for the MOU for the YAM (Youth Aware of Mental Health) program for our 9th grade students. Yam is a free program provided through the Texas Child Health Access Through Telemedicine (TCHATT) at Texas A&M University.

We have successfully partnered with TCHATT for the past 3 years. Yam has certified facilitators who are fully vetted and screened that will conduct five classes lasting 45 minutes for ninth grade students over a three-week period. The goal of YAM is to increase knowledge and awareness of mental health.

RECOMMENDATION:

It is recommended that the board approve the YAM MOU as outlined.

Respectfully submitted,

Leah Dawson
Student Services Coordinator

Memorandum of Understanding
Between
The University of Texas Southwestern Medical Center
And
Granbury ISD

This Memorandum of Understanding (MOU) is between The University of Texas Southwestern Medical Center (“UT Southwestern”), on behalf of its Center for Depression Research and Clinical Care (“Center”), located at 5323 Harry Hines Blvd., Dallas, TX 75390 and Granbury ISD (School/Community Agency), located at 217 N. Jones St., Granbury, TX 76048 with an effective date of November 16, 2024 (“Effective Date”).

Mission

UT Southwestern initiated the Risk and Resilience Network (the “Network”) aimed at learning about resilience, mental health awareness, and mental fitness in adolescent development. The Center, under the leadership of Dr. Madhukar Trivedi, engages local schools and community agencies to participate in mental health education and promotion programs that are part of this Network.

Purpose and Scope

Whereas, School/Community Agency desires to participate in the Network for the benefit of its students, parents, and staff pursuant to the terms set forth in this MOU; and

Whereas, UT Southwestern wishes to provide the School/Community Agency with access to certain property, training and educational support as outlined herein for purposes of School’s/Community Agency participation in the Network;

Now therefore, in consideration of the covenants contained here, and other good and valuable consideration, UT Southwestern and School/Community Agency agree to the following:

MOU

I. UT Southwestern responsibilities are as follows:

- A. Discuss and provide to the School/Community Agency information about the different projects and program options associated with the Network.
- B. Meet with the appropriate designated School/Community Agency personnel to plan implantation of the Network programs the School/Community Agency selects below. The below selected Exhibits are attached hereto and incorporated herein by reference:

- Exhibit A: YAM Program
- Exhibit B: Wellness Ambassador Training Program

- C. Train and educate, in accordance with the terms listed in the Exhibits attached, all necessary and appropriate School/Community Agency staff about the programs prior to implementation.

II. School/Community Agency responsibilities are as follows:

- A. Meet with UT Southwestern Research Staff to discuss selected programs under the Network and educate UT Southwestern on the needs of the School/Community Agency.
- B. Allow UT Southwestern to distribute UT Southwestern approved flyers to youth and parents for future/current research studies.
- C. Facilitate the process of youth and family education regarding the Network as described in each Exhibit attached and additionally as mutually agreed upon (e.g. UT Southwestern attending a parent meeting to provide information on the programs and handout materials).
- D. Participate in any meetings/ or education sessions pertaining to the Network as reasonably requested by UT Southwestern.
- E. Work with Dr. Madhukar Trivedi and the staff of the Center to support and engage in efforts to sustain the project past the first year to support effectiveness of the project.
- F. The School/Community Agency agrees that any handouts, flyers, and/or other materials in connection with the Network, this MOU, or any UT Southwestern program will be either reviewed and approved by or provided by UT Southwestern. The School/Community Agency understands there is no implied license, right or interest granted in copyright, patent, trade secret, Trademark, or other intellectual property right and agrees to not copy, alter, merge, sublicense, reverse engineer, duplicate, create derivative works, or distribute any materials provided by UT Southwestern under this MOU.

III. Mutual Obligations:

- A. *FERPA*. During the term of this MOU, School/Community Agency may elect to share with UT Southwestern certain student education records that UT Southwestern deems useful to the programs and research provided hereunder and that are subject to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, et seq. and the regulations promulgated there under. Such information is considered confidential and is therefore protected. To the extent that UT Southwestern is provided any such “education records” under this MOU, UT Southwestern agrees to abide by the policies and procedures the School/Community Agency has in place to comply with FERPA. For purposes of the services to be performed under this MOU, pursuant to FERPA, School/Community Agency hereby designates UT Southwestern as a school official with a legitimate educational interest in the educational records of the students who participate in the Network programs to the extent that access to the records is required by UT Southwestern to carry out the Network programs. As such, UT Southwestern’s access to individual student information is permitted under the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing federal regulations found in 34 CFR, Part 99. UT Southwestern agrees to maintain the confidentiality of the educational records in accordance with provisions of FERPA.
- B. *Confidentiality*. Subject to the requirements of the Texas Public Information Act (Chapter 552, *Texas Government Code*), School/Community Agency agrees to hold in confidence any and all Information (defined as all software, material, data or business, and other information related to this MOU, including the terms of this MOU) disclosed by UT Southwestern to School/Community Agency and otherwise not known to the public) and further agrees not to disclose Information to third parties or use Information for any purpose other than the purposes contemplated by this MOU, without written permission from UT Southwestern to the extent allowed by law.

will be used by the parties to attempt to resolve any claim for breach of contract made by School/Community Agency that cannot be resolved in the ordinary course of business. The chief business officer of UT Southwestern will examine School/Community Agency’s claim and any counterclaim and negotiate with School/Community Agency in an effort to resolve such claims. The parties specifically agree that (i) neither the execution of the MOU by UT Southwestern nor any other conduct, action or inaction of any representative of UT Southwestern relating to the MOU constitutes or is intended to constitute a waiver of UT Southwestern’s or the state’s sovereign immunity to suit; and (ii) UT Southwestern has not waived its right to seek redress in the courts.

- J. *Public Information.* UT Southwestern strictly adheres to all statutes, court decisions and the opinions of the Texas Attorney General with respect to disclosure of public information under the *Texas Public Information Act* (“**TPIA**”), Chapter 552, *Texas Government Code*. In accordance with Section 552.002 of TPIA and Section 2252.907, *Texas Government Code*, and at no additional charge to UT Southwestern, School/Community Agency will make any information created or exchanged with UT Southwestern pursuant to the MOU (and not otherwise exempt from disclosure under TPIA) available in a format reasonably requested by UT Southwestern that is accessible by the public.
- K. *Press Releases.* The parties to the MOU will not make any press releases, public statements, advertisement or other promotional materials using the name or logo of the other party or the name of any employee of the other party, or referring to the MOU, without the prior written approval of the other party. Requests for prior written approval of any such releases, public statements, advertisements or other promotional materials must be directed to UT Southwestern’s Vice President – Communications, Marketing and Public Affairs, or the School/Community Agency’s Superintendent.
- L. *Severability.* In case any provision of this MOU will, for any reason, be held invalid or unenforceable in any respect, the invalidity or unenforceability will not affect any other provision of this MOU, and this MOU will be construed as if the invalid or unenforceable provision had not been included.
- M. *Waiver.* The failure of any party to exercise any of its rights under this MOU for a breach thereof shall not be deemed to be a waiver of such rights, and no waiver by any party, whether written or oral, expressed or implied, of any rights under or arising from the MOU shall be binding on any subsequent occasion; and no concession by any party shall be treated as an implied modification of the MOU unless specifically agreed in a writing signed by authorized representatives of both parties.
- N. *Counterparts.* This MOU may be executed in any number of counterparts, each of which will for all purposes be deemed an original of this MOU, but all of which together will constitute one and the same document.

IN WITNESS WHEREOF, the parties hereby execute this MOU effective upon the last signature below.

The University of Texas Southwestern
Medical Center

Granbury ISD

William Ward, Senior Manager
Legal Contract Services

Assistant Superintendent
Tammy Clark

Date _____

Date _____

Exhibit A: Youth Aware of Mental Health (YAM) Program

I. Program Description:

Youth Aware of Mental Health (YAM; www.y-a-m.org) is a 5-session program promoting increased knowledge and discussion about mental health in adolescents. The content is designed to enhance problem-solving skills and emotional intelligence through interactive lecture and role-play formats. YAM promotes youth empowerment and encourages adolescents to be more self-aware, while providing an opportunity to explore common dilemmas they currently face or may face in the future. Youth are actively engaged in learning from each other, while practicing listening skills, empathy, and perspective-taking.

II. UT Southwestern responsibilities are as follows:

- A. Provide to the School/Community Agency the YAM program materials including, (i) student booklets and (ii) promotional posters.
- B. Provide one YAM facilitator and one YAM assistant to implement the YAM program.
- C. Implementation will include five (5) 45-60 minute sessions (typically delivered over 3-5 weeks).
- D. Conduct one informational session for necessary School/Community Agency staff to provide details about the YAM program.

III. School/Community Agency responsibilities are as follows:

- A. Provide five (5) hours total of class time within 12 weeks (3-5 weeks preferred) in which to implement the YAM program.
- B. Educate UT Southwestern on the process of behavior protocols for students and youth.

Exhibit B: Wellness Ambassador Training Program

I. Program Description:

The Wellness Ambassadors Training program is designed to train existing School personnel to provide immediate and ongoing support to students experiencing stressors and increased emotional and behavioral symptoms. The Center for Depression Research and Clinical Care (CDRC) Training Academy will launch two new training series to: 1) develop Wellness Ambassadors to assist School counselors and 2) provide additional mental health training for School counselors. The content of these training sessions will be focused on topics including, but not limited to, intervention strategies, resilience building techniques, signs and symptoms of various mental illnesses, and evidence-based treatments for depression, anxiety, and other mental health concerns. Wellness Ambassadors will help School counselors by identifying students in need of services and assisting both the students and their families by providing relevant resources and ensuring they follow through with seeking care for the student.

II. UT Southwestern responsibilities are as follows:

- A. Conduct informational session(s) for necessary School staff to provide details about the Wellness Ambassador program;
- B. Provide one Wellness Ambassador Training facilitator and one Wellness Ambassador Training assistant to train school personnel to implement the Wellness Ambassadors program and deliver program materials;
- C. Provide additional training opportunities and ongoing consultation to develop Wellness Ambassadors;
- D. Provide additional training opportunities for School counselors;
- E. Work with Wellness Ambassadors to identify local resources; and
- F. Develop additional training(s) as needed.

III. School/Community Agency responsibilities are as follows:

- A. Work with the CDRC Training Academy Team to identify local resources to help students in need;
- B. Identify School personnel to serve as Wellness Ambassadors;
- C. Encourage School counselors to attend the Wellness Ambassador training; and
- D. Allow for ongoing assessments and evaluation of additional training needs and program outcomes.

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

To: Board of Trustees
Date: December 16, 2024
For: Approval

TO: Dr. Ann Dixon, Interim Superintendent

FROM: Emmett Whitefield

DATE: December 10, 2024

RE: Discussion and Possible Approval to
Rescind Prior Action Declaring Surplus Property

SUMMARY:

The property located at **2850 Acton School Road, Granbury, TX 76049** (Lot 2, Block 1, Acton Elementary School Addition) comprises approximately **seven acres** of unimproved land previously declared surplus by the Board of Trustees.

RECOMMENDATION:

To ensure the district retains flexibility for future development and accommodates the anticipated growth in student enrollment, it is recommended that the Board approve rescinding the prior decision to declare this property as surplus.

Staff Person Responsible: Houcine Chraibi
Emmett Whitefield

Date Submitted: December 10, 2024

Respectfully submitted,



Emmett Whitefield
Chief Financial Officer

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 16, 2024
For: Approval

TO: Dr. Ann Dixon, Interim Superintendent **FROM:** Emmett Whitefield
DATE: December 10, 2024
RE: Annual Financial Report
 – Year ended 8/31/2024

SUMMARY:

The annual audit has been completed. A representative from Snow Garrett Williams, 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, 2024 and the management letter will be available at the meeting for board members.

RECOMMENDATION:

That the Board accept the Annual Financial Report for the year ended August 31, 2024 as presented.

Respectfully submitted,



Emmett Whitefield
Chief Financial Officer

Staff Person Responsible: Emmett Whitefield

Date Submitted: December 10, 2024



For:	Board of Trustees
Date:	December 16, 2024
Action:	Action

TO:	Dr. Ann Dixon & Board of Trustees
From:	Brent Wilson
Date:	December 16, 2024
RE:	GISD 2025-2026 Technology Plan

SUMMARY:

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

The 86th Legislative session brought many changes that are still being interpreted. These changes include cybersecurity updates including risk analysis, data breach notifications and a cybersecurity coordinator and team, training mandates for staff, and an increase in cybersecurity lessons for students. As clarification is released, changes in the technology plan will be made to ensure GISD is compliant.

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

The GISD Technology Plan for 2025-2026 school year is currently based on data collected from surveys of teachers, students and parents from every campus in the district as well as current technological needs at the campus level. Budget numbers are based on local dollars.

RECOMMENDATION:

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

Respectfully submitted,

Brent Wilson

**Brent Wilson
Technology Director**



GISD 2025-2026 TECHNOLOGY PLAN: OVERVIEW

ABOUT GISD:

INTERIM SUPERINTENDENT: DR. ANN DIXON

ESC REGION	11
CITY, STATE, ZIP	GRANBURY, TEXAS 76048
PHONE	(817) 408-4000
COUNTY DISTRICT NUMBER	111901
NUMBER OF CAMPUSES	10
TOTAL STUDENT ENROLLMENT	7963
PERCENT ECONOMICALLY DISADVANTAGED	52.04%
TECHNOLOGY EXPENDITURES	\$ 1, 728, 533



SUMMARY

Granbury ISD strives for personalized, flexible, empowered learning based on the individual needs of each student. Therefore, GISD's Technology Plan emphasizes equitable and appropriate access to technology for all students to allow each student to maximize potential, foster creativity, enhance collaboration, communicate effectively, think critically, and demonstrate learning in a variety of creative, engaging methods. The district recognizes the foundation for student success as a safe and secure environment that supports the ongoing transformation of student learning, services, and tools throughout every facet of the district. Our goal is that all students and staff become technology literate and be responsible digital citizens; that is, use appropriate technology in a manner that is responsible, safe, respectful, and legal in everyday technology use both at school and at home. Ongoing, timely professional development is the key for successful transformation of student learning. GISD will continue to provide support in all content areas and departments to foster an environment that provides balanced, innovative, authentic learning opportunities for all students.

FUNDING SOURCES

Funding sources included in the technology plan include local funds from campus and department budgets, federal funds, grant funds such as GEF, instructional materials allotment, and other program specific funds.

NEEDS ASSESSMENT

ASSESSMENT PROCESS

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



ASSESSMENT FINDINGS

Granbury ISD continues to believe that technology plays an integral role in the teaching and learning process. Data shows that 89% of teachers believe that technology use in class enhances student learning and 97% of teachers say their school encourages the use of technology in teaching and learning. However, there is a disconnect between belief and practice in the classroom. 36% of teachers ask students to solve an authentic problem on a regular basis and only 46% ask them to use online tools to research topics online. We must work to bridge the belief-to-practice divide. Quality professional development is key to building this bridge. GISD will continue to provide quality training opportunities for staff and parents to help every student reach his/her full potential.

An optimal infrastructure is key to successful implementation of any technology. All stakeholders must have confidence in the network reliability and security. GISD will continue to ensure appropriate resources are in place to support and maintain networks and equipment. GISD will continue to maintain existing support contracts and lease agreements. Access is key for parents, students, and staff. While data supports timely access to information and 24 hour or less turnaround time on issues, continuous evaluation is required to ensure all needs are being met. 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. Flexible learning environments require continued density of the wireless network to support learning in every area, including outdoor learning spaces.

Granbury utilizes various types of software to meet both administrative and educational needs. Skyward is used as both our financial software and our student information system. The district utilizes an IP telephony communications network. Edlio, along with ESC 11, hosts the GISD website which offers quality, current information to staff, students, and the community. The GISD website is maintained by the Director of Communications. An acceptable use policy (AUP) is in place for both staff and students to ensure adherence to the highest standards of technology use. GISD will continue to follow and abide by all legislation.

Technology hardware is purchased via a centralized purchasing process to ensure standardization of all equipment. All stakeholders will work together to determine standards for devices and viable replacement schedules. GISD will continuously investigate the latest advancements in technology to ensure all students are equipped to succeed. Hardware includes model classroom equipment, access points, switches, voice gateways, servers, storage, and student and teacher devices. GISD currently supports a 10GB wide-area-network to all campuses. A state-of-the-art network operations center (NOC) serves the needs of the district. The NOC utilizes a state-of-the-art hot aisle containment system and a generator to always maintain connectivity. An offsite disaster recovery solution is in place. The district provides 10GB of internet bandwidth to support the educational needs and demands of our digital resources.



VISION STATEMENT

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

MISSION STATEMENT

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

TECHNOLOGY GOAL STATEMENT

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

- **Objective 1**

We will provide and maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities.

- Strategy 1: Maintain an infrastructure that facilitates communication, instruction, and other educational services.
- Strategy 2: Ensure appropriate resources are in place to support and maintain networks and equipment.
- Strategy 3: Increase access in all learning spaces.
- Strategy 4: Determine appropriate staffing to support an increasing number of student and teacher devices.

- **Objective 2**

We will work with all stakeholders to determine the appropriate sustainable devices for each grade level to support balanced, innovative, engaging learning opportunities for all students.

- Strategy 1: Establish a committee that represents all involved stakeholders to determine the appropriate device for each grade level and content.
- Strategy 2: Secure financing to maintain an appropriate replacement schedule.



- **Objective 3**

We will provide quality training opportunities for staff and parents that support innovative, balanced, ethical, authentic learning for students. (Training will be provided face-to-face, online, on-demand, in the classroom, and by request.)

- Strategy 1: Empower teachers to bridge the belief-to-practice divide.
- Strategy 2: Foster 4C (communication, collaboration, creativity, and critical thinking) aligned professional development.
- Strategy 3: Provide targeted professional development aiming at differentiating instruction.
- Strategy 4: Provide learning opportunities for teachers to utilize technology for both formative and summative assessments.
- Strategy 5: Extend training to parents and at-home stakeholders.

- **Objective 4**

Provide and maintain a cybersecurity program to secure the district infrastructure against cyberattacks and other cybersecurity incidents.

- Strategy 1: Ensure that all staff receive cybersecurity awareness training and simulated social engineering exploits to increase our cybersecurity knowledge and minimize risk.
- Strategy 2: Develop and maintain an incident response plan to determine cybersecurity risk and mitigation plans.



Objective 1

We will provide and maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities.

Supporting CASE Data Variables	<p>CLASSROOM</p> <ul style="list-style-type: none"> ● 94% of students report frequency of computer use in the classroom at least once per week ● 79% of students report daily computer use in the classroom ● 96% of students report having access to a computer at school when they need one
	<p>ACCESS</p> <ul style="list-style-type: none"> ● 90% of teachers report that the quality of internet speed at school is excellent or above average
	<p>SKILLS</p> <ul style="list-style-type: none"> ● 444 teachers had direct instruction in technology integration. Technology Driven Classroom only. ● 498 teachers had direct instruction in technology integration.
	<p>ENVIRONMENT</p> <p>773 wireless access points are available for connectivity. Staff & student devices include 10600 Chromebooks where 620 of those devices are non-compliant and unusable for testing, 2680 iPads, and 1108 Chromeboxes in GISD</p>
TEA Long Range Plan for Technology	
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Digital Citizenship ● Safety & Security ● Collaborative Leadership ● Reliable Infrastructure 	



Strategy 1

Maintain infrastructure that facilitates communication, instruction, and other educational services.

The state recommends a 10GB WAN and at least 1GB internet access per 1000 students. In GISD, a 10GB WAN is in place for all campuses and 10GB of internet is available across GISD. An access point is installed in every classroom to accommodate at least one device per student. GISD maintains a VOIP solution for all campuses. GISD also has emergency contact via Raptor for all staff on personal and district owned devices. All network equipment is maintained according to industry standard. The network operations center (NOC) is an integral part of this process.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Safety and Security ● Reliable Infrastructure 	<ul style="list-style-type: none"> ● Director of Technology 	<p>July 2025-June 2026</p>	<p>\$ 603,160 Funding sources include eRate funds and the technology budget.</p> <ul style="list-style-type: none"> ● All necessary forms on file with USAC ● Valid support contracts ● Industry standard equipment ● Necessary Storage Environment ● Internet filtering software in place according to rules and regulations ● Valid ISDN Prime Interfaces with DID 	<ul style="list-style-type: none"> ● Uninterrupted availability of necessary access to resources ● Valid fiber optic lease contract ● Valid internet service contracts ● Technology inventory ● Network statistics ● Valid telephone service contract ● Partnership with ESC XI Internet Consortium ● Raptor Usage



Strategy 2

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

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

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Safety and Security ● Reliable Infrastructure 	<ul style="list-style-type: none"> ● Director of Technology 	<p>July 2025-June 2026</p>	<p>\$ 301,594 Funding sources include the technology budget.</p> <ul style="list-style-type: none"> ● SmartNet ● Microsoft Licenses ● ARIN registration Extreme Contracts ● UPS in place ● Generator for NOC ● Disaster Recovery Documentation ● Infoblox 	<ul style="list-style-type: none"> ● Valid license agreements ● Valid support contracts ● Full access to both IPv4 & IPv6 networks ● Technology inventory ● Network statistics ● Content filtering software ● Valid SSL Certificates



Strategy 3

Increase access in all learning spaces.

GISD strives to provide access to technology in all learning spaces. Outdoor learning spaces and common areas are essential to the learning process.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Reliable Infrastructure 	Director of Technology	July 2025-June 2026	\$ 35,000 Funding source is the technology budget and Category 2 eRate funds. <ul style="list-style-type: none"> ● Outdoor access points ● Dense coverage in large common spaces 	<ul style="list-style-type: none"> ● Access in all learning spaces <ul style="list-style-type: none"> ○ Classrooms ○ Outdoor learning areas ○ Large common areas ○ Access at home



Strategy 4

Determine appropriate staffing to support an increasing number of student and teacher devices.

GISD technology department will need to procure an appropriate number of staff necessary to support the increase in the number of teacher and student devices throughout the district as well as instructional coordinators to support effective teacher implementation to maximize authentic student learning.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Reliable Infrastructure 	<ul style="list-style-type: none"> ● Director of Technology 	July 2025-June 2026	\$ -- No funding necessary to determine the appropriate number of employees. Local funds would be used if personnel increased.	<ul style="list-style-type: none"> ● Timely response to teacher/staff technology workorders ● PEIMS data and Metrics from Human Resources



Objective 2

We will work with all stakeholders to determine the appropriate sustainable devices for each grade level to support balanced, innovative, engaging learning opportunities for all students.

Supporting CASE Data Variables	<p>CLASSROOM</p> <ul style="list-style-type: none"> ● In grades K-2, 10 devices are always available in classrooms. ● In grades 3-12, there are enough devices on campus to accommodate the 1:1 requirement for STAAR online testing. ● Mobile Labs are available on each campus for shared classroom use.
	<p>ACCESS</p> <ul style="list-style-type: none"> ● According to inventory, 100% of all classroom teachers have access to a minimum of two devices. ● 89% of teachers have a third device (Chromebook). ● 91% of students have access to a device outside of school.
	<p>SKILLS</p> <ul style="list-style-type: none"> ● 32% increase from 2023 data collection to 2024 data collection in student-reported ease of connecting to devices via Bluetooth or Wi-Fi.
	<p>ENVIRONMENT</p> <ul style="list-style-type: none"> ● According to inventory, all classroom teachers have access to a minimum of two devices. ● Daily average of unique BYOD clients is 2688.8
TEA Long Range Plan for Technology	
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Digital Citizenship ● Safety & Security ● Collaborative Leadership ● Reliable Infrastructure 	



Strategy 1

Establish a committee that represents all involved stakeholders to determine the appropriate device for each grade level and content.

GISD works to ensure students are exposed to and have appropriate access to a variety of devices to select the most appropriate tool to accomplish the task at hand and completely demonstrate learning. As technology evolves and our district grows, we must continuously monitor and adjust available resources for all grade levels on a regular basis.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Reliable Infrastructure ● Collaborative Leadership 	<ul style="list-style-type: none"> ● Director of Technology ● Instructional Technology ● Campus Administration ● Classroom Teachers ● Students ● Parents ● School Board 	<p>July 2025-June 2026</p>	<p>\$ --- No budget necessary for committee.</p>	<ul style="list-style-type: none"> ● Feedback from students & teachers ● Usage statistics from all devices



Strategy 2

Secure financing to maintain an appropriate replacement schedule.

GISD technology staff will need to prepare for and secure financing to replace student and teacher devices, as well as network components.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Reliable Infrastructure 	<ul style="list-style-type: none"> ● Director of Technology ● Technology Department 	July 2025-June 2026	\$500,000 Significant additional funding must be committed in order for GISD to maintain a 10 year replacement cycle for existing equipment and a larger investment is necessary to strive to become and maintain a 1:1 environment.	<ul style="list-style-type: none"> ● Viable devices for all teachers ● Timely replacement of outdated or damaged devices ● Budget amount directly correlates to decisions made by a committee of stakeholders



Objective 3

We will provide quality training opportunities for staff and parents that support innovative, balanced, ethical, authentic learning for students. (Training will be provided face-to-face, online, on-demand, in the classroom, and by request.)

Supporting CASE Data Variables	CLASSROOM <ul style="list-style-type: none"> ● 56% of teachers use technology to build and administer assessments that inform instructional practices
	ACCESS <ul style="list-style-type: none"> ● Out of district technology professional development costs have decreased. ● 73% of staff choose to complete 9-33 hours of professional development in technological areas.
	SKILLS <ul style="list-style-type: none"> ● 88% of teachers report that they can find good solutions when having issues with technology.
	ENVIRONMENT <ul style="list-style-type: none"> ● 87% of teachers report that the speed of support for instructional technology planning is within 24 hours
TEA Long Range Plan for Technology	
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Digital Citizenship ● Safety & Security ● Collaborative Leadership ● Reliable Infrastructure 	



Strategy 1

Empower teachers to bridge the belief-to-practice divide.

GISD technology must support teachers as they move from simply believing in the power of technology to leveraging it in the classroom. Professional learning must be driven on areas of need as well as supported by the instructional technology team through co-teaching, lesson planning, modeling, and collaboration during PLC/planning times.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Digital Citizenship ● Collaborative Leadership 	<ul style="list-style-type: none"> ● Director of Technology ● Instructional Technology ● Campus Administration 	July 2025-June 2026	\$ 20,000 <ul style="list-style-type: none"> ● Partnership with Curriculum and the Instructional Technology Coordinator's Schedule 	<ul style="list-style-type: none"> ● PD Participation ● Classroom technology implementation ● Classroom Visits



Strategy 2

Foster 4C's (communication, collaboration, creativity, and critical thinking) aligned professional development.

Understanding the importance for 21st century learning skills is vital to maintaining a teaching force that is prepared to incorporate technology into their teaching in meaningful ways. GISD Technology will encourage and support teachers by providing a supportive school environment that, in turn, fosters innovative classroom practices.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Digital Citizenship ● Collaborative Leadership 	<ul style="list-style-type: none"> ● Director of Technology ● Instructional Technology 	July 2025-June 2026	\$ 75,000 <ul style="list-style-type: none"> ● G Suite ● Classroom Software ● Library Software ● Databases ● Online Textbooks ● Microsoft Suite ● Other necessary instructional software 	<ul style="list-style-type: none"> ● PD Participation ● Eduphoria Statistics ● Classroom technology implementation ● Teacher participation in PLNs



Strategy 3

Provide targeted professional development aiming at differentiating instruction.

As the number of students in GISD grows and the needs of the students change, GISD must continue to strive for adaptive and individualized learning based on each student’s needs and abilities. Specific tools and professional development must be provided to facilitate learning for all.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Digital Citizenship ● Reliable Infrastructure ● Collaborative Leadership 	<ul style="list-style-type: none"> ● Director of Technology ● Instructional Technology ● Campus Administration 	<p>July 2025-June 2026</p>	<p>\$ 65,000</p> <ul style="list-style-type: none"> ● G Suite ● Classroom Software ● Library Software ● Databases ● Online Textbooks ● Microsoft Suite ● Other necessary instructional software 	<ul style="list-style-type: none"> ● PD Participation ● Classroom Visits ● Software usage stats



Strategy 4

Provide learning opportunities for teachers to utilize technology for both formative and summative assessments.

GISD technology will support ways in which technology, such as forms, rubrics, discussion boards or real-time polls, can support reliable formative assessment that support learning during the process and provides students personalized, real-time feedback. GISD technology will expand on professional development opportunities for administrators, counselors, teachers, and students toward seamless integration of online local and state assessments including common assessments, STAAR testing, AP tests, and EOC tests.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Digital Citizenship ● Reliable Infrastructure ● Collaborative Leadership 	<ul style="list-style-type: none"> ● Director of Technology ● Instructional Technology ● Curriculum Department ● Campus Administration ● District/Campus Testing Coordinators 	<p>July 2025-June 2026</p>	<p>\$ 72,000</p> <ul style="list-style-type: none"> ● Turn It In ● NewsELA ● DMAC ● NWEA Map ● CLI Engage ● G Suite ● Nearpod ● EdPuzzle ● Skyward 	<ul style="list-style-type: none"> ● District Common AssessmentScores ● State Assessment Scores ● Student Success Indicators ● Classroom Visits ● Data ● Online STAAR testing participation



Strategy 5

Extend training to parents and at-home stakeholders.

Parents and guardians are invaluable to the learning process. The GISD technology department must encourage these stakeholders to be actively involved and make them aware of all available resources. Opportunities for input and time to get questions answered are crucial parts of successful, authentic learning and effective technology integration.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Digital Citizenship ● Collaborative Leadership 	<ul style="list-style-type: none"> ● Director of Technology ● Instructional Technology 	July 2025-June 2026	\$ 8,000 <ul style="list-style-type: none"> ● Skyward Family Access ● Ready Rosie 	<ul style="list-style-type: none"> ● Skyward family access participation ● Parent Meeting Participation



Objective 4

Provide and maintain a cybersecurity program to secure the district infrastructure against cyberattacks and other cybersecurity incidents.

Supporting CASE Data Variables	<p>CLASSROOM</p> <ul style="list-style-type: none"> ● 89% of all Staff have completed the Annual Cybersecurity Training. ● 93% of all Teachers have completed the Annual Cybersecurity Training.
	<p>ACCESS</p> <ul style="list-style-type: none"> ● KnowBe4 Cybersecurity Training ● KnowBe4 Phishing Simulation Training
	<p>SKILLS</p> <ul style="list-style-type: none"> ● Decrease our Risk Score
	<p>ENVIRONMENT</p> <ul style="list-style-type: none"> ● 100% of Cybersecurity Coordinators have completed required trainings.
TEA Long Range Plan for Technology	
<ul style="list-style-type: none"> ● Personalized, Flexible, Empowered Learning ● Equitable Access ● Digital Citizenship ● Safety & Security ● Collaborative Leadership ● Reliable Infrastructure 	



Strategy 1

Ensure that all staff receive cybersecurity awareness training and simulated social engineering exploits to increase our cybersecurity knowledge and minimize risk.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none"> • Safety and Security • Reliable Infrastructure 	<ul style="list-style-type: none"> • Director of Technology • Network Administrators 	July 2025-June 2026	\$ 95,000 Funding source is the technology budget. <ul style="list-style-type: none"> • Adequate Firewall • Continuous Monitoring • Crowdstrike • KnowBe4 	<ul style="list-style-type: none"> • Logs • Monitoring Stats • Cybersecurity Liaison • Security plan • Incident Reports



Strategy 2

Develop and maintain an incident response plan to determine cybersecurity risk and mitigation plans.

LRPT	Owner	Timeline	Budget/Resources	Success Measure
<ul style="list-style-type: none">• Safety and Security• Reliable Infrastructure	<ul style="list-style-type: none">• Director of Technology• Network Administrators	July 2025-June 2026	\$ -- No funding necessary	<ul style="list-style-type: none">• Cybersecurity Liaison• Security plan• Incident Response Red Book



EVALUATION:

This technology plan is a living document and will be reviewed and updated semi-annually. The evaluation will ensure the goals and objectives remain aligned with the current strategic plan.

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

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

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 16, 2024
For: Information

TO: Dr. Ann Dixon, Interim Superintendent
FROM: Emmett Whitefield
DATE: December 10, 2024
RE: November 30, 2024
Financial Statement

SUMMARY:

Attached are the financial statements for the period ended November 30, 2024 for the general operating fund.

The statement includes only those transactions that occurred between the period of September 1, 2024, and November 30, 2024. Revenue collected to date equals 10.39% of the budgeted amount compared to 9.40% in 2023-24. Expenditures to date represent 27.00% of the budget compared to 26.78% in 2023-24.

BUDGET IMPACT: None

Respectfully submitted,



Emmett Whitefield
Chief Financial Officer

Staff Persons Responsible: Emmett Whitefield
Kathy Butler

Date Submitted: December 10, 2024

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED NOVEMBER 30, 2024

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES					
5700 LOCAL					
PROPERTY TAXES	73,506,730	443,012	73,063,718	0.60%	0.70%
INVESTMENT INCOME	2,000,000	342,506	1,657,494	17.13%	18.24%
OTHER LOCAL INCOME	520,000	376,640	143,360	72.43%	1.18%
5800 STATE					
STATE FUNDING	16,002,246	8,454,720	7,547,526	52.83%	63.32%
5900 FEDERAL					
FEDERAL PROJECTS	1,872,965	141,574	1,731,391	7.56%	8.61%
TOTAL REVENUES	93,901,941	9,758,452	84,143,489	10.39%	9.40%
EXPENDITURES					
11 INSTRUCTION	55,993,496	14,032,723	41,960,773	25.06%	24.78%
12 INSTRUCTIONAL RESOURCES & MEDIA	812,295	216,748	595,547	26.68%	26.86%
13 CURRICULUM & STAFF DEVELOPMENT	793,454	215,192	578,262	27.12%	29.78%
21 INSTRUCTIONAL LEADERSHIP	1,169,642	247,294	922,348	21.14%	26.10%
23 SCHOOL LEADERSHIP	4,427,860	1,130,168	3,297,692	25.52%	23.17%
31 GUIDANCE/COUNSELING	2,602,980	645,904	1,957,076	24.81%	25.49%
32 SOCIAL WORK SERVICES	0	0	0	0.00%	0.00%
33 HEALTH SERVICES	571,762	135,391	436,371	23.68%	22.66%
34 TRANSPORTATION	5,103,609	2,472,384	2,631,225	48.44%	44.98%
35 FOOD SERVICE	0	0	0	0.00%	0.00%
36 CO-CURRICULAR/EXTRACURRICULAR	2,229,788	652,801	1,576,987	29.28%	35.75%
41 GENERAL ADMINISTRATION	3,163,947	810,050	2,353,897	25.60%	28.06%
51 PLANT MAINTENANCE	9,050,861	4,275,054	4,775,807	47.23%	49.77%
52 SECURITY & MONITORING SERVICES	1,688,178	363,770	1,324,408	21.55%	19.97%
53 DATA PROCESSING	1,484,346	483,474	1,000,872	32.57%	32.90%
61 COMMUNITY EDUCATION	52,911	11,998	40,913	22.68%	13.96%
71 DEBT SERVICE	199,081	199,081	0	100.00%	100.00%
81 FACILITIES CONSTRUCTION & ACQUISITION	1,275,165	54,310	1,220,855	4.26%	0.00%
91 CONTR INSTRUCTIONAL SERVICES	3,740,231	0	3,740,231	0.00%	0.00%
93 PAYMENTS TO FISCAL AGENT	0	0	0	0.00%	0.00%
99 OTHER INTER GOV CHARGES	1,750,000	3,409	1,746,591	0.19%	19.22%
TOTAL EXPENDITURES	96,109,606	25,949,751	70,159,855	27.00%	26.78%
OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(2,207,665)	(16,191,299)	13,983,634		

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED NOVEMBER 30, 2024

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
<u>REVENUES</u>				
5700 LOCAL SOURCES	76,026,730	1,162,158	74,864,572	1.53%
5800 STATE SOURCES	16,002,246	8,454,720	7,547,526	52.83%
5900 FEDERAL SOURCES	1,872,965	141,574	1,731,391	7.56%
TOTAL REVENUES	93,901,941	9,758,452	84,143,489	10.39%
<u>EXPENDITURES</u>				
6100 PAYROLL COSTS	76,831,491	18,088,866	58,742,625	23.54%
6200 PROFESSIONAL & CONTRACTED SERVICES	11,218,654	3,737,292	7,481,362	33.31%
6300 SUPPLIES/MATERIALS	2,522,617	966,782	1,555,835	38.32%
6400 OTHER OPERATING	2,294,679	1,418,683	875,996	61.82%
6500 DEBT SERVICE	199,081	199,081	0	100.00%
6600 CAPITAL OUTLAY	3,043,084	1,539,047	1,504,037	50.58%
TOTAL EXPENDITURES	96,109,606	25,949,751	70,159,855	27.00%
<u>OTHER SOURCES AND USES</u>				
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	(2,207,665)	(16,191,299)	13,983,634	

GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 16, 2024
For: Information

TO: Dr. Ann Dixon, Interim Superintendent **FROM:** Emmett Whitefield
DATE: December 10, 2024
RE: Cash Flow and Investment Report
as of November 30, 2024

SUMMARY:

Attached is the Cash Flow and Investment Report for the period ending November 30, 2024.

BUDGET IMPACT: None

Respectfully submitted,



Emmett Whitefield RSTBA
Chief Financial Officer

Staff Person Responsible: Emmett Whitefield

Date Submitted: December 10, 2024

