

Agenda of Regular Meeting

The Board of Trustees Grand Prairie Independent School District

A Regular Meeting of the Board of Trustees of Grand Prairie Independent School District will be held Thursday, October 16, 2025, beginning at 5:30 PM in the Board Room at the Education Center, 2602 South Belt Line Road, Grand Prairie, Texas 75052.

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.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

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, Texas Government Code, Chapter 551, Subchapters D and E, or Texas Government Code section 418.183(f). 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.

1. **5:30 P.M. - CALL TO ORDER**
2. **RECESS TO CLOSED SESSION**
 - A. Personnel Matters (§ 551.074)
Appointments, Discipline, Dismissals, Duties, Employment, Employment Contracts, Evaluations, Extensions, Leaves of Absence, Nonrenewals, Proposals for Nonrenewals, Renewals, Reassignments, Retirements, Job Abandonment, Terminations, Proposed Terminations, Requests for Leave of Absence, Requests for Extended Leave Without Pay, Proposed Suspension Without Pay, Resignations, and Settlements, for Administrators, Principals, Teachers and/or other Employees.
 1. Level III DGBA Grievance 4
 2. Chapter 21 Contract Recommendations for 2025-2026
 3. The evaluation, duties, and discipline of a public officer
 - B. Deliberation Regarding Real Property (§ 551.072).
 1. Long Range Facility Planning
 - C. School Children; School District Employees; Disciplinary Matter or Complaint (§ 551.082).
 - D. Consultation with Attorney (§ 551.071)
Consultation with the attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the district, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act, or on a matter which the attorney determines should be confidential, including, but not limited to, contract negotiations in accordance with the Texas Government Code §§ 551.071, 551.082, 551.0821, 551.087.
 - E. Deliberation Regarding Security Devices or Security Audits (§§ 551.076; .089).
The deployment, or specific occasions for implementation, of security personnel or devices; or a security audit.

1. Intruder Detection Audit.
3. **RECONVENE IN OPEN SESSION AT 7:00 P.M.**
4. **INVOCATION**
5. **PLEDGE TO THE AMERICAN FLAG AND TEXAS FLAG**
6. **RECOGNITION OF SPECIAL GUESTS**
Presenter: Sam Buchmeyer, Public Information Officer
 - A. Principals Month Recognition
 - B. Mark of Excellence Award Winners
 - C. Hispanic Heritage Month — Student Essay Contest Winner
7. **OPEN FORUM FOR AGENDA ITEMS**
A. Persons attending the meeting may request an Open Forum Sign-Up Card. The card must be completed in its entirety and submitted to the Board President or designee by 7:00 p.m. The first Open Forum is limited to: (a) agenda items other than personnel, public officers, and individual/specific students and (b) parents/guardians of a student who currently attends a GPISD school. Speakers will be limited to three (3) minutes. When more than one individual wishes to address the same agenda item, the President may ask the group to appoint one spokesperson.
8. **ACTION AS A RESULT OF CLOSED SESSION**
9. **CONSIDER APPROVAL OF CONSENT AGENDA ITEMS**
 - A. Minutes
 1. Minutes 9.18.25 5
 2. Minutes 9.30.25 8
 - B. Personnel: Routine Action
 1. Employment, Retirement(s), Termination(s)/Proposed Termination(s), Proposed Nonrenewal(s), Request(s) for Leave of Absence, Request(s) for Extended Leave Without Pay, Resignation(s), Reassignment(s), Request(s) for Temporary Disability, Job Abandonment, Proposed Extension of Probationary Contract(s), Proposed Suspension Without Pay, Administrator Contract Recommendations, Non-Administrator Contract Recommendations
 2. Personnel Report
 - C. Regular Reports of the Superintendent
Presenter: Dr. Thurston Lamb, Deputy Superintendent of Operations
 1. Contract Listing
 - a. Board Agenda Contracts
 2. Check Register Listing
 3. Property Tax Collection Report
 - a. Tax Report
 4. Budget Transfers and Amendments
 - a. Budget Transfers and Amendments — General Fund #2 9
 - b. Budget Transfers and Amendments — MacKenzie Scott Donation #2 10
 - D. Investment Report Quarter 4 11
 - E. Interlocal Agreement — The University of Texas at Austin 12
 - F. Board Operating Procedures 34
Presenter: Dr Gabriel Trujillo, Superintendent of Schools
 - G. HB 3372 Administrator Contract(s) 35
Presenter: Dr. Melissa Kates, General Counsel
10. **CONSIDER APPROVAL OF ACTION AGENDA ITEMS**
 - A. Out-of-State Travel to 2025 Leadership Summit for DECA — Arlington, VA 36
Presenter: Traci Davis, Associate Superintendent of Academics, Innovation and School Leadership

- B. Out-of-State Student Travel for South Grand Prairie Orchestra — New Orleans, LA. 45
Presenter: Traci Davis, Strategic Innovation Officer and Amy Francis, Executive Director of Fine Arts
- C. Out-of-State Student Travel for Grand Prairie Fine Arts Academy Orchestra — Los Angeles, CA 46
Presenter: Traci Davis, Strategic Innovation Officer, and Amy Francis, Executive Director of Fine Arts
- D. American Indian/Native Studies Course Update 47
Presenter: Dr. Tamela Horton, Deputy Superintendent of Academics and Angela Herron, Chief Teaching and Learning Officer
- E. 2025-2026 School Year Meal Prices 59
Presenter: Dr. Thurston Lamb, Deputy Superintendent of Operations
- F. 2025-2026 House Bill 3 (HB 3) Goals and District Improvement (DIP) and Campus Improvement Plans (CIP) 60
Presenter: Dr. Tamela Horton, Deputy Superintendent of Academics and Angela Herron, Chief Teaching and Learning Officer
11. **INFORMATION/DISCUSSION ITEMS**
- A. Year At a Glance Instructional Calendar 61
Presenter: Dr. Tamela Horton, Deputy Superintendent of Academics
12. **OPEN FORUM FOR NON-AGENDA ITEMS**
- A. Persons attending the meeting may request an Open Forum Sign-Up Card. The card must be completed in its entirety and submitted to the Board President or designee by 7:00 p.m. This second Open Forum allows individuals to address the Board on any subject, except personnel and individual/specific students. Any personnel concern should be brought directly to the attention of the Superintendent prior to the meeting. Speakers will be limited to three (3) minutes. When more than one individual wishes to address the same topic, the Board President may ask the group to appoint one spokesperson.
13. **COMMENTS FROM INDIVIDUAL BOARD MEMBERS AND SUPERINTENDENT UPDATE**
- A. Board of Trustees' expressions of thanks, congratulations, and condolences.
14. **ADJOURNMENT**

Grand Prairie ISD Board of Trustees

CREATE.
EMPOWER.
LEAD.

Information

Action

Consent

Topic: Level III DGBA Grievance

Submitted by: Dr. Melissa Kates, General Counsel

Approved for Transmittal:



Board Meeting Date: 10/16/2025

Recommendation:

The Board will hear the Level III Grievance during closed session.

Rationale:

The Board will hear the Level III Grievance during closed session in accordance with DGBA (LOCAL) policy.

Budget Information:

No budgetary impact.

Board Policy Reference and Compliance:

DGBA (LOCAL)

Regular Meeting

Thursday, September 18, 2025, 5:30 PM

Board Room at the Education Center, 2602 South Belt Line Road, Grand Prairie, Texas 75052

1. 5:30 P.M. - CALL TO ORDER

Board President Amber Moffitt called the meeting to order at 5:30 p.m. Other trustees present were Gloria Carrillo, Terry Brooks, Nancy Bridges, Emily Liles, Bryan Parra, and David Espinosa.

2. RECESS TO CLOSED SESSION

A. Personnel Matters (§ 551.074)

Appointments, Discipline, Dismissals, Duties, Employment, Employment Contracts, Evaluations, Extensions, Leaves of Absence, Nonrenewals, Proposals for Nonrenewals, Renewals, Reassignments, Retirements, Job Abandonment, Terminations, Proposed Terminations, Requests for Leave of Absence, Requests for Extended Leave Without Pay, Proposed Suspension Without Pay, Resignations, and Settlements, for Administrators, Principals, Teachers and/or other Employees.

1. Chapter 21 Contract Recommendations for 2025-2026

a. Proposed Termination of Term Contract(s)

2. The evaluation, duties, and discipline of a public officer

B. Deliberation Regarding Real Property (§ 551.072).

C. School Children; School District Employees; Disciplinary Matter or Complaint (§ 551.082).

D. Consultation with Attorney (§ 551.071)

Consultation with the attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the district, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act, or on a matter which the attorney determines should be confidential, including, but not limited to, contract negotiations in accordance with the Texas Government Code §§ 551.071, 551.082, 551.0821, 551.087.

E. Deliberation Regarding Security Devices or Security Audits (§§ 551.076; .089).

The deployment, or specific occasions for implementation, of security personnel or devices; or a security audit.

1. Intruder Detection Audit.

3. RECONVENE IN OPEN SESSION

4. INVOCATION

5. PLEDGE TO THE AMERICAN FLAG AND TEXAS FLAG

6. RECOGNITION OF SPECIAL GUESTS

Sam Buchmeyer, Public Information Officer

7. OPEN FORUM FOR AGENDA ITEMS

No one addressed the Board during Open Forum for Agenda Items.

8. **ACTION AS A RESULT OF CLOSED SESSION**

No action taken.

9. **CONSIDER APPROVAL OF CONSENT AGENDA ITEMS**

Ms. Liles pulled items G & H from the Consent Agenda. Ms. Liles made a power motion to approve Items A - F as presented. Ms. Carrillo seconded the motion. Motion passed 6-0. Mr. Parra left the meeting.

A. Minutes

1. Minutes 8.6.25
2. Minutes 8.14.25 Budget Workshop
3. Minutes 8.14.25
4. Minutes 8.26.25

B. Personnel: Routine Action

1. Employment, Retirement(s), Termination(s)/Proposed Termination(s), Proposed Nonrenewal(s), Request(s) for Leave of Absence, Request(s) for Extended Leave Without Pay, Resignation(s), Reassignment(s), Request(s) for Temporary Disability, Job Abandonment, Proposed Extension of Probationary Contract(s), Proposed Suspension Without Pay, Administrator Contract Recommendations, Non-Administrator Contract Recommendations
2. Personnel Report

C. Regular Reports of the Superintendent

Dr. Thurston Lamb, Deputy Superintendent of Operations

1. Contract Listing
 - a. Board Agenda Contracts
2. Property Tax Collection Report
 - a. Tax Report
3. Revenue and Expenditure
 - a. Revenue and Expenditure Report
 - b. Revenue and Expenditure Report - Donation
 - c. Revenue and Expenditure Report - Locally Defined Capital Projects
4. Budget Transfers and Amendments
 - a. Budget Transfers and Amendments - General Fund#1
 - b. Budget Transfers and Amendments - Debt Services Fund #1
 - c. Budget Transfers and Amendments - Child Nutrition Fund #1
 - d. Budget Transfers and Amendments - MacKenzie Scott Donation #1
5. Check Register Listing

D. Approval of Texas Political Subdivisions Interlocal Agreement

Dr. Thurston Lamb, Deputy Superintendent of Operations

E. Adopt 2024-2025 Basic Emergency Operations Plan

Dr. Thurston Lamb, Deputy Superintendent of Operations and Neal Sandlin, Chief of Security and Emergency Preparedness

F. Safety Program/Risk Management: Security Personnel

Dr. Melissa Kates, General Counsel

G. Resolution Regarding Senate Bill 12 and Parent Rights

Dr. Melissa Kates, General Counsel

H. Board Operating Procedures

Dr Gabriel Trujillo, Superintendent of Schools

10. **CONSIDER APPROVAL OF ACTION AGENDA ITEMS**

- A. Out-of-State Travel for Grand Prairie Fine Arts Academy
Traci Davis, Strategic Innovation Officer and Lance Morse, Assistant Director of Fine Arts

Ms. Liles made a motion to approve the Out-of-State Travel for Grand Prairie Fine Arts Academy as presented. Ms. Carrillo seconded the motion. Motion passed 6-0.

11. **INFORMATION/DISCUSSION ITEMS**

- A. Innovation Update
Traci Davis, Strategic Innovation Officer

12. **OPEN FORUM FOR NON-AGENDA ITEMS**

Barry Sanders

13. **COMMENTS FROM INDIVIDUAL BOARD MEMBERS AND SUPERINTENDENT UPDATE**

- A. Board of Trustees' expressions of thanks, congratulations, and condolences.

14. **ADJOURNMENT**

President Moffitt adjourned the meeting at 8:51 p.m.

Approved: October 16, 2025

President, Board of Education

Attest: _____
Secretary, Board

Special Meeting

Tuesday, September 30, 2025, 5:30 PM

Board Room at the Education Center, 2602 South Belt Line Road, Grand Prairie, Texas 75052

1. 5:30 P.M. - CALL TO ORDER

Board President Amber Moffitt called the meeting to order at 5:36 p.m. Other trustees present were Gloria Carrillo, Terry Brooks, Nancy Bridges, Emily Liles, and Bryan Parra. David Espinosa was not present.

2. RECESS TO CLOSED SESSION

A. Personnel Matters (§ 551.074)

Appointments, Discipline, Dismissals, Duties, Employment, Employment Contracts, Evaluations, Extensions, Leaves of Absence, Nonrenewals, Proposals for Nonrenewals, Renewals, Reassignments, Retirements, Job Abandonment, Terminations, Proposed Terminations, Requests for Leave of Absence, Requests for Extended Leave Without Pay, Proposed Suspension Without Pay, Resignations, and Settlements, for Administrators, Principals, Teachers and/or other Employees.

B. Consultation with Attorney (§ 551.071)

Consultation with the attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the district, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act, or on a matter which the attorney determines should be confidential, including, but not limited to, contract negotiations in accordance with the Texas Government Code §§ 551.071, 551.082, 551.0821, 551.087.

C. Academic Framework

3. RECONVENE IN OPEN SESSION

Board did not recess to Closed Session.

4. OPEN FORUM FOR AGENDA ITEMS

No one addressed the Board during Open Forum for Agenda Items.

5. ADJOURNMENT

President Moffitt adjourned the meeting at 8:40 p.m.

Approved: October 16, 2025

President, Board of Education

Attest: _____

Secretary, Board

**2025-2026 General Fund
Summary of Proposed Budget Transfers and/or Amendments
10/16/2025 Regular Board Meeting**

	General Fund Original Budget	September, 2025 Amended Budget	October, 2025 Proposed Budget Transfers	October, 2025 Proposed Budget Amendment	October, 2025 Proposed Amended Budget
REVENUES:					
5700 Local revenues	\$ 109,649,888	\$ 109,649,888	\$ -	\$ -	\$ 109,649,888
5800 State revenues	186,986,474	186,986,474	-	-	186,986,474
5900 Federal revenues	1,940,000	1,940,000	-	-	1,940,000
TOTAL REVENUES	\$ 298,576,362	\$ 298,576,362	\$ -	\$ -	\$ 298,576,362
EXPENDITURES:					
11 Instruction	\$ 184,213,250	\$ 184,525,250	\$ 52,333	\$ -	\$ 184,577,583
12 Inst. Resources/Media	3,419,418	3,419,418	-	-	3,419,418
13 Curr & Staff Develop	3,422,462	3,422,462	(104,832)	-	3,317,630
21 Inst Leadership	6,084,043	6,084,043	569,881	-	6,653,924
23 School Leadership	20,779,472	20,779,472	12,627	-	20,792,099
31 Guidance/Counseling	13,381,182	13,381,182	(84,167)	-	13,297,015
32 Social Services	1,045,448	1,045,448	(3,935)	-	1,041,513
33 Health Services	4,049,305	4,049,305	329	-	4,049,634
34 Transportation	8,512,559	9,079,059	118,259	-	9,197,318
35 Food Service	803,176	803,176	-	-	803,176
36 Extra-Curricular	6,259,034	6,359,034	5,763	-	6,364,797
41 General Admin.	8,156,208	8,156,208	(579,783)	82,000	7,658,425
51 Maint & Operations	34,588,228	35,898,617	119,371	218,611	36,236,599
52 Security	6,825,710	7,331,375	32,770	-	7,364,145
53 Data Processing	8,129,683	8,192,650	-	-	8,192,650
61 Community Services	4,290,158	4,290,158	(138,616)	-	4,151,542
71 Debt Service	1,198,700	1,198,700	-	-	1,198,700
81 Facilities Acq/Constr.	171,627	171,627	-	-	171,627
95 Juvenile Justice Prgm	16,000	16,000	-	-	16,000
99 Intergovernmental Chgs	496,703	496,703	-	-	496,703
TOTAL EXPENDITURES	\$ 315,842,366	\$ 318,699,887	\$ -	\$ 300,611	\$ 319,000,498
OTHER SOURCES:					
7912 Sale of Property	\$ -	\$ -	\$ -	\$ -	\$ -
7913 Proceeds from Capital Leases	-	-	-	-	-
7915 Operating Transfer In	-	-	-	-	-
7917 SBITA	-	-	-	-	-
TOTAL OTHER SOURCES	\$ -	\$ -	\$ -	\$ -	\$ -
OTHER USES:					
8911 Operating Transfer Out	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL OTHER USES	\$ -	\$ -	\$ -	\$ -	\$ -
CHANGE IN FUND BALANCE	\$ (17,266,004)	\$ (20,123,525)	\$ -	\$ (300,611)	\$ (20,424,136)

2025-2026 MacKenzie Scott Donation Fund
Summary of Proposed Budget Transfers and/or Amendments
10/16/2025 Regular Board Meeting

	MacKenzie Scott Fund Original Budget	September, 2025 Amended Budget	October, 2025 Proposed Budget Transfers	October, 2025 Proposed Budget Amendment	October, 2025 Proposed Amended Budget
REVENUES:					
5700 Local revenues	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ 250,000
5800 State revenues	-	-	-	-	-
5900 Federal revenues	-	-	-	-	-
TOTAL REVENUES	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ 250,000
EXPENDITURES:					
11 Instruction	\$ 3,651,368	\$ 1,469,368	\$ (100,000)	\$ -	\$ 1,369,368
12 Inst. Resources/Media	-	-	-	-	-
13 Curr & Staff Develop	-	-	-	-	-
21 Inst Leadership	-	-	-	-	-
23 School Leadership	-	-	-	-	-
31 Guidance/Counseling	3,835	2,185,835	100,000	-	2,285,835
32 Social Services	-	-	-	-	-
33 Health Services	-	-	-	-	-
34 Transportation	-	-	-	-	-
35 Food Service	-	-	-	-	-
36 Extra-Curricular	-	-	-	-	-
41 General Admin.	-	-	-	-	-
51 Maint & Operations	-	-	-	-	-
52 Security	-	-	-	-	-
53 Data Processing	-	-	-	-	-
61 Community Services	-	-	-	-	-
71 Debt Service	-	-	-	-	-
81 Facilities Acq/Constr.	3,737,892	3,737,892	-	-	3,737,892
95 Juvenile Justice Prgm	-	-	-	-	-
99 Intergovernmental Chgs	-	-	-	-	-
TOTAL EXPENDITURES	\$ 7,393,095	\$ 7,393,095	\$ -	\$ -	\$ 7,393,095
OTHER SOURCES:					
7912 Sale of Property	\$ -	\$ -	\$ -	\$ -	\$ -
7913 Proceeds from Capital Leases	-	-	-	-	-
7915 Operating Transfer In	-	-	-	-	-
7917 SBITA	-	-	-	-	-
TOTAL OTHER SOURCES	\$ -	\$ -	\$ -	\$ -	\$ -
OTHER USES:					
8911 Operating Transfer Out	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL OTHER USES	\$ -	\$ -	\$ -	\$ -	\$ -
CHANGE IN FUND BALANCE	\$ (7,143,095)	\$ (7,143,095)	\$ -	\$ -	\$ (7,143,095)

GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT

Quarterly Summary of Investments for the period June 1, 2025 to August 31, 2025 (4th Quarter)

	BEGINNING BALANCE 06/01/2025	INCREASES	DECREASES	ENDING BALANCE 08/31/2025	AVERAGE YIELD	# DAYS IN PERIOD	QUARTERLY INTEREST EARNED
TEXPOOL							
Debt Service Fund	3,384,942.21	36,861.40	-	3,421,803.61	4.31%	92	36,861.40
General Fund	4,123,713.98	44,906.44	-	4,168,620.42	4.31%	92	44,906.44
Total Texpool	\$ 7,508,656.19	\$ 81,767.84	\$ -	\$ 7,590,424.03			\$ 81,767.84
TexStar							
General Fund	123,631.50	1,341.12	-	124,972.62	4.29%	92	1,341.12
Debt Service Fund	2,155.22	23.36	-	2,178.58	4.29%	92	23.36
Total TexStar Pool	\$ 125,786.72	\$ 1,364.48	\$ -	\$ 127,151.20			\$ 1,364.48
Texas Class Pool							
General Fund	109,260,644.18	65,132,740.74	92,775,912.71	81,617,472.21	4.40%	92	1,067,545.41
Debt Service Fund	49,206,639.43	701,169.93	8,469,012.50	41,438,796.86	4.40%	92	529,660.16
Capital Projects Fund	14,941,138.98	145,748.93	6,601,498.26	8,485,389.65	4.40%	92	145,748.93
Campus Activity Fund	864,974.14	9,644.21	-	874,618.35	4.40%	92	9,644.21
Food Service Fund	10,024,622.98	95,051.02	3,764,056.69	6,355,617.31	4.40%	92	95,051.02
Natl Philanthropic	9,493,741.11	108,347.80	2,180,243.88	7,421,845.03	4.40%	92	96,472.80
Total Texas Class Pool	\$ 193,791,760.82	\$ 66,192,702.63	\$ 113,790,724.04	\$ 146,193,739.41			\$ 1,944,122.53
Lone Star Pool							
General Fund	21,621.37	235.63	-	21,857.00	4.31%	92	235.58
Total Lone Star Pool	\$ 21,621.37	\$ 235.63	\$ -	\$ 21,857.00			\$ 235.58

SECURITIES	BEGINNING MARKET VALUE	INCREASES	DECREASES	ENDING MARKET VALUE		QUARTERLY EARNINGS/FV AMORT ADJ
Gen Fund-Federal Agency Securities	-	-	-	-		-
Gen Fund-Treasury Securities	28,788,223.93	105,351.99	111,460.94	28,782,114.98		197,894.17
Gen Fund-Commercial Paper	-	-	-	-		-
	\$ 28,788,223.93			\$ 28,782,114.98		\$197,894.17
TOTAL INVESTMENTS	\$ 230,236,049.03			\$ 182,715,286.62		\$ 2,225,384.60

	BEGINNING BALANCE 09/01/2024	INCREASES	DECREASES	ENDING BALANCE 08/31/2025		YEAR TO DATE INTEREST/FV ADJ
FISCAL YEAR TO DATE	\$ 197,979,289.99	\$ 428,324,799.34	\$ 443,588,802.71	\$ 182,715,286.62		\$ 10,575,059.11

COMPLIANCE CERTIFICATION

I hereby certify that the quarterly Investment Report represents the investment position of the district as of August 31, 2025 and that all investments were purchased in compliance with the Board approved Investment Policy. The Board of Trustees has approved and reviewed the policies and strategies for investments of the Grand Prairie Independent School District.


 Lara Brown
 Executive Director of Finance

September 18, 2025
 Date

**Interlocal Agreement
Between
The University of Texas at Austin
and
Grand Prairie ISD**

FOR THE 2025-2026 ONRAMPS PROGRAM

This Interlocal Agreement (Agreement) with an Effective Date of June 1, 2025, is entered on the Effective Date by and between Contracting Parties on pursuant to the authority granted in and in compliance with Chapter 791 of the Texas Government Code.

Contracting Parties:

Receiving Party: Grand Prairie ISD (“GPISD”)
2602 S Belt Line Rd
Grand Prairie, TX 75052

Performing Party: The University of Texas at Austin (“UT Austin”)
OnRamps
2616 Wichita St, Ste 101
Austin, TX 78712

WHEREAS, UT Austin and GPISD are collaborating to offer high school students the opportunity to enroll in college courses while attending high school and simultaneously receive academic credits from UT Austin and their GPISD high school(s).

WHEREAS, students will be able to participate in dual enrollment, distance education courses called OnRamps.

NOW THEREFORE, in consideration of the mutual promises herein contained, the Parties agree as follows:

1. Interlocal

The Texas Interlocal Cooperation Act, Government Code, §791.001, *et seq.* allows local governments and institutions of higher learning to contract with each other for governmental functions and services, including all or part of a function in which the Parties are mutually interested. This Agreement constitutes an “interlocal contract” within the meaning of and as authorized by the Texas Interlocal Cooperation Act. The purpose of the Agreement is to provide “governmental functions or services,” as therein defined. Each party represents it has authority to enter into the Agreement and does so by action of its governing body. To the extent any party pays for the performance of governmental functions or services, the party will make those payments from current revenues available to that party.

2. Nature of OnRamps

UT Austin and GPISD enter into this Agreement to implement OnRamps by offering distance college courses through a dual-enrollment model, as well as high school teacher training and professional learning. OnRamps offers high school students the opportunity to earn high school credits from GPISD and college credits from UT Austin through a distance education college course.

GPISD and UT Austin will share the responsibility to implement OnRamps. By entering into this Agreement for the delivery of distance college courses, GPISD becomes an active participant in ensuring the effectiveness and quality of the implementation of OnRamps at GPISD.

3. Fees and Payments

Enrollment Fees:

The cost of the OnRamps course materials, technical support and course implementation support outlined in this Agreement for GPISD will be defined on a per-student, per-course basis. The maximum 2025-2026 fee is \$58.52 per credit hour, or \$175.56 for each three-hour course, per student.

GPISD is paying a subsidized rate. Subject to available funding, during the 2025-2026 school year, the fee of \$175.56 per three-hour course per student is subsidized to \$149. Enrollment cost subsidies are paid for by OnRamps and applicable state appropriations. Private, parochial, and out-of-state schools are not eligible for the subsidized rate.

UT Austin may opt into the Financial Aid for Swift Transfer program annually which allows eligible students to enroll in OnRamps courses at no cost. UT Austin will determine opt in status annually in accordance with rules stated by Texas Higher Education Coordinating Board.

The OnRamps enrollment fee is assessed for each student registered in each OnRamps course on the enrollment census date which will be determined and communicated on or before June 1, 2025, including FAST opt-in status. The enrollment fee includes access to course materials, technology tools, and credit eligibility evaluation. Refunds will not be given at the end of a course for any reason, including if a student does not earn or accept college credit in the course.

Professional Learning and Development (PLD) Fee:

The cost of OnRamps professional learning and development will be assessed on a per-teacher basis according to the fee schedule in Exhibit C. This fee includes professional learning and development services, course materials, technology tools, and technical assistance required for implementation during the entire term of this agreement, including Summer Professional Learning Institute (PLI), academic year PLIs, virtual conferences, virtual learning modules, virtual communities of practice, professional development assignments, and access to individual virtual coaching. If GPISD or the GPISD high school teacher joins after the conclusion of Summer PLI, the total fee is still required based upon the status of the teacher at student census.

The Professional Learning and Development fee does not include lodging, transportation, or teacher substitute cost. If a PLI is held in person, a lodging fee may be charged in addition to the PLD fee.

GPISD is responsible for paying within 30 days of receipt of any undisputed invoice.

All checks should be made payable to The University of Texas at Austin. Payments should be mailed and/or delivered to:

The University of Texas at Austin
OnRamps
2616 Wichita St, Ste 101
Mail Code: A7300
Austin, TX 78712

4. Scope of Work and Responsibilities

Responsibilities to implement OnRamps dual enrollment courses will be shared by GPISD and OnRamps. GPISD is an active participant in ensuring the effectiveness and quality of OnRamps implementation at its facilities. The Parties agree to provide the following, collectively referred to as the “Services.”

4.1 Responsibilities of OnRamps

Enrollment and Records

- A. Provide an online registration process for high school students to enroll in OnRamps courses (as listed in Exhibit A fully incorporated by this reference) through the OnRamps student information system (OnRamps Portal).
- B. Maintain, as part of routine educational effectiveness evaluation at UT Austin, OnRamps student educational records, including registration, enrollment, orientation, and course evaluation data for purposes of administration, implementation, and improvement, including official reporting to UT Austin and GPISD. OnRamps engages in additional data sharing with UT Austin departments as defined in the data sharing agreement between Parties, attached and incorporated herein.
- C. Record grades on UT Austin transcripts for students who earn and accept college credit for the distance college course.
- D. Support documentation of distance college course credit, including enrollment and non-enrollment confirmation letters and assistance in securing official transcripts.

Curriculum and Instruction

- E. Provide UT Austin faculty and academic staff to develop and define college-level course materials and curriculum and assume oversight of distance college courses.
- F. Deliver instructional materials via distance education. All college course-related materials will be available to the student through unique login in Canvas Learning Management System (Canvas LMS).

- G. Administer OnRamps distance college courses via a dual enrollment model. UT Austin faculty and academic course staff ensure comparability of distance college courses to campus-based courses and are approved by UT Austin Department Chairs and supported by Deans. All OnRamps students register for semester- or year-long courses.
 - a. Semester-long and year-long course college enrollment information
 - i. Students must complete a series of required assignments and summative assessments as published in the college syllabus that are designed, designated, and evaluated by UT Austin faculty and college Instructors of Record to earn college credit.
 - ii. Students must earn a passing grade (D- or above) on the designated portion of the course determined by the UT Austin Instructor of Record to earn college credit in the OnRamps distance college course.
 - iii. Students who earn a passing grade (D- or above) in the college course may accept or decline their college credit.
 - iv. College credits earned and accepted by students are reported to the University Registrar for official transcription.
 - v. Students who accept college credit will have an official UT Austin academic record and eligibility to order a transcript showing the letter grade earned in the course.
- H. Provide technology and support services necessary for teaching and learning in OnRamps:
 - a. Maintain servers operated by or hosted on OnRamps's web-based Canvas LMS.
 - b. Provide access and training on the Canvas LMS for every OnRamps student to access course content and instructional experiences.
 - c. Provide online and phone-based technical support to OnRamps teachers, students, and UT Austin faculty using the curriculum when that support is not provided through Canvas LMS.
 - d. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants available to students for writing consultation related to distance college course writing assignments in Rhetoric courses.
 - e. Provide a student orientation module in Canvas LMS for all OnRamps courses that details OnRamps enrollment, student academic integrity, and FERPA rights.
 - f. Provide information in the OnRamps Portal or through email notifications related to distance college course enrollment activities, including registration, credit status, and official transcript requests.
 - g. Provide information on procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in OnRamps.
 - h. Provide students appropriate access to academic advising and counseling resources and supports.

Professional Development and Support

- I. Deliver professional learning to GPISD teachers who implement the OnRamps course. Teachers implementing an OnRamps course are required to participate in

and complete all OnRamps professional learning and development program components.

- a. 2025 Summer PLI will be delivered by OnRamps using distance education and virtual learning technologies. Summer PLI is required for all OnRamps high school teachers.
 - b. Academic year PLIs will consist of two one-day PLIs for new and returning participating teachers delivered virtually during the fall and spring semesters. GPISD teachers are required to participate in and fully complete the one-day workshop during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year.
 - c. Virtual conferences for implementing GPISD new and returning teachers held up to eight times per year.
 - d. GPISD teacher participants will be credited with continuing professional education hours for the hours of documented attendance.
- J. Deliver professional learning and development opportunities specific to administrative and counselor roles and functions to GPISD and its administration and high school counselors.
- K. Deliver in-person or virtual presentations and/or workshops to GPISD staff and community members regarding the OnRamps program overview, implementation, and strategies for success based on advance scheduling and availability of OnRamps staff.
- L. OnRamps will hire and assign a qualified course coordinator for each course offered. The coordinator will serve as the content expert and point of contact and support for the high school teacher.
- M. Provide ongoing, one-on-one feedback and guidance to the high school teacher.
- N. Provide virtual coaching access to each OnRamps high school teacher to support course implementation and enhance their professional practice.

Institutional Effectiveness

- O. Provide feedback regarding course implementation to UT Austin faculty and academic staff, as well as GPISD high school teachers and administrators. OnRamps will provide updates through regularly identified reporting schedules to the identified GPISD Main Contact and, as needed, regarding the status of OnRamps course and professional learning and development implementation, based on regular review of data, including communication with the OnRamps GPISD high school teacher(s) and student performance and engagement data.
- a. OnRamps staff will inform GPISD administration of any serious concerns regarding GPISD or campus implementation of the OnRamps course pertaining to quality and fidelity. If GPISD implementation of the OnRamps course is deemed unsatisfactory, OnRamps reserves the right to deny the opportunity to offer the OnRamps course in the future or to require a replacement high school teacher.
 - b. A GPISD high school teacher deemed by OnRamps to be unsatisfactorily implementing the course will be given the opportunity to bring course implementation into alignment with OnRamps expectations and be provided individual coaching and support as available through the course staff, OnRamps

PLIs, a virtual community of practice, and ongoing communication. Should the high school teacher's implementation of OnRamps continue to be unsatisfactory or without improvement in OnRamps' sole discretion, OnRamps will notify GPISD, who will use its best efforts to identify an alternate high school teacher, and GPISD will work with OnRamps to continue implementation of the course with the alternate high school teacher. OnRamps reserves the right to deny any unsatisfactorily performing teacher the opportunity to offer the course in the future.

- c. Should OnRamps deem an OnRamps GPISD high school teacher as not compatible with or not in the best interest of the OnRamps in OnRamps' sole discretion, OnRamps will notify GPISD who will work with OnRamps to continue the course through an alternate teacher.
- d. Any person performing Services under this Agreement on behalf of OnRamps must be actively employed or eligible for employment by UT Austin and may not be on administrative or medical leave. UT Austin must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If UT Austin becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, a representative of OnRamps must inform the GPISD district contact.

Extended Student Absences [subject to GPISD policies]

- P. In a case where a student is removed from their home campus and assigned to an alternative campus the GPISD point of contact, campus principal and/or the high school teacher of the campus must notify the OnRamps Associate Director for Partnerships, or the OnRamps help desk known as "OnRamps Support". Information needs to include the length of the placement to determine if the student will continue in the enrolled OnRamps course. If the alternative placement is longer than seven (7) school days, then the following is required:
 - a. The administrator, OnRamps GPISD high school teacher, and OnRamps course staff will work together to determine if the student has the opportunity to continue the course at the alternative campus. If determined the student will not have the appropriate instruction and access to the course, the student will be dropped from the OnRamps course.
 - i. If this occurs prior to the identified course census date, then the GPISD will not be invoiced for this student.
 - ii. If the student is enrolled in a year-long OnRamps course, the student will be dropped from the OnRamps course, the Canvas LMS system, and a schedule change will be made for the student's high school schedule. If the student is enrolled in Economics, Government, History, or Rhetoric, the student will be dropped from the course for the semester in which the student is taking the course (fall or spring). If the student is taking Economics, Government, History, or Rhetoric in the fall semester, the student will have the opportunity to enroll in Economics, Government, History or Rhetoric in the spring semester, if the student returns to the home campus in time for

registration at the beginning of spring instruction and the course is offered on the home campus.

- Q. In a case where a student is hospitalized or removed from instruction or the school setting for longer periods due to illness, accident, or other circumstance, the GPISD point of contact, campus principal and/or the high school instructor must notify the OnRamps Associate Director of Partnerships or OnRamps Support immediately to determine if eligibility for enrollment may continue, which decision will be made by OnRamps on its sole discretion.

4.2 Responsibilities of GPISD [subject to GPISD policies and applicable law]

- A. Implement one or more OnRamps courses.
- a. Assign a(n) GPISD contact responsible for overseeing implementation of OnRamps high school course(s) and participating in meetings designated for GPISD administration with OnRamps staff.
 - i. This GPISD contact will provide up-to-date contact information for GPISD and its campus administration. In the event there is a change in administration at GPISD or at its campuses, the GPISD contact will update the OnRamps Portal.
 - ii. This GPISD contact will communicate registration timelines for campus administration and ensure required professional learning for a campus counselor focused on advising students and monitoring aspects of the implementation of OnRamps respective to their role.
 - b. OnRamps syllabi and course content may not be used to satisfy the requirements for third party evaluation, including AP curriculum.
 - c. In the case of Introduction to Rhetoric: Reading, Writing and Research and Reading and Writing the Rhetoric of American Identities, the UT Austin Department of Rhetoric and Writing:
 - i. Prohibits the OnRamps courses from being offered as an AP English course.
 - ii. Requires a cap of 25 students per section with a limit of two (2) sections per teacher for a maximum of 50 students. Alternatively, a teacher may have 60 students distributed in three (3) or more sections. With approval, the cap of 60 students may be exceeded in exceptional circumstances at OnRamps' sole discretion.
- B. Recruit high school teacher(s) with appropriate qualifications to teach the OnRamps course(s), consistent with GPISD policies.
- a. Minimum requirements for all OnRamps GPISD high school teachers include:
 - i. One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g. calculus for pre-calculus).
 - ii. Completed annual OnRamps teacher application.
 - iii. Obtain a UT EID in order to access Canvas LMS, the OnRamps Portal, and other systems required for implementation of OnRamps. OnRamps will provide the designated OnRamps teacher privileged access to student information and other systems through the UT EID. OnRamps may suspend, terminate, or revoke OnRamps teacher access to its systems through the EID affiliation at OnRamps' sole discretion. The EID affiliation with OnRamps

will be revoked if this agreement is terminated or if an OnRamps GPISD high school teacher can no longer complete the course.

- iv. Successful completion of required tasks before the start of Summer PLI, including, but not limited to, completion of FERPA training module provided by OnRamps. Tasks will be determined and shared by the OnRamps professional learning and development staff in advance of Summer PLI. GPISD high school teachers approved on a conditional basis may be required to complete additional tasks. Any high school teacher who does not complete the required self-directed or Summer PLI tasks may not be eligible to implement an OnRamps course. The decision to admit or deny such teacher and any accompanying conditions will be determined by the Director of Instructional Innovation and Implementation and Executive Director at their discretion.
 - v. Attendance and successful completion of Summer PLI, all required academic year PLIs, monthly virtual conferences or virtual learning modules, and professional development assignments.
 - 1. OnRamps GPISD high school teachers must participate in the entire Summer PLI and complete all assigned work including pre-, during, and post-PLI.
 - 2. GPISD teachers are required to participate in and fully complete both academic year PLIs in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring PLI will provide six hours of continuing professional education hours, not to exceed eight hours.
 - 3. Completion of the minimum requirements and number of virtual coaching uploads over the course of the academic year as described in the Instructor Handbook is required.
 - 4. Instructors teaching spring only courses will have a one-hour virtual learning event held in December to reinforce learning from the summer.
 - vi. Review communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.
 - vii. Adhere to guidelines regarding OnRamps course content intellectual property. GPISD is responsible for informing teachers that they do not have a license to use any OnRamps provided materials outside of the scope of this agreement.
 - viii. Deliver OnRamps instructional materials through the OnRamps instance of Canvas LMS or designated platforms as specified in the OnRamps Technology Manual.
- b. Additional requirements for OnRamps returning GPISD teachers include:
 - i. Successful implementation of OnRamps course during the previous academic year according to requirements under section D below.
- C. Ensure OnRamps GPISD high school teachers and students have the necessary resources to implement OnRamps with fidelity, including, but not limited to:
- a. Access to the OnRamps Portal and Canvas LMS. Participating GPISD campuses will work with the OnRamps support team to ensure their campus and students can fully access the OnRamps Portal and Canvas LMS.

- b. Access to computer, internet, and URLs in approved allow lists, as specified by OnRamps, and adhere to requirements outlined in the most recent OnRamps Technology Manual.
 - c. Scheduled access to technology that meets the specifications defined by OnRamps for each course. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the internet to view materials and complete and submit assignments, quizzes, tests, and exams, and the following technology for specific course implementation (as applicable).
 - d. Graphing calculators or graphing calculator functions as specified in the most recent OnRamps Technology Manual.
 - e. Audio/visual projection and/or whiteboard.
 - f. Copy/scanning services to duplicate some course materials and distribute to students in the OnRamps course and upload assignments.
 - g. Required lab materials for BIO 106M, CH 104M, CH 104N, GEO 302E, and PHY 102M.
 - h. The Biology and Chemistry course(s) must be offered in a lab setting that meets the Texas Education Agency standard with minimal viable components including an eyewash station, vent hood, and equipment required for student implementation of the lab course including use and disposal of the required chemical list.
- D. Ensure OnRamps GPISD high school teachers implement OnRamps with fidelity, including the following requirements:
- a. Adhere to Texas Administrative and Education Code, including the Educators' Code of Ethics (19 TAC Chapter 247).
 - b. Ensure students complete the OnRamps registration process and student orientation, including creating a UT EID, and creating a profile and registering in the OnRamps Portal, within the first three weeks of school.
 - c. Administer and facilitate OnRamps-required assignments and assessments without alteration through the OnRamps instance of Canvas LMS.
 - d. Use Canvas LMS to assign and grade high school work as specified by OnRamps course staff.
 - e. Participate in professional learning and development activities, including Summer PLI, academic year PLIs, video conferences, virtual learning modules, virtual communities of practices and uploads of classroom video, and ongoing opportunities during each semester in which they teach the OnRamps course. To facilitate teacher participation in the academic year PLIs, GPISD agrees to pay the cost of substitute teachers for the days the teacher will attend the academic year PLIs.
 - f. Maintain regular communication via email, phone, video web conferencing, etc. with OnRamps course coordinator and other staff regarding the success and challenges of implementation, responding in a timely manner to requests for information, including turning in any requested documentation to evaluate student progress or success by specified deadlines.
 - g. Notify OnRamps of GPISD high school teacher absences of five or more consecutive class days or of teacher resignations using the provided form in the case when the teacher cannot self-report.

- E. Ensure students register for OnRamps courses to meet OnRamps requirements, including:
 - a. Recruit and approve students to participate in OnRamps courses.
 - b. Ensure students enrolled in OnRamps meet the minimum academic requirements for each course as shown in Exhibit A.
 - c. Ensure students complete the OnRamps registration process and student orientation, which includes creating a UT EID, and creating a profile and registering in the OnRamps Portal, within the first three weeks of school.
 - d. The student and, if the student is under 18 years of age at the time of registration, the student's parent or guardian shall acknowledge and consent the student is enrolling in a college course with the opportunity to earn college credit.
- F. Ensure accuracy of OnRamps student information, including:
 - a. Ensure student rosters accurately reflect students enrolled in OnRamps courses on the OnRamps census dates in fall and spring.
 - b. Submit student state IDs in accordance with communicated timeline.
 - c. Submit high school grades in accordance with the data sharing agreement schedule.
- G. Any person performing Services under this Agreement on behalf of GPISD must be actively employed or eligible for employment by GPISD and may not be on administrative leave. GPISD must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If GPISD becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, the district contact, who oversees the OnRamps program, must inform OnRamps within 24 business hours.

5. Summer PLI Teacher Registration and Attendance

- A. GPISD high school teachers are required to register for Summer PLI **two weeks prior** to the start of the selected synchronous Summer PLI session. Late registration will be accommodated at the discretion of the Associate Director of Instructional Innovation and Implementation or Executive Director.
- B. New OnRamps GPISD high school teachers must complete all components of Summer PLI including prerequisite self-directed modules, synchronous sessions, and compliance modules. New OnRamps high school teachers are defined as those who are implementing an OnRamps course for the first time or for the first time after more than one year of absence.
 - a. The GPISD teacher assigned to the course **must** successfully complete the New Instructor Summer PLI experience at least once, in its entirety, before implementing an OnRamps course for the first time. If the teacher continues to offer the course in subsequent years, they are required to attend the Returning Instructor Summer PLI for each subsequent year they implement that course. If a teacher is assigned to implement a new OnRamps course in addition to their current OnRamps course, the instructor must complete the New Instructor Summer PLI for the new course.
- C. Cancellation policy:

- a. If a high school teacher registers for Summer PLI and is unable to attend, the teacher must communicate this change to the OnRamps Professional Learning and Development team via OnRamps Support in writing at least one week prior to the start of Summer PLI. The district contact may coordinate with OnRamps to identify an appropriate replacement. Fees will be assessed based on teachers who complete Summer PLI.
- b. Teachers who miss more than 20% of Summer PLI may still be eligible to teach the OnRamps course upon completion of an alternate plan developed by OnRamps staff.
- D. If a high school teacher attends Summer PLI, and the course for which the teacher is trained is not offered for the school year, GPISD will be:
 - a. Charged the full fee based on whether they are new or returning for Summer PLI.
 - b. All materials provided to GPISD for the course must be returned to OnRamps within 30 days.

6. Educational Records and Data Sharing

- A. GPISD and OnRamps create, maintain, and manage their own educational records for students and teachers. OnRamps maintains all educational records created as a result of OnRamps consistent with FERPA, as well as applicable UT Austin policy defined in Chapter 9 of the General Catalog of UT Austin, subchapter 9-100 through 9-400, and any applicable law. In order to provide OnRamps and related services to GPISD and for GPISD's accountability reporting purposes, OnRamps requires specific student information from GPISD. All such records are provided the same security as those outlined in this section 6.C, section 7, and the Data Sharing Agreement, and will not be sold or shared with external sources except as allowed by law. See Exhibit B Data Sharing Agreement which sets terms and conditions for the exchange by the Parties of data needed to support OnRamps.
- B. Following UT Austin's Institutional Review Board standards and policy, as applicable, OnRamps may obtain and maintain data and/or feedback about student and teacher experiences with OnRamps for the purpose of understanding outcomes and OnRamps improvements.
- C. For legitimate educational interests, OnRamps will facilitate the exchange of information among institutions, OnRamps high school teachers, OnRamps faculty and staff, and GPISD contacts 1) pertaining to students' progress toward the opportunity to earn college credit; 2) to verify student accommodations under IDEA and/or Section 504; 3) to facilitate early intervention and support student success; 4) pertaining to whether college credit is earned, accepted, and/or declined; 5) to facilitate accurate recordkeeping; and 6) to address academic integrity issues. If either party obtains access to GPISD and/or UT Austin records or record systems protected under FERPA, each party agrees to adhere to the provisions of FERPA. While in possession of FERPA records and data, only persons authorized to access the student data related to OnRamps will be granted access consistent with FERPA.

7. Governmental Function, Immunity, Record Protection, and Criminal History

The Parties agree that the performance of this Agreement is for the purpose of performing governmental functions and that, in all things related to this Agreement, Parties are performing governmental functions as defined by the Texas Interlocal Cooperation Act.

Nothing herein or in the performance of this Agreement shall be construed as a waiver of sovereign/governmental immunity or similar rights. Parties agree that neither party waives any immunity or defense that would otherwise be available to it pursuant to the Texas Tort Claims Act or other applicable statutes, laws, rules or regulations against claims arising from the exercise of its powers or functions. No provision of this Agreement that imposes an obligation or restriction on GPISD or UT Austin not otherwise permitted by applicable law shall be enforceable. Records relating to this Agreement may be subject to disclosure pursuant to the Texas Public Information Act, Section 552.001 et. seq. of the Texas Government Code.

Each party agrees that if it received information or records concerning any student, it shall not disclose the same except as permitted by the Family Educational Rights and Privacy Act a/k/a FERPA (20 U.S.C. 1232(g)). FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Government Code 552.001 et seq.).

8. Indemnity

The Parties expressly agree that, except as provided herein, no party shall have the right to seek indemnification or contribution from the other party for any losses, costs, expenses, or damages directly or indirectly arising, in whole or part, from this Agreement.

9. Term and Termination

This Agreement is effective on June 1, 2025, no matter the date fully executed by both Parties and covers a period beginning June 1, 2025 and ending August 31, 2026. This Agreement cannot be renewed or extended.

Either party may, without penalty, terminate this Agreement at the end of any budget period of such party during the term if funds required to fulfill this Agreement have not been appropriated, and with written notice to the other party. Such notice shall be effective thirty (30) calendar days from the date of receipt.

Either party may terminate this Agreement without cause upon thirty (30) days' advance written notice of termination to the other party. GPISD agrees any amounts owed for Services rendered through the termination date and properly invoiced will be promptly paid upon notice of termination and in accordance with the provisions of Chapter 2251, Texas Government Code.

10. Ownership of Intellectual Property

UT Austin and OnRamps shall solely own all intellectual property rights in or relating to OnRamps, including all written materials, study guides, course materials, syllabi, and assessments prepared under OnRamps ("Materials"). Intellectual property rights means any rights or titles to inventions, discoveries, concepts, methods, processes, data, trade secrets, branding, trademarks, copyrights, computer programs and related documentation, or works of authorship fixed in a medium of expression of any kind whether or not patentable, copyrightable, or eligible for registration as a trademark, as well as applications for any such rights. There are no implied licenses; GPISD agrees and understands that it may not copy,

modify, share, distribute, or display any Materials without the prior written permission of UT Austin and OnRamps.

11. Contractual Relationship

Nothing contained herein shall be construed as creating an employer/employee relationship, a partnership, a joint venture or joint obligations between the Parties. Each party retains the right to conduct its business as it sees fit. The Parties shall, at all times, be deemed independent contractors/entities.

12. Notice to Parties

Except as otherwise provided by this Section, notices, consents, approvals, demands, requests or other communications provided or permitted under this Agreement, will be in writing and will be sent via certified mail, hand delivery, overnight courier, facsimile transmission (to the extent a facsimile number is set forth below), or email (to the extent an email address is set forth below) as provided below, and notice will be deemed given 1) if delivered by certified mail, when deposited, postage prepaid, in the United States mail, or 2) if delivered by hand, overnight courier, facsimile (to the extent a facsimile number is set forth below) or email (to the extent an email address is set forth below), when received:

GPISD at:

Grand Prairie ISD
2602 S Belt Line Rd
Grand Prairie, TX 75052

UT Austin at:

The University of Texas at Austin
Business Contracts Office
1616 Guadalupe St, Ste 3.304
Mail Code D9900
Austin, TX 78701
Attn: Business Contracts Administrator

With a copy to:

OnRamps
2616 Wichita St, Ste 101
Mail Code: A7300
Austin, TX 78712
Email: sp.contracts@austin.utexas.edu

or such other address as later provided by a party through written notice to the other party.

13. Venue; Governing Law

This Agreement, all of its terms and conditions, all rights and obligations of the Parties, and all claims arising out of or relating to this Agreement, will be construed, interpreted and applied in accordance with, governed by and enforced under, the laws of the State of Texas.

14. Mutual Negotiation

This Agreement has been prepared at the joint request, direction, and construction of the Parties, at arms' length, and shall be construed without favor to any party.

15. Amendment and Assignment

Any changes to this Agreement may only be made by mutual written agreement of the Parties. This Agreement may not be assigned by either party without the express written consent of the other party. Any attempt to assign without such consent shall be void, and shall be deemed a material breach of this Agreement.

16. Entire Agreement; Modifications

This Agreement supersedes all prior agreements, written or oral, between Performing Party and Receiving Party and will constitute the entire agreement and understanding between the parties with respect to its subject matter. This Agreement and each of its provisions will be binding on the parties, and may not be waived, modified, amended or altered, except by a writing signed by Receiving Party and Performing Party.

17. State Auditor's Office

Contracting Parties understand acceptance of funds under this Agreement constitutes acceptance of authority of the Texas State Auditor's Office or any successor agency (Auditor), to conduct an audit or investigation in connection with those funds (ref. Sections 51.9335(c), 73.115(c) and 74.008(c), Education Code). Contracting Parties agree to cooperate with Auditor in the conduct of the audit or investigation, including providing all records requested. Contracting Parties will include this provision in all contracts with permitted subcontractors.

18. Severability

If any one or more of the provisions of this Agreement will for any reason be held to be invalid, illegal, or unenforceable in any respect, that invalidity, illegality or unenforceability will not affect any other provision, and this Agreement will be construed as if the invalid, illegal, or unenforceable provisions had never been included.

19. Survival

A party shall remain obligated to the other party under all clauses of this Agreement that expressly or by their nature extend beyond the expiration or termination of this Agreement.

20. Cybersecurity Training Program

During the term and any renewal of this Agreement, each party shall comply with Texas Government Code Chapter 2054 concerning cybersecurity for state agencies and local government, and to the extent applicable verify compliance to the other party.

21. Access by Individuals with Disabilities

Performing Party represents and warrants (**EIR Accessibility Warranty**) the electronic and information resources and all associated information, documentation, and support Performing Party provides to Receiving Party under this Agreement (**EIRs**) comply with applicable requirements set forth in [1 TAC Chapter 213](#) and [1 TAC Section 206.70](#) (ref. [Subchapter M](#),

[Chapter 2054, Texas Government Code](#)). To the extent Performing Party becomes aware the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, then Performing Party represents and warrants it will, at no cost to Receiving Party, either 1) perform all necessary remediation to make EIRs satisfy the EIR Accessibility Warranty or 2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. If Performing Party is unable to do so, Receiving Party may terminate this Agreement and, within thirty (30) days after termination, Performing Party will refund to Receiving Party all amounts Receiving Party paid under this Agreement.

Performing Party will provide all assistance and cooperation necessary for the performance of accessibility testing conducted by Receiving Party or Receiving Party's third party testing resources as required by [1 TAC Section 213.38\(g\)](#).

22. Payment of Debt or Delinquency to the State

Pursuant to [Sections 2107.008](#) and [2252.903](#), *Government Code*, any payments owing to Performing Party under this Agreement may be applied directly toward any debt or delinquency Performing Party owes the State of Texas or any agency of the State of Texas, regardless of when it arises, until paid in full.

23. Signatory Representations

Receiving Party represents and warrants that it has all necessary power and has received all necessary approvals to execute and deliver this Agreement, and the individual executing this Agreement on behalf of Receiving Party has been duly authorized to act for and bind Receiving Party.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

Receiving Party
Grand Prairie ISD

Performing Party
The University of Texas at Austin

Signature: _____

Signature: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Exhibit A
OnRamps Courses

OnRamps Course	UT Austin Course Code(s)	Credit Hours	Texas Core Curriculum Code	TCCNS Equivalency	High School Prerequisite	Crosswalked Courses (H.S. Course Code)
Foundations of Arts and Entertainment Technologies	AET 304	3	050	N/A	Graphic Design recommended	Audio/Video Production II (13008600)
Introductory Biology I + Lab for Introduction to Biology I	BIO 311C BIO 106M	3 lecture 1 lab	030	BIOL 1306 BIOL 1106	Biology + Chemistry	Scientific Research and Design I, II or III (13037200, 13037210, or 13037220)
Principles of Chemistry I (Lecture) + Introduction to Chemical Practices I (Lab)	CH 301 CH 104M	3 lecture 1 lab	030	CHEM 1311 CHEM 1111	Algebra I	Chemistry (03040000)
Principles of Chemistry II (Lecture)+ Introduction to Chemical Practices II (Lab)	CH 302 CH 104N	3 lecture 1 lab	030	CHEM 1312 CHEM 1112	OnRamps Chemistry I + Lab, AP Chemistry or equivalent	Scientific Research and Design I, II or III (13037200, 13037210 or 13037220)
College Algebra	M 301	3	N/A	MATH 1314	Algebra I required, Geometry recommended	Algebra II (03100600)
Computer Science: Thriving in Our Digital World	C S 303E	3	093	N/A	Algebra I	Computer Science I (03580200)
Introduction to Economics	ECO 304K	3	080	ECON 2302	Algebra II recommended (or concurrent enrollment)	Economics with Emphasis on the Free Enterprise System and Its Benefits (03310300)
Earth, Wind, and Fire: An Introduction to Geoscience	GEO 302E	3	030	N/A	Biology or IPC required, Chemistry recommended (or concurrent enrollment)	Earth Systems Science (03060150)
Mechanics, Heat, and Sound + Lab for Mechanics, Heat, and Sound	PHY 302K PHY 102M	3 lecture 1 lab	030	PHYS 1301 PHYS 1101	Algebra I and Geometry required, Algebra II or Precalculus recommended	Physics (03050000)

OnRamps Course	UT Austin Course Code(s)	Credit Hours	Texas Core Curriculum Code	TCCNS Equivalency	High School Prerequisite	Crosswalked Courses (H.S. Course Code)
Electromagnetism, Optics, and Nuclear Physics	PHY 302L	3	030	PHYS 1302	TEKS-based Physics, Algebra II and Geometry required; Physics I (OnRamps or Honors/AP/DC) or Precalculus recommended	Scientific Research and Design I, II or III (13037200, 3037210 or 13037220)
Discovery Precalculus: Preparation for Calculus	M 305G	3	020	MATH 2312	Algebra II and Geometry	Precalculus (03101100)
Introduction to Quantum Technologies	PHY 309L	3	030	PHYS 1307	Algebra I and Geometry required; Algebra II or Precalculus recommended	Independent Study in Evolving/Emerging Technologies (03581500)
Introduction to Rhetoric: Reading, Writing, and Research	RHE 306	3	010	ENGL 1301	English I and II	English III (03220300) English IV (03220400)
Reading and Writing the Rhetoric of American Identities	RHE 309J	3	010	ENGL 1302	English I and II	English III (03220300) English IV (03220400)
Elementary Statistical Methods	SDS 301	3	020	MATH 1342	Algebra I required, Algebra II recommended	Statistics (03102530)
Issues and Policies in American Government	GOV 312L	3	070	GOVT 2302	U.S. History (or concurrent enrollment)	U.S. Government (03330100)
United States, 1492-1865	HIS 315K	3	060	HIST 1301	English I and English II (or concurrent enrollment)	U.S. History (03340100)
United States Since 1865	HIS 315L	3	060	HIST 1302	English I and English II (or concurrent enrollment)	U.S. History (03340100)

Exhibit B
Data Sharing Agreement

DATA SHARING AGREEMENT
BY AND BETWEEN
Grand Prairie ISD
AND
ONRAMPS
AT THE UNIVERSITY OF TEXAS AT AUSTIN

Pursuant to this Data Sharing Agreement and underlying Interlocal, Grand Prairie ISD agrees to provide individual student-level data to OnRamps at The University of Texas at Austin (UT Austin) for the purpose of implementing, billing, and evaluating the OnRamps dual enrollment program and informing OnRamps students of academic opportunities at UT Austin. GPISD hereby appoints OnRamps as a legitimate educational official of GPISD in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, OnRamps hereby appoints GPISD as a legitimate educational official of OnRamps in accordance with FERPA. OnRamps agrees to provide individual student-level data to GPISD for the purpose of evaluation, accountability, and student record-keeping. The terms of this Data Sharing Agreement are in effect until August 31, 2026 unless terminated in writing by one or both Parties.

1. Data type and exchange timeline

GPISD Designee for Student Data and OnRamps will coordinate data exchange for all OnRamps participants for the 2025-2026 academic year, as follows:

Responsible Party	Time Period	Type of Data
OnRamps	August 2025 – July 2026	<p>Throughout the academic year OnRamps will provide information about student enrollments and performance through OnRamps Portal. Access to the OnRamps Portal will be limited to pre-identified campus and GPISD personnel who must obtain a UT Electronic Identification and password in order to access the portal.</p> <p>The following enrollment and performance data is provided throughout the academic year, as information becomes available.</p> <ul style="list-style-type: none"> • Course enrollments • Interim Course Performance • Final letter grade • Credit decision (credit accepted or declined) • University transcript grade • Student qualifying status for Financial Aid for Swift Transfer (FAST)

		<ul style="list-style-type: none"> • Student qualifying status for accommodations under IDEA or Section 504 • Student orientation completion status
GPISD	September 2025 – May 2026	<p>GPISD will provide Student State IDs for all enrolled students. This 10-digit numeric data element TX-UNIQUE-STUDENT-ID in the Texas Education Data Standards (TEDS) is used for data reporting and invoicing purposes, including identifying students as FAST eligible and CCMR accountability.</p> <p>Using the Student State IDs, the Texas Higher Education Coordinating Board (THECB) and Texas Education Agency (TEA) identifies students who are eligible the FAST program.</p> <ul style="list-style-type: none"> • TEA-assigned TX-UNIQUE-STUDENT-ID (StudentUnique ID)
GPISD	May 2026 – July 2026	<p>In order for OnRamps to engage in ongoing learning about student experiences, high school grades are exchanged.</p> <ul style="list-style-type: none"> • High school grade in OnRamps course, semester 1 • High school grade in OnRamps course, semester 2 • High school grade in OnRamps course, cumulative

2. Data protection

All data will be exchanged using secure systems and in an encrypted, password protected electronic format by GPISD and OnRamps.

OnRamps endeavors that in all reports, electronic or otherwise, derived from information made available under this Data Sharing Agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. OnRamps further endeavors that the data elements will not be released to a third party without written parental or student (as applicable) consent.

While in possession of this data, both Parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of OnRamps or other UT Austin program to have access to the data. Both Parties agree to store the data in an encrypted format, in a secure area and to prevent unauthorized access.

UT Austin will return to GPISD and/or destroy all personally identifiable data when the study is complete.

3. Information shared with TEA

- Rosters of individual students, including student state ID, for students who complete an OnRamps course for the purpose of calculating state accountability and other required state performance reporting and metrics.

4. Information shared with THECB

- Rosters of individual students, including student state ID, for all students enrolled in an OnRamps course at fall or spring census to determine student eligibility for Financial Aid for Swift Transfer (FAST).

Exhibit C
OnRamps Teacher Professional Learning and Development Fee Schedule

Pursuant to Section 3, the following per-teacher fee will be assessed at the conclusion of Summer PLI. A professional learning and development fee will be assessed for teachers who are implementing one or more OnRamps courses at the time of student census but did not attend Summer PLI and for whom no prior fee was assessed. Individual situations not described below will be evaluated on a case-by-case basis

OnRamps teachers may only implement a maximum of two unique 3-hour courses in the same semester.

OnRamps teacher professional learning and development fees will be evaluated on an annual basis.

Instructor Status	Year Instructor First Implemented OnRamps Course(s)	Number of Courses Implemented in AY 2025-2026	PLI Fee Assessed for Instructor
New Instructor	2025-2026	One	\$550
Returning Instructor	2024-2025 or prior with no gap years	One	\$250
New Instructor for one course; Returning Instructor for one course	One course in 2025-2026; One course in 2024-2025 or prior with no gap years	Two	\$550
Returning Instructor for two courses	Two courses in 2024-2025 or prior with no gap years	Two	\$250

CS 303E Instructors who complete New Instructor PLI in Summer 2025**	All Years	One	\$0
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**Available for Summer 2025 Professional Learning Only

Grand Prairie ISD Board of Trustees

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Action

Consent

Topic: Board Operating Procedures

Submitted by: Dr. Gabriel Trujillo, Superintendent of Schools

Approved for Transmittal:



Board Meeting Date: 10/16/2025

Recommendation:

It is recommended that the Board of Trustees approve the Board Operating Procedures.

Rationale:

These procedures assist the Board of Trustees in the fulfillment of the mission of Grand Prairie ISD.

Budget Information:

N/A

Board Policy Reference and Compliance:

BBA(LEGAL)

BBA(LOCAL)

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: HB 3372 Outside Employment Disclosure & Contract/Agreement Request

Submitted by: Dr. Melissa Kates, General Counsel

Approved for Transmittal:



Board Meeting Date: 10/16/2025

Recommendation:

Administration recommends the Board approve the outside employment agreement(s) as presented.

Rationale:

House Bill 3372, codified in Section 11.006 of the Texas Education Code, prohibits school district administrators from receiving financial benefits for personal services to other education entities unless the administrator's employing board of trustees reviews and approves the arrangement.

The Board must determine that the contract(s) for outside employment of the employee(s) listed will not harm the district, that the arrangement(s) does not present a conflict of interest, and that the services to be performed by the administrator(s) will be performed entirely on each administrator's personal time. The Board therefore approves the outside employment contract in accordance with Section 11.006, Texas Education Code.

Budget Information:

No budgetary impact.

Board Policy Reference and Compliance:

FO(LOCAL)

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: Out-of-State Travel to 2025 Leadership Summit for DECA – Arlington, VA

Submitted by: Traci Davis, Associate Superintendent of Academics, Innovation, and School Leadership

Approved for Transmittal: 

Board Meeting Date: 10/16/2025

Recommendation:

The DECA Leadership team requests consideration of approval of out-of-state travel for the 2025 Leadership Summit for DECA in Arlington, VA, November 21-23, 2025. Students from Dubiski Career High School will attend.

Rationale:

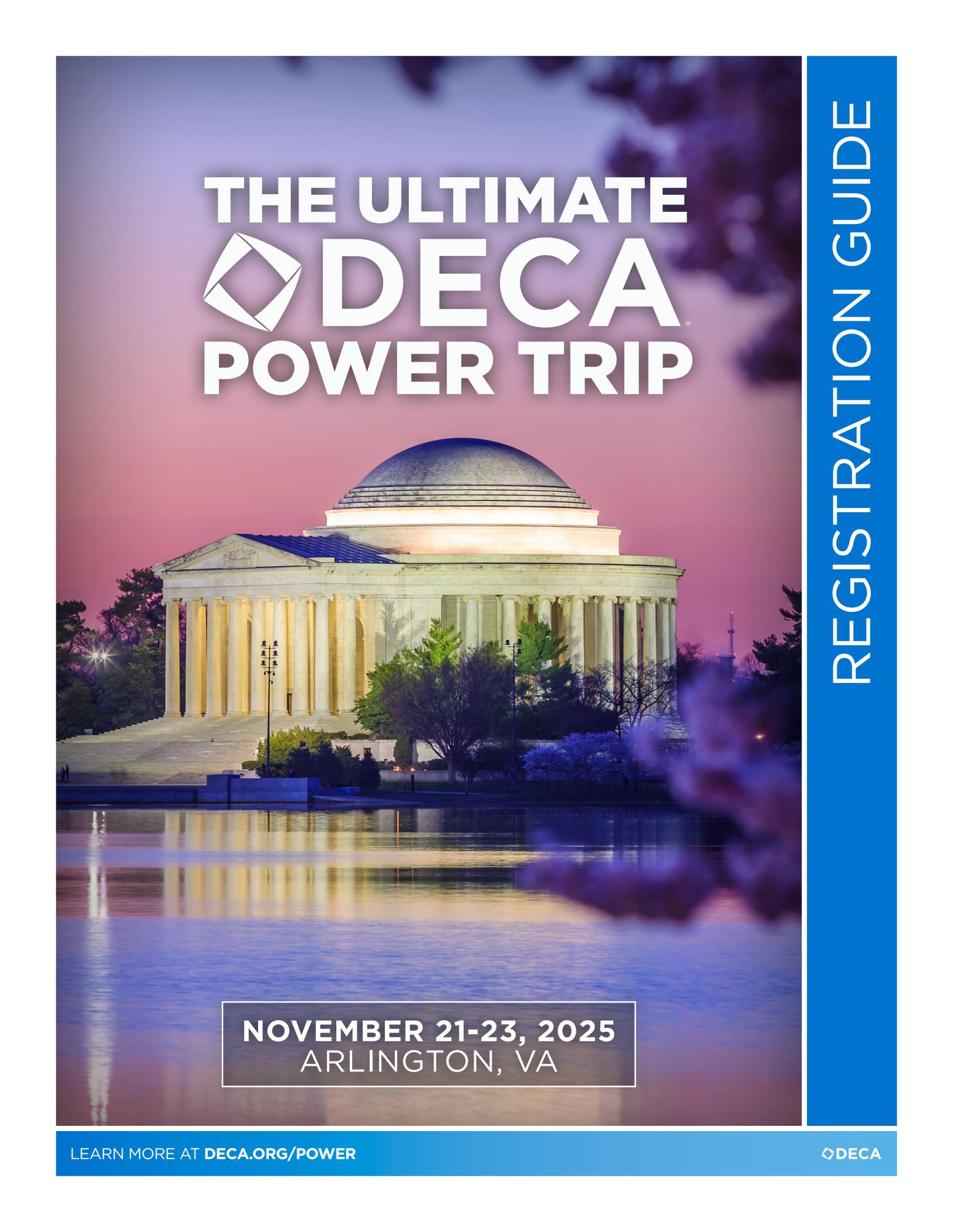
This conference engages high school DECA members in dynamic learning experiences through interactive sessions, competitive activities, networking, and professional development designed to inspire, empower, and prepare tomorrow's leaders.

Budget Information:

Local General Fund

Board Policy Reference and Compliance:

EHBF(LEGAL)-SPECIAL PROGRAMS: CAREER AND TECHNICAL EDUCATION



THE ULTIMATE DECA POWER TRIP

NOVEMBER 21-23, 2025
ARLINGTON, VA

REGISTRATION GUIDE

LEARN MORE AT [DECA.ORG/POWER](https://deca.org/power)

 DECA



EXPERIENCE THE ULTIMATE

Embark on a quest that will awaken your thirst for knowledge, and put yourself in control as you customize your own itinerary of vibrant programming during The Ultimate DECA Power Trip.



COMPETITIVE EXCELLENCE EXPERIENCE

Become the ultimate competitor in a DECA role-play. Members must pre-register for this activity. Top performers will be recognized during Sunday's Closing Session.



GENERAL SESSIONS

Experience action-packed, engaging general sessions featuring dynamic speakers designed to motivate you to excel in DECA and beyond.



LEARNING AND LEADERSHIP LABS

Learning and leadership labs will focus on one powerful component each hour. From college to career and chapter to compete, these learning and leadership labs will engage DECA members.



EDUCATOR PROFESSIONAL LEARNING SERIES

The Professional Learning Series powered by DECA will engage educators in professional development focused on curriculum and instructional content that supports preparing students for college and careers and connects the conference content to the classroom.



COLLEGE, CAREER + COMPANY EXHIBITS

Searching for the perfect institution to start your post-secondary studies? Want to discuss career opportunities? Looking to expand the product line for your school-based enterprise? Check out our exciting lineup of exhibitors.



DECA AFTER DARK | D.C. NIGHT TOUR

No power trip to D.C. would be complete without the opportunity to see the monuments at night! Experience the history behind the United States like you've never seen it before. This breathtaking experience is a can't miss event and is definitely Instagram-worthy.



CLASSROOM CONNECTION

This conference will reinforce 21st Century Skills. Through participating in interactive sessions, DECA members will be able to:

■ FINANCIAL, ECONOMIC, BUSINESS + ENTREPRENEURIAL LITERACY

- Make appropriate personal economic choices
- Understand the role of the economy in society
- Use entrepreneurial skills to enhance workplace productivity and career options

■ CREATIVITY + INNOVATIONS

- Use a wide range of idea creation techniques
- Create new and worthwhile ideas

■ CRITICAL THINKING + PROBLEM SOLVING

- Interpret information and draw conclusions based on the best analysis

■ COMMUNICATION + COLLABORATION

- Demonstrate ability to work effectively and respectfully with diverse teams

■ LEADERSHIP + RESPONSIBILITY

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Demonstrate integrity and ethical behavior in using influence and power
- Act responsibly with the interests of the larger community in mind



EDUCATIONAL PROGRAM

DECA has the ultimate power trip waiting for you with dynamic general sessions, a day full of learning and leadership labs, powerful presentations by professionals, and all the favorites of a leadership conference.

Most conference activities will take place at the Crystal Gateway Marriott.

FRIDAY NOVEMBER 21

8:00 AM - 6:00 PM	Explore Washington, D.C. on Your Own
3:00 PM - 6:00 PM	Registration
3:00 PM - 6:00 PM	Association Meetings (Optional)
7:00 PM - 8:15 PM	Opening Session
8:30 PM - 9:15 PM	Connect Leadership Labs by Association Officer Teams
9:30 PM - 10:15 PM	Connect Leadership Labs by Association Officer Teams
11:30 PM	Curfew

SATURDAY NOVEMBER 22

8:00 AM - 4:00 PM	College, Career and Company Exhibits
8:30 AM - 4:00 PM	Competitive Excellence Experience
8:30 AM - 11:30 AM	Learning Labs
8:30 AM - 4:00 PM	Educator Professional Learning Series
11:30 AM	Chartered Association Officer and Advisor Luncheon, by invitation
11:30 AM - 12:45 PM	Lunch on Your Own
1:00 PM - 4:00 PM	Learning Labs
7:00 PM - 11:00 PM	DECA After Dark D.C. Night Tour
11:30 PM	Curfew

SUNDAY NOVEMBER 23

8:30 AM - 10:00 AM	Closing Session
10:30 AM	Explore Washington, D.C. on Your Own and Departures



Visit decadirect.org for previews and highlights.

Schedule subject to change. Check deca.org/power for the latest schedule.



LEARNING LABS

DECA’s Learning Labs will engage DECA members and focus on important elements of preparing for college and careers. With this schedule, all DECA members will experience a learning lab related to preparing for college, choosing a career pathway, developing your DECA chapter and becoming a better competitor.



Become a champion in the **Competitive Excellence Experience** and participate in a Marketing Communications Series role-play, which will take place during one learning lab block. Advisors must select “yes” to competitive events for members during online registration to participate.

SATURDAY, NOVEMBER 22

8:30 - 9:15 COLLEGE	Preparing for College	Choosing a College + Major	Financing College	College Success 101	Making the Most of College
9:30 - 10:15 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
10:30 - 11:15 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
11:30 - 12:45	LUNCH ON YOUR OWN				
1:00 - 1:45 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
2:00 - 2:45 CHAPTER	DECA Diamond Fundraising Model	Content is King: Social Media for Your Chapter	I AM DECA: Telling Your DECA Story	Chapter Competition Success System	DECA Leadership Styles
3:00 - 3:45 COMPETE	Rockin' the Role-Play and Exam	From the Judge's Perspective	Making an Awesome Written Event	Tips and Tricks for Presentation Design	Dress for Success and Professionalism

**Sessions may vary depending as speakers are confirmed.*



KEYNOTE SPEAKERS

Feel the energy when 1,500 DECA members come together for energetic, educational general sessions filled with dazzling lights, upbeat music and a powerful message.



Eddie Slowikowski
OPENING SESSION

Three minutes and 58 seconds. That is the amount of time it took Eddie Slowikowski to run the mile. Whether it's as a Gold Medal winner for the USA Track & Field Team, a three-time NCAA All-American, or the world's most dynamic professional speaker, Eddie knows a thing or two about peak performance. He has always had the can-do spirit of an entrepreneur, in all walks of life.

Throughout all the accomplishments and medals, Eddie sought to enrich his life with service and empowerment for himself and others. Through month-long service projects in Central America and helping the homeless in the city of Chicago, Eddie widened his worldview beyond the life of sports. One thing is for sure: with Eddie Slowikowski, you'll learn how to energize your performance to get the best out of your ability.



Josh Sundquist
CLOSING SESSION

Josh Sundquist is a Paralympic ski racer and bestselling author who has been featured in The New York Times, CNN and Forbes and has spoken across the world. His high-octane blend of energy and humor inspires organizations and individuals to adopt his training motto, 1MT1MT (one more thing, one more time) as their new standard of excellence.

In his keynote, One More Thing, One More Time, Josh shares stories from his journey to the Paralympics—plus some hilarious Halloween costumes—to impart motivation for facing adversity and reaching peak performance.



REGISTRATION INFORMATION

From monuments and memorials to the display of art and history at every turn, Washington, D.C. is a place like no other! Historians, foodies, art enthusiasts and more— D.C. has something special for everyone to enjoy. Get ready to immerse yourself in the beauty and culture of the U.S. Capital at the Ultimate DECA Power Trip.

REGISTRATION

\$140* per attendee

The conference registration fee applies to DECA members, advisors and chaperones, and includes the following:

- Powerful general sessions
- Conference workshops
- Conference materials
- Conference t-shirt
- Conference insurance
- DECA After Dark activity

Deadline: October 15, 2025

*There is a \$110 non-refundable cancellation fee.

AIR TRAVEL

Ronald Reagan Washington National Airport (DCA)

Metro Yellow Line
4.9 miles, 19 minutes

Dulles International Airport (IAD)

Metro Silver Line
28 miles, 44 min

Baltimore/Washington International Thurgood Marshall Airport (BWI)

32.8 miles, 1 hr 6 min

ACCOMMODATIONS

Crystal Gateway Marriott

1700 Richmond Highway
Arlington, VA 22202

*\$216 King
\$227 Double/Double
includes tax (currently 14.25%)*

Ritz-Carlton Pentagon City

1250 South Hayes Street
Arlington, VA 22202

*\$250 King
\$250 Double/Double
includes tax (currently 14.25%)*

AC Hotel National Landing

1999 Richmond Highway
Arlington, VA 22202

*\$182 King
\$182 Double/Double
includes tax (currently 14.25%)*

Residence Inn Arlington Capital View

2850 South Potomac Ave
Arlington, VA 22202

*\$182 Studio King Suite + Pullout Sofa
\$193 Studio with Two King Beds
includes tax (currently 14.25%)
Breakfast included*

Renaissance Arlington Capital View

2800 South Potomac Ave
Arlington, VA 22202

*\$159 King
\$159 Double/Double
includes tax (currently 14.25%)*

Deadline: October 15, 2025

Hotels will be filled on a first-come, first-served basis. When planning your budget and requesting approval, we encourage you to use the highest room rate in the event certain hotels become unavailable.

Rooms are subject to availability within our block. Once the room block is full, which may occur before the deadline, room rates may increase and/or housing may no longer be available. Please confirm your rooming reservation before booking travel.

Make your hotel reservations in the online registration system with DECA Inc. Do not contact the hotel to make reservations.



REGISTRATION
QUESTIONS

ED TRANG

conferences@deca.org

REGISTRATION PROCEDURES

REGISTER
www.deca.org/register

All student attendees must be on a submitted DECA membership roster to register. Collect the following information from each attendee to complete the registration process:

- First name
- Last name
- T-shirt size
- Insurance beneficiary information
- Competitive event (yes or no)
- Housing information

CONFIRMATION:

If you have not received a registration confirmation email from DECA within two days after submitting your online registration, please email conferences@deca.org.

CHANGES AND SUBSTITUTIONS:

Changes and substitutions will be accepted until October 15. All changes after October 15 must be submitted to DECA Inc. by e-mailing conferences@deca.org and are subject to availability.

REGISTRATION + HOUSING PAYMENT

After completing online registration, please mail a copy of all registration materials and payment to:

DECA Inc.
Ultimate Power Trip
 1908 Association Drive
 Reston, VA 20191

METHODS OF PAYMENT:

Check or credit card (MasterCard, VISA or American Express) are accepted. Purchase orders will be accepted in advance of the registration deadline as a guarantee of payment, but all funds must be received in full prior to event dates to gain entry to the conference.

REFUND POLICY:

There is a \$110 non-refundable registration fee. No refunds will be granted for adjustment of a chapter's registration after 6 p.m. on November 21. Refund checks will be sent within one month after the close of the conference.

HOTEL RESERVATION PROCEDURES

Conference participants must stay in one of the designated conference hotels. Make your hotel reservations in the online registration system with DECA Inc. Due to the limited number of rooms, students will be housed in triples and quads when possible.

Once the hotel block has been filled, registration will not be able to be submitted, and DECA will attempt to secure additional housing. After the registration deadline, DECA Inc. will submit the rooming list to the hotel. Once the hotel provides confirmation numbers, DECA Inc. will forward those to the advisor.

All changes and cancellations must be submitted by the advisor in writing to conferences@deca.org. Rooms must be canceled in writing by the advisor to conferences@deca.org at least 72 hours prior to check-in to be eligible for a refund.

SUPERVISION RATIO

A minimum of one advisor for every ten student-delegates (1:10) or portion of ten student-delegates is required for registration. It is the chapter advisor's responsibility to see that your chapter adheres to this ratio. This ratio will be strictly enforced by DECA Inc. Chaperones and spouses must pay the registration fee and be listed on the registration form.

CONDUCT AND DRESS CODE

Advisors should bring signed copies of the *Conference Delegate Practices and Procedures* and *Dress Code* for each participant. These do not have to be submitted to DECA Inc., but should be kept available by the advisor for reference. You can find the general DECA dress code at deca.org/power.

NON-DISCRIMINATION POLICY:

DECA Inc. is committed to creating and maintaining a healthy and respectful environment for all of our emerging leaders and entrepreneurs. Our philosophy is to ensure all members, regardless of race, color, religion, sex, national origin, age, disability, sexual orientation, or socio-economic status are treated equally and respectfully. Any behavior in the form of discrimination, harassment, or bullying will not be tolerated. It is the responsibility of all members to uphold and contribute to this climate.

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: Out-of-State Student Travel for South Grand Prairie Orchestra – New Orleans, LA.

Submitted by: Traci Davis, Strategic Innovation Officer and Amy Francis, Executive Director of Fine Arts

Approved for Transmittal:



Board Meeting Date: 10/16/2025

Recommendation:

The Administration is requesting Board approval for South Grand Prairie Orchestra to travel to New Orleans, LA. April 17 – April 19, 2026.

Rationale:

Students will participate in an LSU masterclass and tour historical sites.

Budget Information:

Funding will be provided by students and school Booster Club. No district funding.

Board Policy Reference and Compliance:

FMG(LOCAL)

Grand Prairie ISD Board of Trustees

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Action

Consent

Topic: Out-of-State Student Travel for Grand Prairie Fine Arts Academy Orchestra – Los Angeles, CA

Submitted by: Traci Davis, Strategic Innovation Officer, and Amy Francis, Executive Director of Fine Arts

Approved for Transmittal: 

Board Meeting Date: 10/16/2025

Recommendation:

The Administration is requesting Board approval for Grand Prairie Fine Arts Academy Orchestra to travel to Los Angeles, CA. April 30-May 4, 2026.

Rationale:

Students will be participating in the Music in the Parks Festival as well as touring a variety of historic sites.

Budget Information:

Funding will be provided by students and school booster club. No district funding.

Board Policy Reference and Compliance:

FMG(LOCAL)

Grand Prairie ISD Board of Trustees

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Action

Consent

Topic: American Indian/Native Studies Course Update

Submitted by: Dr. Tamela Horton, Deputy Superintendent of Academics, and Dr. Angela Herron, Chief T&L Officer

Approved for Transmittal: 

Board Meeting Date: 10/16/2025

Recommendation:

The Administration will present an update to the Board on the American Indian/Native Studies course and seek approval to offer the renewed course for the 2025–2026 school year.

Rationale:

The renewal for the American Indian/Native Studies Innovative Course was posted by the Texas Education Agency on July 17, 2025. The Administration is seeking Board approval at this time to ensure alignment with TEA guidance and to allow students continued access to this course in 2025–2026.

Budget Information:

N/A

Board Policy Reference and Compliance:

EHAC(LEGAL)



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 25, 2025

Mr. Jason Dropik
Executive Director
National Indian Education Association
1514 P Street NW, Suite B
Washington, DC 20005

Dear Mr. Dropik:

Thank you for your letter to former Acting Secretary Denise Carter on January 31, 2025, advocating for local control of American Indian, Alaska Native, and Native Hawaiian education programs. Your letter was referred to the Office of Elementary and Secondary Education, and I am pleased to respond.

The U.S. Department of Education (Department) does not develop curriculum and is committed to ensuring curriculum remains a local decision. In fact, the Department is committed to all education decision-making being local by returning education to States and Tribes. Further, it is the position of the Department that American Indian, Alaska Native, and Native Hawaiian history is not classified as diversity, equity, and inclusion (DEI) or critical race theory (CRT), and the Department will not treat Native history as DEI or CRT.

The United States has a unique political and legal relationship with federally recognized Indian Tribes, as set forth in the Constitution of the United States, treaties, executive orders, and court decisions. We continue to deliver on all statutory grant programs that support American Indian, Alaska Native, and Native Hawaiian students and are identifying ways to deliver support while reducing bureaucratic red tape and ensuring parental rights remain a national priority.

Education will always be a local responsibility, and we look forward to visiting and consulting with Indian Tribes, Alaska Native Villages, and Native Hawaiian Organizations and their leadership to empower high-quality education for all students.

Sincerely,

Hayley B. Sanon
Principal Deputy Assistant Secretary
and Acting Assistant Secretary
Office of Elementary and Secondary Education

www.ed.gov

400 MARYLAND AVE., SW, WASHINGTON, DC 20202

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Ethnic Studies: American Indian/Native Studies

PEIMS Code: N1130030

Abbreviation: ESAINS

Grade Level(s): 10-12

Award of Credit: 1.0

State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

In Ethnic Studies: American Indian/Native Studies, an elective course, high school students learn about the history and living cultures of American Indians/Natives. This course is designed to assist students in understanding issues and events from American Indian/Native perspectives and should be presented in which each Native Nation is studied as a sovereign nation.

This course is a survey course of Nations in Texas and the United States that develops an understanding of the roots of American Indian/Native cultures, especially as it pertains to social, economic, and political interactions within the broader context of North American history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of how past events affect the present provides students of the 21st century with a broader context within which to address the complex experiences of American Indian/Native communities in the United States today.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) In Ethnic Studies: American Indian/Native Studies, an elective course, high school students learn about the history and living cultures of American Indians/Natives. This course is designed to assist students in understanding issues and events from American Indian/Native perspectives, and to present each Native Nation studied as an independent and sovereign nation. This course is a survey course of Nations that develops an understanding of the roots of American Indian/Native cultures, especially as they pertain to social, economic, and political interactions within the broader context of North American history. The course requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of how past events affect the present provides citizens of the 21st century with a broader context within

which to address the complex experiences of American Indian/Native communities in the United States today.

- (2) Students engage in a variety of rich primary and secondary sources, such as oral histories, speakers, biographies, autobiographies, landmark cases of the U.S. Supreme Court and other courts, novels, speeches, letters, diaries, poetry, songs, film, and the arts.
- (3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

- (1) Culture. The student understands that there are many distinct American Indian/Native cultures and experiences. The student is expected to:
 - (A) use primary sources to identify differences, including languages, clothing, housing, gender roles, elder roles, foodways, and daily practices, among American Indian/Native Nations in different ecoregions;
 - (B) identify the ways Tribal Nations and other American Indian/Native peoples in different regions self-identify and compare these with the names that were assigned to them by others; and
 - (C) describe the variety of cultural preservation and revitalization efforts in different regions that have supported the longevity of American Indian/Native cultural knowledges and languages over time.
- (2) Culture. The student recognizes that American Indian/Native cultures are dynamic with various exchanges among and between American Indian/Native and non- Native cultures. The student is expected to:
 - (A) describe the ways that trade, bartering, and contact among American Indian/Native peoples contributed to multilingualism, cooperation and conflict, and knowledge sharing across different American Indian/Native cultures over time;
 - (B) describe how community gathering places and intertribal events foster the sharing of arts and cultures;
 - (C) describe impacts of the introduction of foreign flora and fauna on land-based cultures in different regions; and
 - (D) examine historical and cultural interactions between American Indian/Native peoples and non-American Indian/Native peoples due to shared histories, such as captivity, enslavement, escape, mutual aid, and the sharing of food and music.
- (3) Culture. The student understands how traditional and contemporary American Indian/Native art, music, sports, and literature serve as expressions of preservation, revitalization, sovereignty, interaction, beauty, and varied Native cultures. The student is expected to:
 - (A) use primary sources to identify the significance of American Indian/Native storytelling and trickster stories;
 - (B) compare different genres of American Indian/Native creative expression in art, literature, and media forms such as fiction, poetry, humor, comic books, television, film, theater, dance, and music;
 - (C) analyze the influence of geography on American Indian/Native art and design elements;

- (D) identify cultural and artistic expressions that are considered sacred and protected by ceremonial protocol and explain why they are intended for specific audiences; and
 - (E) explain the importance of sports such as stickball, basketball, football, skateboarding, running, surfing, and martial arts in community building among American Indian/Native populations.
- (4) Geography. The student understands the sacred interdependence between Earth and the American Indian/Native people who live there. The student is expected to:
- (A) analyze maps to investigate the migrations of American Indian/Native Nations who consider what is now Texas their homelands including the three federally recognized tribes with reservations in Texas;
 - (B) explain the American Indian/Native concept of the living universe, especially its interdependent relationships;
 - (C) explain how American Indian/Native sky world and emergence stories, identities, and sacred ceremonies connect with the physical geography through understandings of the living universe;
 - (D) describe the reciprocal relationships between American Indian/Native Nations and the living universe in different ancestral regions including the Northeast, Southeast, Great Lakes, Northern Plains, Southern Plains, Pacific Northwest, West Coast, Hawaii, Great Basin and Colorado Plateau, Gulf Coast, Southwest, Arctic, and Subarctic;
 - (E) explain American Indian/Native nations' understandings of responsible land and water use practices;
 - (F) examine the original American Indian/Native names of Native lands and their meanings and explore the historical changes of these place names as depicted on maps and historical markers; and
 - (G) analyze the practice of land acknowledgement statements as a way to honor ancestral Indigenous people and their local Native land histories, recall Tribal sovereignty, and recognize the continued presence of contemporary American Indian/Native peoples.
- (5) Government. The student understands the concept of governance from the viewpoint of American Indian/Native peoples and how these views of governance have been both preserved and altered within Nations throughout history. The student is expected to:
- (A) describe American Indian/Native concepts of governance, including concepts of community consensus, direct democracy, and community accountability;
 - (B) analyze diplomacy agreements between American Indian/Native Nations , including the Six Nation governmental agreement known as the Haudenosaunee (Iroquois) Confederacy; and
 - (C) compare the precipitating factors that led the Ancestral Puebloans, Haudenosaunee (Iroquois) Confederacy, the $\text{N}\mathbf{\bar{u}}\mathbf{m}\mathbf{\bar{m}}\mathbf{n}\mathbf{\bar{u}}\mathbf{\bar{u}}$ (Comanche), and the Tsenacommacah (Powhatan) Confederacy, to expand their spheres of influence and models of governance.
- (6) Citizenship. The student understands relationality and acceptance within American Indian/Native Nations and Tribal Communities throughout time. The student is expected to:
- (A) describe the ways that kinship systems, including clans, bands, kivas, villages, and towns, maintain balance and sustain continuity among past, present, and future generations; and

- (B) explain the importance of each living being within American Indian/Native concepts of “all my relations.”
- (7) Citizenship. The student understands impacts of external influences on the citizenship patterns and the overall community cohesion of American Indian/Native Nations, families, and individuals. The student is expected to:
- (A) identify the impacts of external definitions of citizenship on American Indian/Native Nations, including blood quantum citizenship;
 - (B) analyze the impact of the U.S. legal system’s definition of citizenship on Tribal sovereignty over time;
 - (C) analyze the impact of Cherokee Nation v. Georgia 1831, and Menominee Tribe v. U.S. 1968 on American Indian/Native Nations;
 - (D) identify the introduction and meaning of concepts of state recognition, federal recognition, and non-recognition; and
 - (E) analyze the impact of state and federal government recognition on Tribal sovereignty.
- (8) Citizenship. The student understands how dual citizenships can co-exist or at times conflict with each other, and how dual citizenship shapes contemporary American Indian/Native Nations’ citizenship and Tribal jurisdiction. The student is expected to:
- (A) describe how American Indian/Native Nations have multiple citizenships within Tribal Nations and the United States;
 - (B) explain dual citizenship among American Indian/Native Nations through congressional laws, Supreme Court decisions, and presidential action;
 - (C) compare the impact of voluntary participation by American Indian/Native peoples in the U.S. military on American Indian/Native citizenship before and after World War I, including the role of code talkers;
 - (D) describe the role of the Bureau of Indian Affairs in determining Tribal Nation citizenship and Indian Census Rolls, including the use of Certificate of Degree of Indian Blood (CDIB) and Tribal enrollment cards; and
 - (E) explain how detribalization, non-enrollment, and disenrollment from American Indian/Native Nations impact Tribal Nation sovereignty, Tribal Nation citizenship and dual citizenship.
- (9) Citizenship. The student understands the challenges faced by contemporary American Indian/Native Nations in Texas regarding citizenship over time. The student is expected to:
- (A) describe the challenges faced by the Carrizo-Comecrudo, Lipan Apache Tribe of Texas, Miakan-Garza Band of Coahuiltecan, Tap Pilam Coahuiltecan Nation, and the Texas Band of Yaqui Indians in achieving state or federal recognition; and
 - (B) describe how the establishment of the Commission for Indian Affairs in Texas in 1965 and its termination in 1989 impacted Tribal sovereignty.
- (10) Economics. The student understands American Indian/Native peoples’ labor force participation, resource management, and the economic contributions of the American Indian/Native people. The student is expected to:

- (A) examine the value systems of economic wealth, interdependence, success, and land for American Indian/Native Nations;
 - (B) analyze assumptions about American Indian/Native people receiving financial assistance such as government checks, free college, exemptions from paying taxes, per capita payments, and casino distributions; and
 - (C) identify how economic endeavors such as entrepreneurship, gaming, arts, tourism, and food industries have fostered resiliency and survivance of American Indian/Native cultures.
- (11) Science, Technology, and Society. The student explores how American Indian/Native viewpoints, philosophies, and achievements in interdisciplinary science and technology fields have shaped history and STEM thinking. The student is expected to:
- (A) analyze how knowledge of plant medicines and their uses has influenced modern health interventions;
 - (B) describe how traditional seed keeping and growing techniques support foodways and protection of the community environment;
 - (C) analyze practices of intergenerational biodiversity management such as cultural land burning, selective animal domestication, agroforestry, and "nose-to-tail" practices;
 - (D) describe how traditional star knowledge and related activities, including archeoastronomy, navigation, agriculture, calendars, and the concept of time, influence American Indian/Native lifeways;
 - (E) describe the impact of Indigenous inventions such as syringes, kayaks, snow goggles, hammocks, and rubber on life across the Americas;
 - (F) describe the impact of Indigenous engineering, infrastructure, and architecture such as canals and aqueduct planning, cable suspension bridge design, water filters, buildings, and metal works on life across the Americas;
 - (G) use primary sources to describe American Indian/Native communication systems, including Plains sign language, wampum, Texas petroglyphs, wiigwaassabakoon (birch bark scrolls), and totem poles; and
 - (H) describe the field of Indigenous sciences and how evidence of interconnections in the natural world is collected through interdisciplinary observation practices.
- (12) Science, Technology, and Society. The student identifies American Indian/Native organizations and individuals who have contributed to science and technology developments. The student is expected to:
- (A) describe the scientific and technological contributions of individuals such as John Herrington, Jennifer McLoud-Mann, Thomas David Petite, and Susan La Flesche Picotte; and
 - (B) describe the scientific and technological contributions of the American Indian Science and Engineering Society (AISES) and Society for the Advancement of Chicanx and Native Americans in Science (SACNAS).
- (13) History. The People, 1000-1492. The student understands the existing cultures, contributions, and impacts of The Peoples during the height of civilizations from 1000-1492 throughout what is now North America. The student is expected to:
- (A) analyze the social and political development of complex civilizations such as Ancestral Puebloan, Mississippian, Adena, Chinook, and the Haudensaunee Confederacy; and

- (B) describe how intertribal relations and expansive trade routes impacted Ancestral Puebloan societies, early and middle Mississippian development, and the Haudenosaunee (Iroquois) Confederacy.
- (14) History. First Encounters, 1492-1607. The student understands how European contact and colonization occurred as a series of first encounters and how they impacted American Indians/Native Nations from 1492-1607. The student is expected to:
- (A) analyze American Indian/Native Nations' first contact, including the Arawak (Taíno), Bodewadmi (Potawatomi), Inuit, Karankawa nations', Ndé (Apache), Pueblo nations', and Tsalagi (Cherokee) nations' first contact, with Europeans between 1492- 1607;
 - (B) analyze the Papal Bulls of the Doctrine of Discovery and the 1512 Spanish Laws of Burgos and their impact on Native Nations; and
 - (C) analyze the impacts of explorers' narratives on European perspectives of American Indian/Native peoples and the U.S. origin story.
- (15) History. Conflict & Resistance, 1607-1763. The student understands how the continuation of European contact and colonization impacted American Indians/Native Nations from 1607-1763. The student is expected to:
- (A) analyze the impacts of the literary trope of "Noble Savage" that emerged between 1607-1763;
 - (B) analyze American Indian/Native Nations' first contact with Europeans, including the Apsaalooke (Crow), Caddo, Kiikaapoo (Kickapoo), Lakota, Nɛmɛnɛɛ (Comanche) Tickenwatic (Tonkawa), Unangaġ (Aleut), and Wampanoag first contacts, between 1607- 1763;
 - (C) analyze American Indian/Native perspectives of the treaties and doctrines from European nations such as The Pilgrim-Wampanoag Peace Treaty 1621, Treaty of Easton 1758, and the encomienda system;
 - (D) identify the historical motivations that introduced the European concept of blood quantum from the Indian Blood Law of 1705;
 - (E) explain how factors, including the establishment of the Jamestown colony, the arrival of French Jesuit Priests, the French fur trade, the development of Spanish missions, the Pueblo Revolt, and the Proclamation of 1763, impacted individual American Indian/Native Nations;
 - (F) analyze the role of American Indian/Native Nations in the French and Indian War; and
 - (G) describe the significance of American Indian/Native individuals such as Angelina, Massasoit Sachem, Matoaka, Po'pay, Tisquantum, and Wahunsenacawh.
- (16) History. New Challenges & End of Treaties, 1763-1871. The student understands how continued first encounters and new challenges, unfulfilled treaties, and the end of treaty writing impacted American Indian/Native Nations from 1763-1871. The student is expected to:
- (A) analyze American Indian/Native Nations' first contact with Europeans between 1763- 1871, including the Chinook, Gwich'in, Newe (Shoshone), Niimiipuu (Nez Perce), and Olekwo'l (Yurok) first contacts;
 - (B) analyze American Indian/Native perspectives of treaties and acts such as the Treaty of Paris (1763 and 1783); the Northwest Ordinance (1787), Indian Removal Acts, and the Indian Appropriations Act (1871);

- (C) compare the impact of Article 1, Section 8 of the U.S. Constitution regarding Congressional power over American Indian/Native Nations to the ideals of liberty described in the Declaration of Independence for American Indian/Native Nations;
 - (D) analyze American Indian/Native Nations' perspectives of events of westward expansion, including Grant's Peace Policy, Stephen F. Austin's Karankawa extermination policy, the U.S.-Mexican War, and the creation of Indian Mission Schools;
 - (E) describe how intertribal relations changed and adapted during the development of the United States and westward expansion, including alliances with other countries;
 - (F) describe the impact of the creation of reservations and relocations on American Indian/Native Nations;
 - (G) analyze the impacts of the captivity narrative genre used in texts and media that emerged during westward expansion; and
 - (H) describe the contributions of significant American Indian/Native individuals such as Chief Pontiac, Black Hawk, John Ross, Mangas Coloradas, Sacagawea, and Tecumseh.
- (17) History. Sovereignty Challenged, 1871-1924. The student understands how American Indian/Native sovereignty was challenged when the federal government ceased recognition of individual nations within the United States as independent nations in 1871. The student is expected to:
- (A) analyze American Indian/Native perspectives of U.S. assimilation policies, including Indian boarding schools, the Dawes Act of 1887, and the Indian Citizenship Act 1924;
 - (B) explain how notable events, including the Apache Wars through 1924, the Battle of Greasy Grass (Battle of Little Bighorn), Col. Ranald MacKenzie's campaign against the ʔeh'pai Ndé (Lipan Apache) in 1873, and the Wounded Knee Massacre 1890, impacted American Indian/Native Nations;
 - (C) use primary sources to describe the historic and persisting cultural trope of the "Vanishing Indian" that emerged during the period of westward expansion; and
 - (D) describe the contributions of significant American Indian/Native individuals such as Buffalo Calf Road Woman, Chief Joseph, Cochise, Lozen, Pretty Nose, Quanah Parker, Red Cloud, and Wavoka.
- (18) History. Assimilation and Adaptation, 1924-1968. The student understands how assimilation and adaptation impacted American Indian/Native Nations. The student is expected to:
- (A) explain the U.S. political and legal shifts that impacted sovereignty rights of American Indian/Native Nations;
 - (B) analyze American Indian/Native perspectives of U.S. policies, including the Meriam Report of 1928, Indian Reorganization Act of 1934, Kansas Act of 1940, Indian Relocation Act of 1956, Voting Rights Act of 1965, House Concurrent Resolution 108, and termination acts;
 - (C) explain American Indian/Native Nations' responses to U.S. policies, including Fish Wars, American Indian/Native civil rights movements, and environmental advocacy;
 - (D) describe the cultural contributions of significant American Indian/Native individuals such as Black Elk, Chief Plenty Coups, Ira Hayes, Ki He Kah Stah Tsa (Maria TallChief), Wahle-ǫpa (Marjorie TallChief), and Zitkála-Šá (Gertrude Bonnin); and

- (E) describe the contributions of significant groups and societies, including National Congress of American Indians (NCAI) 1944, National Indian Youth Council 1961, and Code Talkers of World War I and World War II.
- (19) History. Self-Determination and Tribal Sovereignty, 1968-present. The student understands American Indian/Native efforts for self-determination and Tribal sovereignty. The student is expected to:
- (A) explain how modern diplomatic efforts and activism of American Indian/Native Nations impacted U.S. Federal Indian Policy, including Indian Civil Rights Act 1968, Indian Child Welfare Act 1978, American Indian Religious Freedom Act 1978, Indian Gaming Regulatory Act 1988, Native American Language Act 1990, and Voter ID Law 2016;
 - (B) explain American Indian/Native resistance and self-determination efforts such as sovereignty rights, ceremonial rights, land rights, water and resource rights, and boundary rights;
 - (C) describe the contributions of significant American Indian/Native individuals such as Adriell Arocha, Vine Deloria, Jr., Louise Erdrich, Allan Houser, Steven Paul Judd, Wilma Mankiller, Russell Means, N. Scott Momaday, Pascal C. Poolaw Sr., Wendy Red Star, and Matika Wilbur;
 - (D) identify ways American Indian/Native Nations protect their concepts of Tribal citizenship enrollment and sovereign constitutions;
 - (E) explain the expressions of sovereignty and revitalization of cultures, including Indigenous Peoples Day, American Indian Heritage Day in Texas (83R HB 174), contesting the use of Native mascots in sports, and accurate representations in the media and arts;
 - (F) analyze how collaborating with American Indian/Native peoples in research projects helps to protect Indigenous data and cultural sovereignty and produces more comprehensive and reliable research; and
 - (G) compare contemporary American Indian/Native urban communities, rural communities, Tribal communities, and reservation communities.
- (20) Social Studies Skills. The student understands how social scientists use inquiry and sources to interpret the past and present and apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) analyze primary and secondary sources such as maps, graphs, speeches, oral histories, political cartoons, and authentic objects to acquire information to answer historical and current questions;
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - (C) apply the process of inquiry to research, interpret, and use multiple types of sources of evidence;
 - (D) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;
 - (E) identify bias and support with evidence a point of view on a social studies issue or event; and

- (F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.

Recommended Resources and Materials:

Sources should reflect American Indian/Native voices. The use of a variety of rich primary and secondary sources in materials such as oral histories, speakers, biographies, autobiographies, landmark cases of the U.S. Supreme Court and other courts, novels, speeches, letters, diaries, poetry, songs, film, and the arts are encouraged. Resources are available from American Indian/Native American/Tribal museums and cultural centers, Nation/Tribal websites, historical sites, presidential libraries, local and state preservation societies, and American Indian/Native authors.

The following are intended to be resources to pull content from, as there is not a Native Studies high school textbook available.

Treuer, Anton. *Atlas of Indian Nations*. Washington, DC: National Geographic Partners, LLC. (2013).

Recommended Course Activities:

Students may utilize Native-centered resources provided by the teacher, including primary and secondary sources such as books, periodicals, journals, documents, oral histories, and other media to explore the American Indian/Native experience in North America, focusing on the United States, Texas, and occasionally Canada.

Students may research topics and/or answer driving questions by analyzing sources, summarizing their findings, and presenting their research to peers through written pieces, displays, and digital media.

In addition, instructors may wish to incorporate optional community-based experiences into the course, such as visits to American Indian/Native public events, guest speakers, interviews, and exploring local sites of historical significance.

Suggested methods for evaluating student outcomes:

- Written and/or digitally created products, such as annotated maps; letters to journalists, authors, or community members; interviews or documentaries; research reports; interactive notebooks
- Presentations of group research projects and other in-class presentations
- In-class formal assessments, including objective tests, quizzes, and written responses to selected articles
- Literature and non-fiction book reviews
- Teacher observations
- Evidence of authentic learning from attending public American Indian/Native Community programs or in class speakers

Teacher qualifications:

Certified Secondary Social Studies, including Composite and History

- History, Grades 6-12;
- History, Grades 7-12;

- History, Grades 8-12;
- Social Studies, Grades 7-12; or
- Social Studies, Grades 8-12

Additional information:

There are no required trainings for American Indian/Native Studies.

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: 2025-2026 School Year Meal Prices

Submitted by: Dr. Thurston Lamb, Deputy Superintendent of Operations

Approved for Transmittal:



Board Meeting Date: 10/16/2025

Recommendation:

The Administration recommends that the Board of Trustees increase lunch meal prices by 10 cents. Elementary lunch, which is currently \$2.90, would go to \$3.00 for the 2025-2026 School Year. Secondary lunch, which is currently \$3.00, would go to \$3.10 for 2025-2026 School Year.

Rationale:

The Texas Department of Agriculture requires a yearly review of the student paid meal price using a tool called the Price Lunch Equity tool (PLE) that yields the minimum amount that a school district must raise the average lunch price to meet the requirement. The district's current unrounded, weighted average paid meal price is \$2.96, which is \$1.04 below the federal weighted average. The law allows for a district to increase meal prices by a *minimum* of \$0.10 each year to work toward closing the federal weighted average gap. If districts choose to only increase by the minimum, a shortfall credit to meet the total price increase will be carried into the next year. That amount would be \$0.94. Continuing to increase by the minimum and adding to the shortfall amount carried year-over-year may result in a future finding in a TDA audit as meal prices would be too far behind the required average paid meal price.

Budget Information:

Federal Funds

Board Policy Reference and Compliance:

COB(LEGAL)

Grand Prairie ISD Board of Trustees

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Information

Action

Consent

Topic: 2025 - 2026 House Bill 3 (HB 3) Goals and District Improvement (DIP) and Campus Improvement Plans (CIP)

Submitted by: Dr. Tamela Horton, Deputy Superintendent of Academics

Approved for Transmittal: 

Board Meeting Date: 10/16/2025

Recommendation:

The Administration recommends that the Board approve the updated HB3 goals and DIP/CIP Performance Objectives.

Rationale:

HB3 requires the Board annually adopt goals for improving student outcomes in early childhood literacy and mathematics, as well as college, career and military readiness (CCMR). Additionally, BQ - Legal requires the Board to annually adopt DIP and CIP performance objectives. This discussion will provide revised HB 3, DIP and CIP targets pertaining to student outcomes for the Board to consider for adoption for the 2025 - 2026 school year.

Budget Information:

Local and Federal Funds

Board Policy Reference and Compliance:

Grand Prairie ISD Board of Trustees

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Action

Consent

Topic: Year At a Glance Board Instructional Calendar

Submitted by: Dr. Tamela Horton, Deputy Superintendent of Academics

Approved for Transmittal:



Board Meeting Date 10/16/2025

Recommendation:

The Year At a Glance Board Instructional Calendar will provide an overview of planned instructional presentations for the 25 – 26 school year.

Rationale:

The Year at a Glance Board Instructional Calendar will support engagement around instructional programming, data sources and their alignment to attainment of the Board goals.

Budget Information:

N/A

Board Policy Reference and Compliance:

N/A