



**Agenda of Regular Meeting
SCHOOL BOARD
LA JOYA INDEPENDENT SCHOOL DISTRICT**

A Regular Meeting of the School Board of **LA JOYA INDEPENDENT SCHOOL DISTRICT** will be held on **Wednesday, June 3, 2026, beginning at 6:00 PM**, in the Staff Development Center Board Room at Nellie Schunior Administration Building, 200 W. Expwy 83, La Joya, TX 78560. A quorum of the Board and the presiding officer will be present at this location. Any Board members participating by videoconference will be in accordance with Section 551.127 of the Texas Government Code.

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

1. CALL MEETING TO ORDER - (Other)

2. ROLL CALL & DECLARE QUORUM - (Other)

3. PLEDGE OF ALLEGIANCE, Julian Alvarez III, School Board President - (Other)

4. PUBLIC COMMENTS - (Synergy and Teamwork or Other)

5. STAFF RECOGNITION(S) - (Vision and Goals)

5.1. Recognition of Manuel "Ricky" Garcia, Head Baseball Coach at Palmview High School, and Guadalupe "Wally" Barrera, Head Baseball Coach at La Joya High School, for their Successful 2025-2026 Baseball Season. In addition, Recognition of Coach Manuel "Ricky" Garcia for his Retirement and 35 Years of Dedicated Service to Education and Athletics, *presented by Mr. José Peña, Executive Director of Athletics*

6. LONE STAR GOVERNANCE - (Progress and Accountability)

6.1. EOY MAP Results, Reading & Math (GPMs for Goals 1, 2 & 3), *presented by Dr. Derek Little, Chief of Academics & School Leadership*

6.2. Lone Star Governance Time Use Tracker Report - May 20, 2026, *presented by Mr. Celso Gomez Jr., School Board Secretary*

7. CONSENT AGENDA ITEM(S) - (Systems and Processes)

To promote efficient meetings, the Board may act on more than one item by a single vote through the use of a consent agenda. The consent agenda shall be comprised of items specified in this Section for which the Superintendent anticipates no board deliberation prior to action being taken on the item and for which the Superintendent recommends

approval. At the request of any member of the School Board, any item on the consent agenda shall be removed from the consent agenda and given individual deliberation and action. Requests for the removal of an item from the consent agenda are to be made to the presiding officer at the time that the consent agenda is up for consideration.

7.1. Academics & School Leadership:

7.1.1. Approval of In-Kind Donation of Disney Musicals in School Stage Connect Award

7.1.2. Approval of the Interlocal Agreement Between South Texas College and La Joya Independent School District for the Dual Credit Programs

7.2. Approval of Minutes:

7.2.1. Budget Workshop and Regular Meeting May 20, 2026

7.3. Business, Finance & Administrative Services:

7.3.1. Approval of April 2026 Tax Collector's Report

7.3.2. Approval of Phase IV - Financial Audit Services RFQ #2025-12

7.4. Lone Star Governance:

7.4.1. Approval of Report on EOY MAP Results, Reading & Math (GPMs for Goals 1, 2, & 3)

7.4.2. Approval of the Lone Star Governance Time Use Tracker Report - May 20, 2026

8. CLOSED SESSION - (*Synergy and Teamwork*)

Closed Meeting will be held for the purposes authorized by the Texas Open Meetings Act, Texas Government Code Sections 551.001, 551.071, 551.072, 551.074, 551.076, 551.129, and 551.0821 et seq. concerning any and all purposes permitted by the Act, including but not limited to the sections and purposes listed below.

8.1. Consultation with the Board's Attorney. (Texas Government Code 551.071: For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; and Texas Government Code 551.129: For the purpose of a private consultation with the Board's attorney by telephone conference call.)

8.2. Discuss Personnel Matters and Board and Superintendent Duties. (Texas Government Code 551.074: For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee, including Board Operating Procedures and Self-Assessment.)

8.3. Discuss Property Matters. (Texas Government Code 551.072: For the purpose of discussing the purchase, exchange, lease, or value of real property if deliberation in an

open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.)

8.4. Discussion of Intruder Detection Audit Findings. (Texas Government Code 551.076: To consider the deployment, or specific occasions for implementation, of security personnel or devices; or a security audit.)

8.5. Personally Identifiable Information About Public School Students. (Texas Government Code 551.0821: For the purpose of deliberating a matter regarding a public-school student, if personally identifiable information about the student will necessarily be revealed.)

8.6. Pursuant to Texas Government Code Sections 551.071 and 551.074: Deliberate and consult with legal counsel regarding administration's recommended contract actions, including recommendation to finalize nonrenewal of term contracts.

8.7. Pursuant to Texas Government Code Sections 551.071 and 551.074: Hear Level Three employees' grievance appeal and deliberate with legal counsel regarding same.

9. RECONVENE IN OPEN SESSION - (*Systems and Processes*)

10. ACTION & DISCUSSION ITEM(S) - (*Systems and Processes*)

10.1. Approval of Comprehensive School Performance and Capacity Building Partnership CSP #2025-83 - Extension, *Item Lead: Dr. Derek Little, Chief of Academics & School Leadership*

10.2. Consider and Take Possible Action to Nonrenew Term Contracts, *Item Lead: Dr. Derek Little, Chief of Academics & School Leadership*

10.3. Consider and Take Possible Action Concerning Level Three Employee Grievance Appeal, *Item Lead: Dr. Derek Little, Chief of Academics & School Leadership*

11. CALENDAR - (*Other*)

11.1. June 17, 2026: Regular Board Meeting

11.2. June 1-25, 2026: Summer Hours for Central Office Administration Staff (226 Days), working hours from 7:00 a.m. to 6:00 p.m., Monday through Thursday, and Friday off

12. SCHOOL BOARD MEMBERS AND SUPERINTENDENT REMARKS - (*Other*)

13. ADJOURNMENT - (*Synergy and Teamwork*)



Dr. Marcey Sorensen
Superintendent of Schools

Posted: May 28, 2026

By: Mari Elizondo @ 2:30 p.m.



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: June 3, 2026

Strategic Priority: Priority 1 - Excellence in Leadership

Agenda Category: Staff Recognition

Item Title : Recognition of Manuel "Ricky" Garcia, Head Baseball Coach at Palmview High School, and Guadalupe "Wally" Barrera, Head Baseball Coach at La Joya High School, for their successful 2025–2026 Baseball Season. In addition, Recognition of Coach Manuel "Ricky" Garcia for his retirement and 35 years of dedicated service to Education and Athletics

BACKGROUND:

Recognition of Palmview High School Baseball Coach Manuel "Ricky" Garcia and La Joya High School Baseball Coach Guadalupe "Wally" Barrera

RATIONALE:

Recognition of Manuel "Ricky" Garcia, Head Baseball Coach at Palmview High School, and Guadalupe "Wally" Barrera, Head Baseball Coach at La Joya High School, for their successful 2025–2026 Baseball Season and Accomplishment of Regional Semi-finalists Play-off run. In addition, Recognition of Coach Manuel "Ricky" Garcia for his retirement and 35 years of dedicated service to Education and Athletics.

BUDGET:

| | | |
|------------------------------------|--|----------------------|
| Cost N/A | Funding Source N/A | Vendor N/A |
| Purchasing Mechanism N/A | Additional Documentation N/A | |

RECOMMENDATION:

Click or tap here to enter text.

Initiated by:



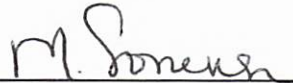
Jose Peña, Executive Director of Athletics

Approved for Submission
to the Board of Education:

Reviewed by:



Dr. Derek Little, Chief of Academics & School Leadership



Dr. Marcey Sorensen
Superintendent of Schools

BF&AS

Reviewed by:

Click or tap here to enter text.

Executive
Cabinet

Review by:



Dr. Derek Little, Chief of Academics & School Leadership



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: June 3, 2026

Strategic Priority: Priority 5 - Operational Excellence and Financial Stability

Agenda Category: Consent Item

Item Title: Approval of In-Kind Donation of Disney Musicals in School Stage Connect Award

BACKGROUND:

Approval of In-Kind Donation of Disney Musicals in School Stage Connect Award for the music program at Evangelina Garza Elementary.

RATIONALE:

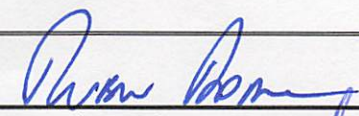
Evangelina Garza Elementary has been selected to receive an in-kind donation of Disney Musicals in School Stage Connect Award for the music program.

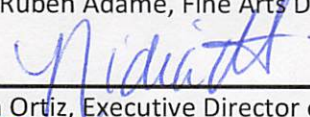
BUDGET:

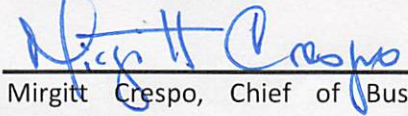
| | | |
|------------------------------------|--|----------------------|
| Cost N/A | Funding Source N/A | Vendor N/A |
| Purchasing Mechanism N/A | Additional Documentation La Joya ISD Gifts and Donations Questionnaire | |

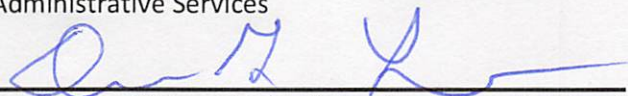
RECOMMENDATION:

Approval.

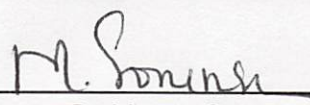
Initiated by: 
Jose Ruben Adame, Fine Arts Director

Reviewed by: 
Nidia Ortiz, Executive Director of School Leadership

BF&AS Reviewed by: 
Mirgitt Crespo, Chief of Business, Finance & Administrative Services

Executive Cabinet Review by: 
Dr. Derek Little, Chief of Academics and School Leadership

**Approved for Submission
to the Board of Education:**


Dr. Marcey Sorensen
Superintendent of Schools

La Joya Independent School District Gifts and Donations Questionnaire

Purpose:

This form is to document and evaluate gifts or donations to the District to ensure compliance with Board policy, state and federal law, and alignment with the District's educational goals.

School Year: 2025 - 2026

Campus/Dept: Evangalina Garza Elementary

Section 1: Donor Information

Donor Name: Disney Musicals

Organization (if applicable): Disney

Contact Information: _____

Phone / Email: _____

Section 2: Gift/Donation Details

Description of Gift/Donation: Disney Musicals in Schools Stage Connect Award

Quantity: 1

Estimated Cost or Market Value: \$ N/A

Type of Gift:

General Asset

Capital Asset

Real Property

Monetary Donation

Other: In-Kind Donation

Purpose or Intended Use (if specified by donor):

Evangalina Garza Elementary Music Program

Is the gift conditional? Yes No

If yes, describe the conditions: _____

Section 3: Alignment with District Criteria

Before acceptance, please consider the following (check all that apply):

- Gift aligns with the District's educational philosophy, goals, and objectives
- Gift places no undue restrictions on a campus or District program
- Gift will not create programs the District cannot sustain financially
- Gift will not result in ongoing or ancillary costs for the District
- Gift does not require additional personnel
- Gift does not imply endorsement of a specific business or product
- Gift will not create inequitable funding, equipment, or resources among schools
- Gift does not obligate the District or a campus to specific actions
- Gift does not affect the physical structure or require extensive maintenance

If any of the above are unchecked, please explain:

Section 4: Solicitation Information (if applicable)

Was this gift solicited on behalf of the District? Yes No

Method of Solicitation: In-person Web-based Other: _____

Approval obtained from supervisor for web-based solicitations? Yes No N/A

Section 5: Approval and Acceptance

Recommended for Acceptance by Superintendent: Yes No

Superintendent Comments:

Board Approval Required (if \$2,500+, conditional, or real property): Yes No

Board Action: Approved Denied

Board Comments:

Signatures:

Employee/Staff Submitting Form:  Date: 5/21/26

Supervisor:  Date: 5/21/26

Superintendent/Designee:  Date: 5/21/26

Board Approval (if required): _____ Date: _____



Disney MUSICALS IN SCHOOLS STAGE CONNECT

Congratulations!

We have selected Evangelina Garza Elementary to participate in Disney Musicals in Schools: Stage Connect! Choosing 200 schools was a difficult task; after weighing various factors, our selection committee feels the school team and students at your school will be an excellent fit for this program and will embark on a long tradition of theatre education. As per your application, you will be participating in Cohort A (September – March).

Please read this email thoroughly as it contains a great deal of information and important next steps. This email is being sent to the Point of Contact and School Principal; we recommend forwarding it to your full team.

YOUR SCHOOL WILL RECEIVE:

- Free performance rights (valid for one year) to a Disney KIDS musical of your team's choice.
- Free ShowKit materials, including a director's guide, student scripts, accompaniment and rehearsal tracks, choreography videos, and cross-curricular activities.
- Free access to Stage Connect, the Disney Musicals in Schools online teacher training program, for up to six teachers/staff.
- Free access to live workshop opportunities such as webinars and custom mentorship.

YOU WILL BE EXPECTED TO:

During our selection process we felt sure this program would excel at your school. **We expect the following of all participating schools, all of which you agree to by completing the Program Acceptance Form and accepting the above license, materials, and support:**

- Produce a Disney KIDS musical involving between 15 - 60 3rd - 5th graders (6th graders may participate in elementary schools that include 6th grade).
 - Please note that participation in the production must be free to all students—schools may not charge a participation fee.
- Maintain a School Team comprising at least 3 teachers and staff, who will complete all assigned Stage Connect course work, participate in 1 meeting per month, co-lead every rehearsal, and oversee the program from beginning to end.
- Commit to a minimum of 45 hours of out-of-school-time rehearsal during the months of October through February. We recommend two 90-minute rehearsals per week, for 15 weeks, but other approaches can be successful.

- Provide space, time, materials, and resources for students and the School Team to rehearse and prepare for the musical production.
- Participate in timely correspondence with the Stage Connect support team as requested.
- Hold a minimum of one public performance of the musical in the Late February - Mid March range. The final run time of Disney KIDS musicals is 30-45 minutes.
- Manage the distribution and collection of media releases for applicable filming or photography sessions Disney Theatrical Group coordinates following confirmation of participation in such events.

NEXT STEPS:

Prior to June 5, please complete the following steps:

1. Gather your team for a meeting to discuss and determine select your show
 1. Watch the [Selecting Your Show](#) video (~4 minutes).
 2. Watch the [KIDS Show Preview](#) video (~11 minutes).
 3. Review [this chart](#) to help find the show that fits your students best.
2. Once you've decided as a team, one person should complete [this form](#) by [Friday, June 5](#).

If you have trouble opening this site on your school's network, please open the link in an incognito browser.

We will be gathering the following information as part of this survey:

- o Your school's formal acceptance of your spot in Disney Musicals in Schools: Stage Connect!
 - If you cannot accept your spot in the program, please email dtg.stageconnect@disney.com with your school name as the subject line.
 - o Confirmation of your cohort and school details.
 - o Your selected show.
 - o The name and contact information of the team member who will be the primary holder of your schools' MyMTI account. MTI (Music Theater International) is the licensing agent for Disney KIDS shows, through which you will receive your ShowKit materials.
3. Know that more details will come at the end of summer!
 1. We will hold mandatory virtual orientations in August for your team to meet the Disney Theatrical Group staff, get to know the learning platform you will be working in, license your show and ask preliminary questions about the program.
 2. If you have questions or needs prior to Orientation, please reach out directly to dtg.stageconnect@disney.com and include your school name and as much detail as possible about your question or support request.

PLEASE NOTE:

You are welcome to share the exciting news of your acceptance with your school community and on social media, but we ask that you hold off on contacting any press. We'll address protocols for doing so at orientation. If you choose to share the news on social media, please use the hashtag: #DisneyMusicalsInSchools and tag Disney handles: @DisneyOnBroadway and @Disney.

Congratulations again on being selected for Disney Musicals in Schools: Stage Connect! We look forward to working with you!

All the best,



Education Staff

Email: dtg.stageconnect@disney.com

Direct: 929-349-7133



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: June 3, 2026

Strategic Priority: Priority 2 - Empowered Graduates

Agenda Category: Consent Item

Item Title: Approval of the Interlocal Agreement Between South Texas College and La Joya Independent School District for the Dual Credit Program

BACKGROUND:

This is a yearly agreement between South Texas College and La Joya Independent School District to provide Dual Credit Programs as Required by the Texas Higher Education Coordinating Board

RATIONALE:

The purpose of the interlocal agreement is to outline the dual credit program participation roles and responsibilities of South Texas College and La Joya Independent School District. This agreement shall be in effect from August 18, 2026 to August 18, 2027.

BUDGET:

| | | |
|--|--|---|
| Cost N/A | Funding Source As noted by Exhibit A of this agreement | Vendor South Texas College |
| Purchasing Mechanism 196/ CCMR Funds 152/ Local CTE Funds | | Additional Documentation MOU Attached |

RECOMMENDATION:

Approval

Initiated by: Melinda Flores
Melinda Flores, Executive Director of College and Career Success

Reviewed by: Anna Marie Candelario
Anna Marie Candelario, Deputy Chief of Academic Advancement & School Performance

BF&AS Reviewed by: Click or tap here to enter text.

Executive Cabinet Review by: Dr. Derek Little
Dr. Derek Little, Chief of Academics and School Leadership

Approved for Submission to the Board of Education:

Dr. Marcey Sorensen
Dr. Marcey Sorensen
Superintendent of Schools



Interlocal Agreement

South Texas College Dual Credit Programs

SOUTH TEXAS COLLEGE (herein called the “College”) and La Joya Independent School District (herein called the “School District”) enter into the following Interlocal Agreement (IA), and for the terms of which WITNESS THE FOLLOWING:

TERM

This IA shall be in effect from August 17, 2026 to August 17, 2027, and posted during this term on the College’s and School District’s respective internet websites.

OVERVIEW

The College is committed to serving the students and communities of South Texas through collaborative work with school districts in the College’s service area. A major initiative promoting a college-going and college graduation culture is the **South Texas College Dual Credit Programs**, which complies with the rules set forth by the State of Texas (TAC Title:19 Chapter 4, Subchapter D, Rule § 4.84) for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students; therefore,

1) IA PURPOSE

The purpose of this IA is to outline the roles and responsibilities of the College and the School District that participates in the Dual Credit Programs. This IA is the agreement that encompasses all programs and initiatives under the Dual Credit Programs as required by the Texas Higher Education Coordinating Board (THECB). A separate interlocal agreement is required by the Texas Education Agency for Early College High Schools and P-TECH Schools.

2) RECOGNITION OF HIGHER EDUCATION PARTNER

The School District, when reporting and publicizing high school *students’ completion* of dual credit **courses, degrees, or certificates**, will recognize South Texas College. Furthermore, when the School District advertises and/or publicizes, including but not limited to, designations, awards received, tuition saved, and articles written in social media, television commercials and print ads for dual credit, the School District will recognize South Texas College as its Higher Education partner. The following statement must be included in all the School District’s publications and/or advertisements in regard to the Dual Credit Programs:

“[ISD name] saves families hundreds of thousands of dollars in tuition and fees by collaborating with South Texas College, our Higher Education partner, to offer college credit hours and college certificates and degrees.”

In addition, the School District shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College’s ***Branding, Marketing, and Advertising Guidelines for South Texas College Dual Credit Programs*** at <https://admin.southtexascollege.edu/pr/dual-credit-marketing.html> (see Exhibit B for Sample Recognition). Failure to follow this provision will result in a non-compliance notification as stated in Section 12 of this document.

3) ACADEMIC POLICIES & PROCEDURES

Academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses and dual credit students. A degree plan with a defined sequence of courses will be available through Degree Works for all dual credit students.

a) Eligible Courses

Academic courses offered by the College for dual credit are developed based on the guidelines published in the Academic Course Guide Manual. Workforce courses are developed based on the guidelines published in the Workforce Education Course Manual. The College does not offer kinesiology, guided studies, competency-based or developmental courses for dual credit.

b) Faculty Qualification, Selection, Supervision, and Evaluation

The College has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called “Dual Credit Faculty”) to teach dual credit course(s). Each approved Dual Credit Faculty will be supervised by the College’s respective department chair or designee and be evaluated and monitored to ensure the quality of instruction and compliance with the College’s policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For a comprehensive view of the Faculty Credentials and Qualification, Selection, Supervision, and Evaluation process, refer to the *Dual Credit Programs Instructional and Quality Standards Manual*.

- i. The School District will collaborate with the College to ensure that the School District instructor applying to teach in the Dual Credit Programs meets the credential requirements as stated in the College’s *Board TASB Policy DBA— Employment Requirements and Restrictions: Credentials and Records* which includes the criteria used by the College to determine teaching eligibility.
- ii. The College will ensure that College Faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks.
- iii. School District faculty approved as Dual Credit Faculty must be cleared by the College’s Office of Human Resources to teach any dual credit courses.
- iv. Dual Credit Faculty will submit all required reporting documents such as rosters, learning outcome results, syllabi/section outlines, and grades by the deadlines set by the College.
- v. New Dual Credit Faculty approved for the upcoming academic year must satisfactorily complete the LMS Fundamentals and Academic Continuity Certifications offered through the College’s Digital Learning Department, prior to teaching dual credit courses.
- vi. College and Dual Credit Faculty teaching dual credit courses are required to check their class rosters during the first week of classes by accessing Starfish through JagNet to make sure that all students attending the class are enrolled in the dual credit course and are required to refer any students not on the roster to the appropriate School District counselor and the Dual Credit Scheduling and Enrollment Services Department. Any student not listed on the roster by the 12th day of class (Census Day) will not be enrolled in the dual credit course.
- vii. New Dual Credit Faculty approved for the upcoming academic year must satisfactorily complete the *DELTA Online Academy* course offered through the College’s Teaching and

Learning Center during the first semester teaching dual credit courses. Dual Credit Faculty not completing this Academy will not be allowed to continue teaching the following academic year. This Academy focuses on relevant College policies, procedures, resources, and faculty responsibilities, as well as on maintaining a college environment in the classroom. The *DELTA Online Academy* course includes required training on Title IX and related Texas laws, and covers topics including but not limited to mandatory reporting duties, sexual harassment under federal and state law, and prevention techniques.

- viii. The School District will allow release time from School District duties for all Dual Credit Faculty to attend required College departmental meetings, discipline and course-specific College professional development training, and the two Dual Credit professional development days organized by the College held on the Saturday before each full semester begins. The department chairs will provide the meeting schedule to the Dual Credit Faculty before the beginning of the semester so that the Dual Credit Faculty can coordinate their teaching responsibilities at the high school to attend the required department meetings.
- ix. The School District will allow release time from School District duties for all high school librarians to attend no more than two required library summits organized by the College and held on weekdays during the school year.
- x. College and Dual Credit Faculty teaching college-level courses are expected to communicate with students who need academic assistance and direct them to the appropriate College or School District support services. The College provides students access to college resources and support services at no cost.
- xi. The School District will forward any concerns regarding Dual Credit Faculty or College Faculty teaching the college-level course to the College Department Chair for investigation. To address and resolve the concerns, a meeting shall take place between the College Department Chair (and/or designee) and the School District Principal (and/or other designated high school administrator) to discuss the issues and reach a decision that is mutually agreeable.
- xii. The Dual Credit Faculty or College Faculty assigned to teach a dual credit course is charged with the duties and responsibilities as the instructor of record. In cases where the course is a Distance Learning course taught at the partner school, as stated in *Board TASB Policy EBA — Alternate Methods of Instruction: Distance Education*, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.
- xiii. Texas House Bill 3979 and Senate Bill 3 (87th Legislature), **which relate to civic instruction and instruction policies in public schools in the state**, do not apply to community colleges or to dual credit students, as long as the curriculum being taught is the College's curriculum. This is the case even if the College curriculum is taught by a high school teacher in their capacity as a Dual Credit Faculty member.
- xiv. This IA recognizes the unique and sometimes challenging position of Dual Credit Faculty. Nevertheless, although Dual Credit Faculty are full-time employees of the School District where they teach College courses(s), Dual Credit Faculty shall follow all applicable College policies during dual credit instructional time. Accordingly, Dual Credit Faculty are

expected to fulfill their responsibilities as Dual Credit Faculty while also complying with the expectations and policies of their School District and Principal.

- xv. Expectations of Dual Credit Faculty when teaching a college-level course for the College:
- College-Level Course Work: The rigor of college-level coursework often requires additional time outside of class for students to meet course learning objectives and outcomes. Dual Credit Faculty should not decrease the amount of out-of-class work assigned to students enrolled in Dual Credit course(s).
 - Issuing of College Grade: Dual Credit Faculty should not inflate the college letter grade, which might differ from the high school numeric grade.
 - Contact Hours Pertaining to Dual Credit Students: Just as Dual Credit Faculty are expected to meet the required number of contact hours per semester, students enrolled in dual credit courses are required to maintain regular and punctual attendance in classes and laboratories. In accordance with *Board TASB Policy FC — Attendance*, the College shall develop and include in its official bulletins, catalogs, and other appropriate publications a statement regarding its policies and procedures for all excused absences. The student is responsible for communicating with faculty members concerning any absence. The student may be required to present evidence to support an absence, and make-up work for class absences will be permitted only as specified by the faculty in the course syllabus.
 - Dual Credit Faculty shall treat students equally and must not use unreasonable measures to help a particular student who, in the estimation of the Dual Credit Faculty member, is failing the course due to the student's classroom performance, lack of participation and/or excessive student absences.

c) Location, Facilities, Teaching Environment, and College Courses

Dual credit courses will be held at approved instructional sites in accordance with SACSCOC standards and College policies.

i. Facilities

The School District will work with the College to ensure that the School District's facilities meet the expectations and criteria required for college classes and are appropriate for college-level instruction by the first day of class including the following:

- School District will ensure that College Faculty and dual credit students have appropriate access to all available instructional facilities, resources, and essential technology;
- School District will permit access to the College's electronic learning resources and school library spaces when the course is taught at the School District;
- School District offering science or Career and Technical courses will meet all applicable laboratory safety standards and obtain and install all material/equipment required to meet such standards prior to the first-class day. School District will ensure proper maintenance of all lab material/equipment that is used for the College courses offered by the School District in a manner that complies with the College's program requirement; and
- School District will permit the College to perform safety audits and inspections in dual credit classrooms and laboratories.

ii. Teaching Environment

The School District will ensure that the classroom environment is conducive to college-level learning by:

- Designating a classroom for the dual credit classes;

- Displaying the signs provided by the College outside of the classroom that indicate “College Course is in Session”;
- Assuring no unnecessary interruptions take place in the College dual credit class while in session, such as removing dual credit students to participate in high school activities or making announcements except for official business or emergencies and minimizing interruptions for official announcements; and
- Enforcing the faculty members’ student attendance requirements as stated in the course syllabus and as supported by **Board TASB Policy FC — Attendance**.

iii. College Courses

Faculty teaching dual credit courses must use the College’s approved Learning Management System. The College maintains security measures to protect faculty and students while learning in an online environment. More detailed information on Dual Credit Programs - Distance Learning Security Measures can be accessed at the following link: <https://www.southtexascollege.edu/dual/dual-policies.html>.

iv. Course Delivery

The School District will ensure that all dual credit courses taught by Dual Credit Faculty are conducted through face-to-face instruction. Only in circumstances, when a State of Emergency is activated, may a Dual Credit Faculty be approved to conduct online instruction to adhere to the College’s Instructional Contingency Plan, using the College’s Learning Management System.

d) Course Curriculum, Instruction, and Grading

School Districts that participate in the Dual Credit Programs at the College will comply with procedures and guidelines as published in the **Dual Credit Programs Principal Agreement** and the **Dual Credit Programs Instructional and Quality Standards Manual**, including the following:

i. Academic Instructional Calendar

Dual credit classes will follow the College Academic Calendar. Exceptions may be arranged through collaboration between the College and the School District. When the requested exception involves the Final Exam Schedule for full semester classes, the College Department Chair and Division Dean will be involved in any decision. The College requires that the Division Dean approve any exception. Notification of conflicts between mandatory State testing and final exams must be made well in advance of final exams. College courses and exams should take reasonable priority over School District activities.

ii. Monitoring Instruction

The School District will work with the College to provide College personnel with opportunity to monitor the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, SACSCOC, and the School District.

iii. Books and Supplemental Materials

The School District will provide textbooks for each registered student, along with equipment, and supplemental materials required for the cohort (S sections) classes. The College will consider the use of free open educational resources or low-cost educational resources in courses offered under the program for the School District. College-approved textbooks purchased by the School District as required for a college course are allowed to be used for four (4) years. Chairs may request a change of textbooks earlier than four (4)

years, if the textbooks are for technology-based courses or with reasonable justification. Required textbooks and materials shall be available to each registered student on the first-class day. Exceptions must be discussed with the Associate Vice President of Dual Credit Programs and the Department Chair.

iv. Transportation

The School District will provide transportation to dual credit students in accordance with State law and School District rules and procedures. Students enrolled in dual credit courses at the College may be transported by the School District.

v. Grading Procedures

All Dual Credit Faculty will follow the College Grading System as stated in the College's **Board TASB Policy EGA — Academic Achievement: Grading and Credit**, as well as related procedures set forth by the College.

vi. Submission of College Grade

The primary responsibility for assigning College grades in a dual credit course belongs to the faculty member. Therefore, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain determinant. College and School District officials will not unreasonably interfere with the faculty member's authority to assign College grades. The final course grade submitted for the College will be a letter grade. A numeric grade based on a standard 100-point scale will be provided by STC Faculty, upon the School District's request. Such request must be submitted by the School District to the STC Faculty by the Friday before the beginning of the College's final exams week. The final course grade recorded for the College will be a letter grade and for the high school a numeric grade that may differ from the College letter grade.

vii. Grade Appeal

The School District will direct students to follow the College's Grade Appeal process. An electronic copy of these process may be accessed on the Academic Affairs Department webpage at the following link: https://academicaffairs.southtexascollege.edu/grade_appeals/

viii. Reporting Required: Critical Student Performance Information

The College has developed guidelines for sharing critical student performance information when needed for high school reporting.

STC Faculty

- Will only provide the School District with final course numeric grades, based on a standard 100-point scale upon the School District's request. Such requests must be submitted by the School District to the STC Faculty by the Friday before the beginning of the College's final exams week.
- Will not be required to submit a midterm course grade.
- Will provide the following Starfish Early Alert Surveys:
 - Fall 2026 and Spring 2027: First Week Attendance Verification, and two Progress Surveys (Weeks 5-6 & Weeks 11-12)
 - Summer 2027: First Week Attendance Verification, and one Progress Survey (Week 3)

Dual Credit Faculty

- Will comply with the guidelines relating to reporting requirements and responsibilities of the Dual Credit Faculty regarding parental inquiries, progress reports, and disciplinary matters which are found in the **Dual Credit**

Programs Instructional and Quality Standards Manual.

ix. Dual Credit Policies

This IA is subject to the following policies:

- i. ***Board TASB Policy GH- Relations with Schools and District***
- iii. ***Board TASB Policy EGA: Academic Achievement – Grading and Credit***
- iv. ***Board TASB FEA (Local) Financing Education – Financial Aid and Scholarships***

4) **STUDENT ENROLLMENT & SUPPORT SERVICES**

a) *Student Eligibility*

The College requires the School District to follow all College enrollment procedures and guidelines for dual credit students. All procedures and guidelines are outlined in the College's ***Dual Credit Programs Enrollment and Support Services Manual***. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link:

<https://www.southtexascollege.edu/dual/manuals.html>

All students must meet dual credit admissions and eligibility requirements as outlined by the THECB laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85, and as stated in the College's ***Board TASB Policy FB: Admissions***. The School District will work with the College to make certain that all dual credit students are enrolled by the first day of class to help ensure student success and to comply with the College Dual Credit Programs Admission and Registration Timeline. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link:

<https://www.southtexascollege.edu/dual/timelines.html>

High school students are eligible to participate in the Dual Credit Programs upon meeting the Texas Success Initiative (TSI) Assessment benchmark score requirements established by the THECB and the College dual credit course pre-requisites as published in the College's ***Dual Credit Programs Enrollment and Support Services Manual***.

Dual credit students must comply with the College's Academic Progress Standards as outlined in ***Board TASB Policy EGA: Academic Achievement – Grading and Credit*** and ***Board TASB FEA (Local) Financing Education – Financial Aid and Scholarships***.

b) *Collaboration and Outreach Efforts*

The College provides informational sessions for students and parents regarding dual credit opportunities, benefits, costs, and resources. Sessions are available throughout the academic year upon request by the School District. The College also disseminates the most current dual credit information regarding enrollment, resources, and requirements for the program on the College's dual credit website.

c) *Non-Degree Seeking*

Participating districts may choose to offer the non-degree seeking eligibility at high school sites. Dual credit students selecting the non-degree seeking major may enroll in up to 15 credit hours of dual credit courses without fulfilling Texas Success Initiative (TSI) standards. Non-degree seeking students may not enroll in more than two dual credit courses per semester. Additionally, non-degree seeking dual credit students are not eligible to enroll in Regular (Non-S) sections.

Districts are encouraged to establish and implement internal screening requirements, while also recommending courses from the designated instructional plan. Additionally, Dual Credit Programs advisors are required to meet with non-degree seeking students before they complete the maximum of 15 credit hours.

d) *Degree seeking Course Load*

Degree seeking dual credit students may not enroll in college-level courses until the Spring semester of their 9th grade, and are then limited to no more than two (2) dual credit courses for that semester from an approved list of recommended courses. All 10th grade students are limited to two (2) dual credit courses per Fall and Spring semester. All 11th and 12th grade students must not exceed four (4) dual credit courses per Fall and Spring semesters. Summer session enrollment is limited to two (2) dual credit courses for Summer Term I/III and two (2) dual credit courses for Summer Term II.

Dual credit students shall be limited to courses within their declared major and corresponding degree plan. Students may attempt a maximum of 68 credit hours, with the exception of students pursuing the Associate of Science in Mathematics, Associate of Science in Engineering and Associate of Science in Pre-Pharmacy. Course loads in excess of 68 credit hour maximum shall require approval by the Academic Affairs and Economic Development Division Designee.

Students who declare a major leading to a Career and Technical Education (CTE) certificate or associate degree may enroll in academic dual credit courses aligned with the Dual Credit Workforce General Core Table, subject to the dual credit course limitations per semester established in the College's *Dual Credit Programs Instructional and Quality Standards Manual*. The Dual Credit Programs is subject to all applicable College policies and procedures.

e) *Non-S Section Enrollment*

Students who want to enroll in non-dual credit section(s) must be approved by the Academic Affairs and Economic Development Division Designee. Students can only be enrolled into courses within their current declared major. Any student approved for enrollment in a non-dual credit section(s) will not be assessed the independent student tuition and fee rates based on the Board Approved Tuition & Fee Schedule. Dual credit students who do not receive approval to enroll in a non-dual credit section(s), may still enroll, but will be assessed the independent student tuition and fee based on the Board Approved Tuition & Fee table.

Non-S section requests for 10 or more students in the same course type during the same semester will require an "S" section to be created by the College. Criteria for "Non-S" section designation are available on the Dual Credit Programs website, which includes the eligibility of enrollment of only 11th and 12th graders.

f) *Student Composition of Class*

As outlined in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85, the School District may not enroll both dual credit and non-dual credit students in the same section unless the development of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

- i. If the course is required for completion under State Board of Education High School graduation requirements, and the School District is otherwise unable to offer such a course.
- ii. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

- iii. If the course is a career and technology/college workforce education course and the high school credit-only students are eligible to earn articulated college credits.

Dual Credit Sections

Dual credit sections assigned to an STC Faculty and/or Dual Credit Faculty must have a minimum of ten (10) students enrolled in Academic sections and seven (7) in Career Technical Education sections. Dual credit sections with fewer than the minimum enrollment will be canceled no later than the advertised semester deadline. Dual Credit Programs will work with the School District to determine options to combine dual credit courses with partnering School District's approval, if available.

g) *Advising*

The College and the School District offer college advising services for dual credit students and the College offers a College Advising Training Program for High School District Counselors.

The College offers advising services for dual credit students regarding transferability and applicability to baccalaureate degree plans of all college credits offered and earned.

During each semester, College staff works with eligible dual credit students to begin the admission process and advisement to ensure students are enrolled only into courses from declared majors as agreed upon with each partnering high school Instructional Plan. For non-degree seeking students, College staff will advise based on courses within the Core Curriculum, as established in the campus' Instructional Plan.

In active collaboration with the College, the School District shall take whatever actions deemed reasonably necessary by the College to fully comply with the advising mandates delineated in TX SB 25 (2019) and TX SB 1324 (2019), which collectively address measures public institutions of higher education must take to facilitate successful transfer, academic progress, and timely graduation through, among other things, the filing of degree plans at certain milestones and the publication of course sequences. The College and the School District shall also take necessary actions to ensure compliance with any and all advising requirements of TX SB 1277 (2021), including but not limited to designating at least one employee from either institution to provide academic advising to any student who enrolls in a dual credit course before beginning the course.

h) *Pathways Alignment*

The College provides a comprehensive guide to the alignment of High School endorsements, dual credit courses, post-secondary pathways, credentials at the institution, and industry certifications.

i) *Course Credit Establishment*

The College provides a procedure for establishing the course credits that may be earned under the Agreement, including developing a course equivalency crosswalk of identifying the number of high school and college credits that may be earned for each course completed through the program.

j) *Counseling and Student Accommodations*

The College and the School District will adhere to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

The School District will be responsible for implementing policies and procedures to enable students to identify disability needs and to provide academic accommodations for dual credit students. If the

class is taught at the high school by a Dual Credit Faculty, the School District's high school will be responsible for providing the academic accommodations. If the class is taught by STC Faculty at the high school, the College Counselor will coordinate academic accommodations with the high school's Special Education Counselor. Students are not eligible to receive and/or otherwise utilize Individual Education Plans (IEP's) in Dual Credit courses. All procedures and guidelines are outlined in the College *Dual Credit Programs Enrollment and Support Services Manual*.

k) *Student Complaints*

The College's Grievance and/or Complaint procedures for handling student complaints regarding college courses are applicable to all students, including those enrolled in dual credit courses. Dual credit students who would like to submit reports or complaints shall adhere to **Board TASB Policy FLD — Student Rights and Responsibilities: Student Complaints** and follow the relevant processes and procedures detailed in the College's *Student Handbook* and/or *Employee Handbook*, depending on whether the report or complaint relates to another College student or a College employee. Generally, students should report complaints relating to a Dual Credit course to the College. If the student chooses to report to the School District, the School District shall promptly report the matter to the College. The College shall be responsible for implementing the College's Grievance and/or Complaint procedures only if the College has jurisdiction to do so, including, but not limited to, jurisdiction over the educational program or activity, the complainant, and the respondent.

Student reports and complaints alleging sex-based discrimination, harassment, domestic violence, dating violence, stalking, or other sexual misconduct which targets a student in a Dual Credit course will be handled by the College in accordance with the policy and procedures outlined in **Board TASB Policy FFDA — Freedom from Discrimination, Harassment, and Retaliation: Sex and Sexual Violence**. A student may report a grievance or complaint at the following link: <https://www.southtexascollege.edu/report/index.html>.

l) *Student Conduct*

All students, including dual credit students, are subject to discipline and appropriate sanctions ranging from verbal or written warning to suspension and expulsion from the College and all related programming, under the College's *Student Handbook* and *Code of Student Conduct*. The *Code of Student Conduct* is an articulation of the College's commitment to maintaining an environment that recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. Procedures, including a list of violations, potential sanctions, and a list of individual rights for each student, are listed in the College's *Student Handbook*, Chapter 2, *Code of Student Conduct*. Dual credit students who receive a sanction of suspension or expulsion from the College must be removed from the college course and placed in a high school credit course or a traditional high school setting by the School District and, in accordance with Texas State law, shall have a transcript notation of suspension or expulsion placed on their official record. On request by the student, the College may remove the notation from the official transcript. Further, the College reserves the right to refer cases to the Behavioral Intervention Team for review and threat assessment. An electronic copy of this *Student Handbook* and *Code of Conduct* may be accessed on following link: https://www.southtexascollege.edu/pdf/student_code_of_conduct.pdf

To ensure the safety of dual credit students, access to South Texas College campuses is restricted to their designated South Texas College course schedules during high school hours, unless they are accessing approved college resources.

m) *Ombuds Services*

Ombuds Services may be requested or referred to providing confidential, informal, independent, and neutral dispute resolution services for members of the college. For more information, visit

<https://studentservices.southtexascollege.edu/srr/ombuds/index.html>

n) *Transcription of Credit*

The College and the School District will enter and record into their respective transcripts all credits earned for dual credit courses for both college credit and high school credit upon the student completion of the requirements each course.

o) *Commencement Ceremonies*

To become eligible to participate in the College Commencement Ceremonies held in May, December, or at such time determined by the Board of Trustees, dual credit students must be enrolled in all final coursework for their declared program and all coursework must be completed at the end of the semester of graduation. Dual Credit students who are eligible to participate cannot defer participation to a later Commencement Ceremony date, except when a State of Emergency is activated. The College Registrar is the Graduation Determination Official and has the final authority to determine dual credit eligibility for graduation and ceremony participation. Dual credit students must meet all graduation requirements as outlined in College Policy to be eligible for graduation and participation in the Commencement Ceremonies.

5) **FINANCIAL SUPPORT SERVICES**

a) *Faculty Stipend*

School District instructors approved by the College to be Dual Credit Faculty and approved to teach college level courses will be paid a stipend by the College per class, per semester, as outlined in the College ***Dual Credit Programs Instructional and Quality Standards Manual***.

b) *Tuition & Fees*

The School District will be charged tuition and fees as outlined in ***Exhibit A: Board Approved Dual Credit Students Sponsored by Partnering School Districts Tuition and Fees FY2026-2027***. The College's Board of Trustees reserves the right to adjust tuition and fees as deemed necessary during the year.

c) *Invoicing*

The College will invoice the School District that sponsors the student for the applicable charges, in accordance with the ***Board Approved Dual Credit Students Sponsored by Partnering School Districts Tuition and Fees FY 2026-2027***, as approved by the College Board of Trustees (see Exhibit A).

d) *Faculty Charges*

When the College provides the faculty for a dual credit course, including courses given via distance learning, the School District is responsible for the mileage and faculty cost as stipulated in the Dual Credit Course Agreement (DCCA). If the School District cancels a dual credit course with an assigned College Faculty after August 7, 2026 (Fall semester), January 8, 2027 (Spring semester), and May 21, 2027 (Summer I/II/III semester), a Late Dual Credit Section Cancellation Fee will be assessed.

This agreement is outlined in the ***Dual Credit Programs Instructional and Quality Standards Manual***. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: <https://www.southtexascollege.edu/dual/manuals.html>.

6) **DATA SHARING**

FERPA allows protected student data to be exchanged between the College and School District for students that are dually enrolled without requiring the consent of either the parents or the student under

§ 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the College disclosed. The College and the School District are expected to meet FERPA requirements to maintain the privacy of student data.

The School District agrees to provide directory information for all 11th and 12th grade students enrolled in the district for recruitment purposes. The School District will provide an electronic secure file to the Director of Valley Promise for Traditional students by the end of September. The file will include student names, school emails, home phone numbers, and home addresses.

The College will provide data reports to the School District via standard reports as per identified timelines. These reports have been developed in an effort to provide the required data in a timely manner to School Districts pursuant to this IA.

The School District shall provide a primary and secondary contact, at the District and at each high school, to receive data via a secure process from the College. These contacts will be responsible for distributing data securely within their assigned area and within FERPA guidelines. Any data received from the College shall not be shared outside the School District without prior authorization from the College.

The School District may request data outside of the scheduled report distribution schedule provided:

- An IA has been executed and is active between the School District and the College.
- The data request is submitted, at minimum, three (3) business days prior to the requested delivery date.

PLEASE NOTE: Requests are **NOT** guaranteed to be delivered by the requested delivery date and may be delayed depending on the data team's existing request volume. Requests will be prioritized depending on identified need.

The School District may submit an e-mail request for reports to: dcdatarequest@southtexascollege.edu.

Data Security and Breach Notification

Each party agrees to implement and maintain reasonable administrative, technical, and physical safeguards designed to protect the confidentiality, integrity, and availability of student education records and any other data shared pursuant to this IA, in compliance with FERPA, applicable Texas law, and each party's internal information security policies.

In the event either party becomes aware of an actual or reasonably suspected unauthorized access, acquisition, use, or disclosure of education records or other confidential data exchanged under this IA ("Data Breach"), the affected party shall notify the other party without unreasonable delay, and in no event later than **five (5) business days** after discovery of the Data Breach, unless a shorter notification period is required by applicable law.

The parties shall cooperate in good faith to investigate the Data Breach, comply with applicable legal notification obligations, and take reasonable steps to prevent a recurrence. Nothing in this section shall require either party to disclose information protected by law from disclosure to the other party or compromise an ongoing law enforcement investigation.

Each party shall be responsible for any legally required notifications to affected individuals arising from a Data Breach caused by its own acts or omissions.

7) **HUMAN RESOURCES DEPARTMENT, DATA PRIVACY & SHARING AGREEMENT**

The School District will collaborate with the College to ensure that all School District faculty applying to teach in the Dual Credit Programs meet the credential requirements as stated in the *Board TASB Policy DBA — Employment Requirements and Restrictions: Credentials and Records* submit all required documents for the approval/hiring process to the Human Resources Department, and agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

Any non-academic incidents or complaints against Dual Credit Faculty teaching a college course must be reported to the College's Office of Human Resources to the attention of the Director and/or Employee Relations.

8) **TITLE IX OF THE EDUCATION AMENDMENTS 1972**

The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) and its implementing regulations as stated in the *Board TASB Policy FFDA — Freedom from Discrimination, Harassment, and Retaliation: Sex and Sexual Violence* and the School District Title IX policy in resolving incidents and complaints.

Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et. seq.), and its implementing regulations, 34 C.F.R. Part 107 (Title IX) state: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX resources, policies, and procedures, including the names and contact information of the Title IX Coordinator and any Title IX Deputy Coordinators for the College are located at the following link: <https://www.southtexascollege.edu/about/notices/title-ix.html>.

Together with the execution of this IA, the School District will, by completing Exhibit C hereto, designate a specific School District official **who is trained to investigate and address matters relating to Title IX and civil rights issues including, but not limited to, Title VI and Title VII of the Civil Rights Act** to serve as the authorized liaison with the College's Title IX Coordinator.

Pursuant to the following protocol, the School District official and the College representative(s) will work in a collaborative and timely manner to share any and all information necessary in the event of an claims, complaints, reports or investigations arising under Section 8 of this IA (see Exhibit C).

Title IX Protocol

- a) The College and the School District acknowledge that jurisdiction over incidents falling within Title IX can be difficult to determine with respect to Dual Credit Programs, and sometimes jurisdiction is shared by both parties. This protocol is agreed to by the College and the School District to establish clarity and coordination with a set of consistent guidelines for each to follow. The general principle is one of establishing a nexus, and determining which party has the strongest nexus to the alleged misconduct, or whether a nexus reasonably exists with respect to the jurisdiction of both parties, in which case jurisdiction exists for both and in most cases will result in collaborative investigations and separate resolutions in accordance with the policies of each party. In all collaborative processes, the parties agree to share investigation-related information with each other to the extent permitted by law.
- b) In any complaint where the law permits, the College and the School District agree to share information about the outcome of the complaint with the other party to the extent the outcome

impacts the other party or its students/employees.

- c) In any circumstance where the parties agree to do so, or where the respondent dual credit student or employee is arguably under the jurisdiction of both parties (regardless of who controls the venue), investigations can be conducted jointly with (at least) one representative from each party. The results of the investigation (one joint investigation report encompassing the policies of both parties) will be made available to both parties, with appropriate redactions as necessary. The parties may then each use the results of the investigation to pursue their own independent resolutions of the complaint. Where investigation procedures of the parties differ substantially, it may be impossible for a collaborative investigation to comply with both, in which case separate investigations should be conducted.
- d) Where one party controls the venue of the alleged misconduct and the respondent is a student or employee of that same party, that party shall normally have primary jurisdiction over the complaint.
- e) Where a party controls the venue in which the complainant is its student/employee and the respondent is the student or employee of another party, the complainant will have the right to file a complaint within the other party's grievance process. The party in which the complainant is enrolled is responsible for providing supportive measures to the complainant.
- f) Where a party provides only instruction/credit for a course, and is not otherwise involved in any way in an act of misconduct, that party shall have no responsibility under this protocol except as policy otherwise requires (e.g., mandated reporting responsibilities)
- g) Where a party controls only the venue of a course, and is not otherwise involved in any way in an act of misconduct, that party will review any needed remedial measures related to the safety of the venue and implement them accordingly.
- h) Control:
 - i. A party who controls the venue and the instruction, provides an employee for instruction, and provides credit for the course controls that course.
 - ii. A party who provides instruction in the venue of the other party does not control that venue.
- i) Each party's employees are expected/encouraged to participate as witnesses in any resolution process, as necessary.
- j) Student:
 - i. A student enrolled in a dual credit is a student of both parties, regardless of which party has the primary relationship with the student.
 - ii. Any party's policies and procedures will explicitly be made applicable to its students, including those who are dual credit.
- k) Imposing consequences on a respondent by two parties is appropriate when the student is enrolled within the educational program of both parties, though the parties can agree that only one party will enforce its policies and procedures in a given situation. In such situations, the parties may agree that the party with the primary relationship to the student will take the lead and/or enforce its policies and procedures, or that the party in whose program the incident took place will normally have primary jurisdiction.

- l) Each course should clearly designate which party's educational program the course is part of, and/or whether more than one party is the sponsor/provider of a course.

9) NON-DISCRIMINATION

The College prohibits discrimination, including harassment and sexual misconduct, against any employee, applicant for employment, student, or applicant for admission on the basis of any protected class or any other basis prohibited by law. Protected classes at the College include race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law.

Discrimination is defined as prohibited conduct directed at an employee or student on the basis of race, color, national origin, religion, age, sex, including pregnancy and parental status, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, that adversely affects the employee's employment or that adversely affects the student.

For more information, please visit *Board TASB Policy FFDB — Freedom from Discrimination, Harassment, and Retaliation: Other Protected Characteristics*.

10) PREGNANT AND PARENTING SERVICES

The College is committed to creating and maintaining an inclusive and accessible learning environment for all students. Title IX prohibits discrimination on the basis of sex – including pregnancy, parenting and all related conditions – in educational programs and activities that receive federal funding. In addition, pregnant and parenting students who are enrolled at public institutions of higher education are entitled to the protections set forth in the Texas Education Code including Sections 51.982 & 51.983.

For detailed information please visit the Pregnant and Parenting website at:
<https://studentservices.southtexascollege.edu/disability/parenting.html>

The South Texas College Pregnant and Parenting Liaison Officer is as follows:
Santa Elisa Peña, M. Ed., LPC-S
Director of Counseling and Student Accessibility Services
Pecan Campus, K 2.900
McAllen, TX 78501
Phone: 956-872-2140
Email: santaep@southtexascollege.edu

For more information, please visit *Board TASB Policy FAA (Local) — Equal Educational Opportunity: Pregnant and Parenting Students*.

11) INTERLOCAL AGREEMENT (IA)

This IA may be amended by mutual written agreement of both parties.

The College and the School District reserve the right to terminate this IA by notice from either party in accordance with this IA or by operation of law. The College or the School District may terminate the IA no fewer than ninety (90) days prior to the end of the semester during which notice was given. To be effective, notice must be submitted in writing, signed by the College President or the School District Superintendent and personally delivered to the other party to this IA.

12) NOTIFICATION OF NON—COMPLIANCE AND TERMINATION OF AGREEMENT

If a party fails to comply with any provision of this IA, the other party may issue a Notification of Non-

Compliance (Notice). The Notice shall be in writing and shall describe in detail the nature of the alleged non-compliance. The Notice will be provided to the College President or to the School District Superintendent for review and action. Failure to correct any condition of non-compliance within ten (10) business days following receipt of the Notice may, at the option of the party which sent the Notice, result in termination of this IA at the end of the semester during which the Notice was sent. Any provision in this IA which requires performance by either party after the termination of this IA including, without limitation, confidentiality obligations, limitations of liability, and exclusions of damages, and any other provision or partial provision that by its nature would reasonably extend beyond the termination of this IA, shall be and remain enforceable after such termination of this IA for any reason whatsoever.

EXECUTED IN TWO (2) Original counterparts on this _____ day of _____ 20_____.

Dr. Ricardo J. Solis
President
South Texas College

Superintendent
Dr. Marcey Sorensen
Superintendent
La Joya Independent School District

Chairman, Board of Trustees
South Texas College

President, Board of Trustees
La Joya Independent School District



EXHIBIT A
DUAL CREDIT STUDENTS
SPONSORED BY PARTNERING SCHOOL DISTRICTS
Tuition and Fees
FOR FY 2026-2027

| | Board Approved FY 2024-2025 | Board Approved FY 2025-2026 | Board Approved FY 2026-2027 |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| DUAL CREDIT TUITION: | | | |
| Per credit hour tuition for in-district dual credit students sponsored by partnering school districts | 0.00 | 0.00 | 0.00 |
| DIFFERENTIAL TUITION PER CREDIT HOUR FOR COURSES OFFERED ON A SOUTH TEXAS COLLEGE CAMPUS OR FACULTY: | | | |
| Associate Degree Nursing | 0.00 | 0.00 | 0.00 |
| Emergency Medical Technology | 0.00 | 0.00 | 0.00 |
| Occupational Therapy Assistant | 0.00 | 0.00 | 0.00 |
| Patient Care Assistant | 0.00 | 0.00 | 0.00 |
| Pharmacy Tech | 0.00 | 0.00 | 0.00 |
| Physical Therapist Assistant | 0.00 | 0.00 | 0.00 |
| Radiologic Technology/Sonography | 0.00 | 0.00 | 0.00 |
| Respiratory Therapy | 0.00 | 0.00 | 0.00 |
| Vocational Nursing | 0.00 | 0.00 | 0.00 |
| COURSE FEES: | | | |
| Electronic Distance Learning/VCT Course Fee per credit hour (Summer 2020 Sessions - Fee waived) (Fall 2020 Session - Fee waived) | 0.00 | 0.00 | 0.00 |
| Hybrid Course Fee per credit hour | 0.00 | 0.00 | 0.00 |
| NAH and Other Course Fees: <i>Liability Insurance/Exams/Booklets/Badges/Special Program ID/Certificates/Pinning Ceremony/Other Activities</i> | Recovery of costs and processing fees | Recovery of costs and processing fees | Recovery of costs and processing fees |
| INCIDENTAL FEES: | | | |
| Fee per credit hour for dual credit students attempting a course three or more Times | 125.00 | 125.00 | 125.00 |
| Dual Credit Late Processing Fee per course per student after Census Day | 200.00 | 200.00 | 200.00 |
| DUAL CREDIT ACADEMIES: | | | |
| Dual Credit Academies Participation Fee - Fall and Spring, per Student per Semester (Charged to School District) | 600.00 | 600.00 | 600.00 |
| Dual Credit Academies Participation Fee - Summer, per Student per Credit Hour (Charged to School District) | 50.00 | 50.00 | 50.00 |

Board Approved_DualCreditTuitionandFees FY 2026-2027_March 24, 2026

Exhibit B Sample Recognition



CONGRATS ROMA HIGH SCHOOL CLASS OF 2025 SOUTH TEXAS COLLEGE EMT CERTIFICATE GRADS!



Over 180 PSJA ISD Seniors named Prospective Graduates during South Texas College Fall Comm...

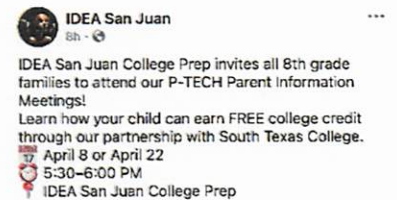
More than 180 PSJA ISD seniors walked the stage at South Texas College's Fall Commencement Ceremony on Saturday, Dec. 13, 2025, at the Bert Ogden Arena, where they were recognized as Prospective Graduates for an Associate Degree or College Certificate. This achievement comes months before they receive their high school diplomas in May 2026.

Approximately 91 students completed Associate Degrees, while 91 earned Industry-Level Certifications in high-demand workforce pathways through the PSJA Academies, expanding their future opportunities in both higher education and the workforce.

Congratulations to our students walking the stage today—we are so proud to celebrate this achievement with you!



#MercedesHigh #STCCommencement #WeldingWarriors #FutureBuilders #CareerReady



¡IDEA San Juan College Prep invita a todas las familias de 8º grado a nuestras Reuniones Informativas de P-TECH!

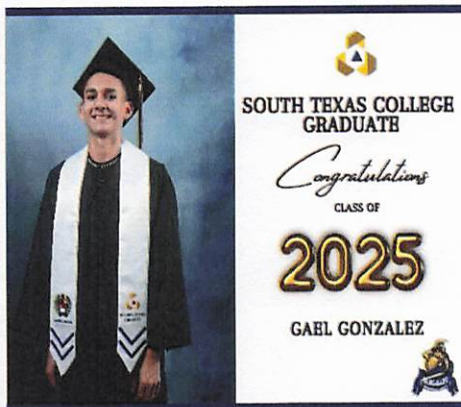




EXHIBIT C

School District Title IX Investigator/Coordinator

As stated in Section 8, the School District hereby ~~designate~~ the Liaison listed below who, the School District certifies, is trained to investigate and address matters relating to Title IX and alleged civil rights violations, including but not limited to claims arising under Title VI and Title VII of the Civil Rights Act, to serve as the authorized liaison to the South Texas College Title IX Coordinator.

The School District Liaison contact information is as follows:

School District Name: _____

High School Name: _____

Liaison's Name: _____

Position Title: _____

Contact Phone Number: _____

Email: _____

This form must be completed in its entirety and submitted to:

Todd C. Nelson, J.D.
Contract and Regulatory Resources Officer
Title IX & 504 Coordinator
3201 West Pecan Blvd., N150
956-872-4664
TitleIX@southtexascollege.edu

Proposed Revised Addendum to the Interlocal Agreement
between South Texas College and La Joya Independent School District

SOUTH TEXAS COLLEGE (the “College”) and LA JOYA INDEPENDENT SCHOOL DISTRICT (the “School District”) intend to enter into a separate Interlocal Agreement (“IA”) establishing the terms of their partnership to offer Dual Credit Programs which will be effective, if adopted by both parties, from August 17, 2026 through August 17, 2027. This Addendum is intended to address specific items raised by the School District during review of the IA and shall be interpreted as supplemental to, and not a replacement of, the original IA. Except as expressly clarified herein, all other terms of the IA remain in full force and effect. In the event of any conflict between this Addendum and the IA, this Addendum shall control.

Section 2. Recognition of Higher Education Partner

The College acknowledges that the School District may maintain partnerships with multiple institutions of higher education. Nothing in the IA shall be construed to restrict the School District from establishing, maintaining, promoting or advertising such partnerships. The College expects that, when practicable and appropriate to the format of public communications or recognitions, programs, credentials, enrollment, completion outcomes, transfer outcomes, and related student success measures attributable to South Texas College be clearly identified. The parties acknowledge that such clarification supports institutional reporting, program assessment, and accreditation-related responsibilities. However, the School District shall retain full authority over its own internal and external communications, publications, and other informational items. Nothing in this Section 2 shall relieve the School District of the Recognition obligations set forth in the IA, including the required tagline statement, or of the obligation to consult with the College on any usage of the College’s logo or branding or on the development of graduation stoles for dual credit graduates earning a credential from the College.

Section 3. Academic Policies and Procedures

The following items are provided in response to revisions proposed by the School District for the College’s consideration. The parties acknowledge that the IA is a standard agreement utilized with multiple partnering districts and reviewed annually. The College agrees to consider the School District’s proposed revisions, as appropriate during future review cycles of the IA.

Faculty Qualification, Selection, Supervision, and Evaluation

The School District proposed language related to its “Grow Your Own” initiative. While the College does not find it appropriate to incorporate initiative-specific language into the standard IA at this time, the College reaffirms its support of the initiative, including through the March 31, 2026 Letter of Support previously provided. Any operational details specific

to that initiative may be more appropriately addressed through a separate agreement or memorandum specific to the initiative.

Potential Policy Conflicts

The School District proposed language addressing potential conflicts between School District and College policies. The College agrees that Dual Credit Faculty are expected to comply with the policies and procedures of both institutions to the extent such policies are not in conflict. If either party identifies a material conflict between institutional policies impacting Dual Credit operations, the matter shall be communicated in writing to the College President or the School District Superintendent, as applicable, for review and resolution.

The College will consider the School District's proposed language for possible inclusion during future revisions of the IA.

Location, Facilities, Teaching Environment, and College Courses

The College acknowledges and accepts that, except in cases involving imminent safety concerns or incident response, the School District will be provided with no less than two (2) business days' prior written notice before the College conducts safety audits or inspections of Dual Credit classrooms or laboratories located on School District property.

Additionally, if sufficient approved classroom or laboratory facilities are unavailable at a School District campus to meet student demand, the School District and College may collaborate, within established course request timelines, to explore offering sections at a South Texas College location. Such collaboration may include discussion of classroom or laboratory availability, instructional resources, student transportation considerations, and attendance expectations. The creation of any such course section shall remain subject to minimum enrollment thresholds, faculty availability, facility availability, and other operational considerations of the College.

Section 4. Student Enrollment and Support Services – Advising

The parties acknowledge the importance of ongoing collaboration regarding student advising and support services. Because compliance with applicable state laws and regulations, including Senate Bill 25 (2019) and Senate Bill 1324 (2019), places specific responsibilities upon the College, the College shall retain final authority over advising determinations related to Dual Credit eligibility, enrollment, and academic standing. The College remains committed to maintaining good-faith communication and collaboration with the School District regarding advising practices affecting shared students.

Section 12. Notification of Non-Compliance and Termination of Agreement

The College agrees that the addition of the phrase "as applicable" is appropriate and, through this Addendum, incorporates that clarification into the applicable notice provision

of the IA. Accordingly, the provision shall be interpreted to read: "The Notice will be provided to the College President or to the School District Superintendent, as applicable, for review and action."

The College will consider incorporation of this clarification into during future revisions of the IA.

Section 13. Miscellaneous

The College acknowledges the School District's proposed addition of a miscellaneous provisions section. For purposes of the current agreement year, the parties agree that the proposed language referenced by the School District shall be considered incorporated through this Addendum to the extent it does not conflict with the IA or applicable law. The language to be incorporated is as follows:

13) MISCELLANEOUS

- a) Notice. Any notice, demand or request required or permitted to be delivered hereunder shall be deemed received when delivered in person or sent by United States mail, postage prepaid, certified mail, addressed to the Party at the address set forth below:

To the School District:
Dr. Marcey Sorenson
Superintendent, La Joya ISD
200 W. Expwy 83
La Joya, TX 78560

To the College:
Dr. Ricardo J. Solis
President, South Texas College
3201 W. Pecan Blvd.
McAllen, TX 78501

Any Party may, at any time, by written notice to the other Party, designate different or additional persons or different addresses for the receipt of notices hereunder.

- b) Legal Construction. No amendment, modification or alteration of the terms herein shall be binding unless the same be in writing, dated subsequent to the date of this IA and duly executed by both Parties.
- c) Governing Law. The obligation and undertakings of each of the Parties to this IA are and shall be performed in Hidalgo County, Texas. The validity of this IA and any of

its terms and provisions, as well as the right and duties of the Parties, shall be governed by the laws of the State of Texas without regard to its conflicts of laws principles, but including with respect to its statutes of limitations; and any venue for any action concerning this IA shall be in Hidalgo County, Texas.

- d) Entire Agreement. This IA embodies the complete understanding of the Parties hereto, superseding all oral or written previous and contemporaneous agreements between the Parties and relating to the matters in this IA.
- e) Severability. In the event any one or more of the provisions contained in this IA shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect the other provisions, and the IA shall be construed as if invalid, illegal, or unenforceable provision had never been contained in this IA.
- f) Execution. This IA may be executed in any number of counterparts, each of which shall be deemed an original and constitute one and the same instrument. The Parties may sign in writing, or by electronic signature, including by email. An electronic signature, or a facsimile copy or computer image, such as a PDF or tiff image, of a signature, shall be treated as and shall have the same effect as an original signature. In addition, an electronic signature, a true and correct facsimile copy or computer image of this IA shall be treated as and shall have the same effect as an original signed copy of this IA.
- g) Third Parties. This IA does not create any third-party beneficiaries. Nothing in this IA, or in the School District's or the College's policies, or any other attachment shall be construed to create, expand, or form a basis for liability to any third-party under any theory of law against either the College or the School District unless such a basis exists independent of this IA under State and Federal Law.
- h) Waiver. No waiver of a breach or any provision of the IA by either Party shall constitute a waiver of any subsequent breach of such provision. Failure of either Party to enforce at any time, or from time to time, any provision of this IA shall not be construed as a waiver thereof.

The College will further review the proposed language for consideration in future annual revisions of the standard IA.

EXECUTED IN TWO (2) ORIGINAL COUNTERPARTS on this ___ day of _____, 2026.

Dr. Ricardo J. Solis

Dr. Marcey Sorensen

**President
South Texas College**

**Superintendent
La Joya Independent School District**

**Chairman, Board of Trustees
South Texas College**

**President, Board of Trustees
La Joya Independent School District**



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: June 3, 2026

District Priority: Priority 4 - Community, Trust, Unity, and Partnership

Agenda Category: Consent Item

Item Title: Approval of Minutes – Budget Workshop and Regular Meeting May 20, 2026

BACKGROUND:

The purpose of the meeting minutes is to provide a legally binding, official record demonstrating the school district’s compliance with the association’s bylaws and established procedures.

RATIONALE:

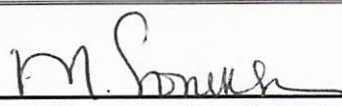
Approval is needed for the following: the Budget Workshop and Regular Meeting on May 20, 2026.

BUDGET:

| | | |
|-----------------------------|-----------------------|---------------------------------|
| Cost | Funding Source | Vendor |
| N/A | N/A | N/A |
| Purchasing Mechanism | | Additional Documentation |
| N/A | | May 6, 2026 Minutes |


RECOMMENDATION:

Approval of Minutes – the Budget Workshop and Regular Meeting, May 20, 2026.


Initiated by: 
Dr. Marcey Sorensen, Superintendent of Schools

Reviewed by: _____

BF&AS Reviewed by: _____

Executive Cabinet Review by: 
Dr. Marcey Sorensen, Superintendent of Schools

**Approved for Submission
to the Board of Education:**


Dr. Marcey Sorensen
Superintendent of Schools.



**MINUTES OF BUDGET WORKSHOP AND
REGULAR MEETING
SCHOOL BOARD
LA JOYA INDEPENDENT SCHOOL DISTRICT**

A Budget Workshop and Regular Meeting of the School Board of **LA JOYA INDEPENDENT SCHOOL DISTRICT** was held on **Wednesday, May 20, 2026, beginning at 6:00 PM**, in the Staff Development Center Board Room at Nellie Schunior Administration Building, 200 W. Expwy 83, La Joya, TX 78560. A quorum of the Board and the presiding officer were present at this location. Any Board members participating by videoconference were in accordance with Section 551.127 of the Texas Government Code.

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

1. CALL MEETING TO ORDER - (Other)

Julian Alvarez III, President, School Board, called the meeting to order at 6:00 p.m.

2. ROLL CALL & DECLARE QUORUM - (Other)

Present: Jessica Ochoa, Dr. Carlos Margo, Alyssa Peña, Julian Alvarez III, Valeria Vega, and Dr. Rosalva Hernandez

Absent: Celso Gomez Jr.

Celso Gomez Jr. walked in at 6:47 p.m.

3. PLEDGE OF ALLEGIANCE, *Julian Alvarez III, School Board President* - (Other)

4. PUBLIC COMMENTS - (*Synergy and Teamwork*) No Public Comments

5. STUDENT/STAFF RECOGNITION(S) - (*Vision and Goals*)

5.1. Recognition of Valedictorians and Salutatorians - La Joya ISD High Schools,
*presented by Ms. Anna Marie Candelario, Deputy Chief of Academic Advancement
& School Performance*

5.2. Recognition of the Superintendent's Parent Advisory Committee 2025-2026,
presented by Ms. Blanca Cantú, Communications & Public Relations Director

5.3. Recognition of the Superintendent's Educator Advisory Committee 2025-2026,
presented by Ms. Blanca Cantú, Communications & Public Relations Director

5.4. Recognition of the Superintendent's Principal Advisory Committee 2025-2026,
presented by Ms. Blanca Cantú, Communications & Public Relations Director

5.5. Recognition of Officer Luis Salinas for the Texas Campus Crime Stoppers Coordinator of the Year for the State of Texas, Award, *presented by Mr. Leonardo Sanchez, Chief of Police*

5.6. Recognition of La Joya ISD Police Department Officer Ashley Melgarejo for Life-Saving Actions, *presented by Mr. Leonardo Sanchez, Chief of Police*

6. SUPERINTENDENT'S UPDATE(S)/ANNOUNCEMENTS - (*Vision and Goals*)

6.1. Budget Workshop & Compensation Manual Review, *presented by Ms. Mirgitt Crespo, Chief of Business, Finance & Administrative Services*

7. LONE STAR GOVERNANCE - (*Progress and Accountability*)

7.1. Spot Checks & Quality of Instruction Update (Goals 1-4), *presented by Dr. Derek Little, Chief of Academics & School Leadership*

7.2. Lone Star Governance Time Use Tracker Report - May 6, 2026, *presented by Mr. Celso Gomez Jr., School Board Secretary*

7.3. Monthly TEA Conservator's Report, *presented by Dr. Sylvia Ibarra, TEA Conservator*

8. CONSENT AGENDA ITEM(S) - (*Systems and Processes*)

To promote efficient meetings, the Board may act on more than one item by a single vote through the use of a consent agenda. The consent agenda shall be comprised of items specified in this Section for which the Superintendent anticipates no board deliberation prior to action being taken on the item and for which the Superintendent recommends approval. At the request of any member of the School Board, any item on the consent agenda shall be removed from the consent agenda and given individual deliberation and action. Requests for the removal of an item from the consent agenda are to be made to the presiding officer at the time that the consent agenda is up for consideration.

A motion was made by Celso Gomez Jr. to approve the Consent Agenda from 8.1 to 8.5. Seconded by Jessica Ochoa. And the motion carried unanimously.

8.1. Academics & School Leadership:

8.1.1. Approval of Interlocal Cooperation Contract for Texas Success Initiative (TSI) Score Transfer Between La Joya ISD and the University of Texas Rio Grande Valley (UTRGV)

8.1.2. Approval of Memorandum of Understanding between La Joya ISD & Hidalgo County Bar Association

8.2. Approval of Minutes:

8.2.1. Regular Meeting May 6, 2026

8.3. Business, Finance & Administrative Services:

8.3.1. Approval of Budget Amendment 2026-11 as of May 2026

8.3.2. Approval of Resolution Authorizing Participation in Practical Purchasing Cooperative (PPC)

8.3.3. Approval to Set the Date, Time, and Place for a Public Meeting to Discuss the 2026-2027 Budget and 2026 Proposed Tax Rate

8.4. Lone Star Governance:

8.4.1. Approval of Report on Spot Checks & Quality of Instruction Update (Goals 1-4)

8.4.2. Approval of the Lone Star Governance Time Use Tracker Report - May 6, 2026

8.5. Operations & Infrastructure:

8.5.1. Declare Obsolete/Damaged/Scrap Property as Surplus Property and Authorize Sale of Surplus Property Items (Portables) via Online Public Auction

8.5.2. Approval of Maintenance of Open and Closed Loops/Cooling Tower/Boiler System CSP #2026-72. At the cost of \$64,800.00 with Garratt-Callahan Company

9. CLOSED SESSION - (*Synergy and Teamwork*)

Closed Meeting will be held for the purposes authorized by the Texas Open Meetings Act, Texas Government Code Sections 551.001, 551.071, 551.072, 551.074, 551.076, 551.129, and 551.0821 et seq. concerning any and all purposes permitted by the Act, including but not limited to the sections and purposes listed below.

Julian Alvarez III, President, School Board, called the meeting into Closed Session at 7:47 p.m. Texas Open Meetings Act, Texas Government Code Sections 551.001, 551.071, 551.072, 551.074, 551.076, 551.129, and 551.0821 et seq. concerning any and all purposes permitted by the Act, including but not limited to the sections and purposes listed below.

9.1. Consultation with the Board's Attorney. (Texas Government Code 551.071: For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; and Texas Government Code 551.129: For the purpose of a private consultation with the Board's attorney by telephone conference call.)

9.2. Discuss Personnel Matters and Board and Superintendent Duties. (Texas Government Code 551.074: For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public

officer or employee or to hear complaints or charges against a public officer or employee, including Board Operating Procedures and Self-Assessment.)

- 9.3. Discuss Property Matters. (Texas Government Code 551.072: For the purpose of discussing the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.)
- 9.4. Discussion of Intruder Detection Audit Findings. (Texas Government Code 551.076: To consider the deployment, or specific occasions for implementation, of security personnel or devices; or a security audit.)
- 9.5. Personally Identifiable Information About Public School Students. (Texas Government Code 551.0821: For the purpose of deliberating a matter regarding a public-school student, if personally identifiable information about the student will necessarily be revealed.)
- 9.6. Pursuant to Texas Government Code Sections 551.071 and 551.074: Deliberate regarding the nonrenewal and termination of Chapter 21 contracts and consult with legal counsel regarding same.

10. RECONVENE IN OPEN SESSION - (*Systems and Processes*)

Julian Alvarez III, President, School Board, called the meeting out of Closed Session at **8:37 p.m.**

11. ACTION & DISCUSSION ITEM(S) - (*Systems and Processes*)

- 11.1. A motion was made by **Dr. Rosalva Hernandez** to approve the District-Wide Technology Devices Quotation #2026-815. At the cost of \$3,000,000 (District-wide) with Dell Technologies, Round Rock, TX. Seconded by **Dr. Carlos Margo**. And the motion carried unanimously.
- 11.2. A motion was made by **Alyssa Peña** to approve the Nonrenew and Terminate Chapter 21 Contracts as presented in Closed Session and to authorize the Superintendent or her designee to notify the affected employees of this action. Seconded by **Celso Gomez Jr.** And the motion carried unanimously.

12. CALENDAR - (*Other*)

- 12.1. May 19-23, 2026: National Educational Bosses' Week
- 12.2. May 23, 2026: La Joya ISD Graduation Class of 2026 @ Bert Ogden Arena, Edinburg, Texas
- 12.3. May 25, 2026: Memorial Day - Central Administration will be closed, and there will be no classes for students
- 12.4. May 27, 2026: Special Called Board Meeting - Student Recognitions @ LJISD Alejandro "Alex" Saenz Performing Arts Center

13. SCHOOL BOARD MEMBERS AND SUPERINTENDENT REMARKS - (Other)

14. ADJOURNMENT - (Synergy and Teamwork)

A motion was made by Alyssa Peña to adjourn the meeting at 8:46 p.m. Seconded by Valeria Vega. And the motion carried unanimously.

Julian Alvarez III
President, School Board

Celso Gomez Jr.
Secretary, School Board



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: June 3, 2026

Strategic Priority: Priority 5 - Operational Excellence and Financial Stability

Agenda Category: Consent Item

Item Title: Approval of April 2026 Tax Collector's Report

BACKGROUND:

As per Texas Property Tax Code Section 31:10 REPORTS AND REMITTANCES OF OTHER TAXES, (a) each month the collector of taxes for a taxing unit shall prepare and submit to the governing body of the unit a written report made under oath accounting for all taxes collected for the unit during the preceding month.

RATIONALE:

Collector's Report for the month of April 2026

BUDGET:

Cost
N/A

Funding Source
N/A


Vendor
N/A

Purchasing Mechanism
N/A

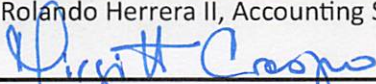
Additional Documentation
Tax Collector's Report for April 2026

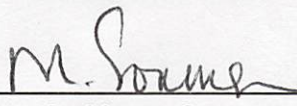
RECOMMENDATION:


Administration recommends approval

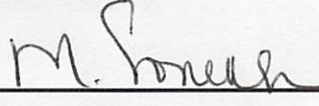
Initiated by: 
Rolando Herrera II, Accounting Supervisor

**Approved for Submission
to the Board of Education:**

Reviewed by: 
Mirgitt Crespo, Chief of Business, Finance & Administrative Services


Dr. Marcey Sorensen
Superintendent of Schools

BF&AS Reviewed by: 
Mirgitt Crespo, Chief of Business, Finance & Administrative Services

Executive Cabinet Review by: 

PABLO "PAUL" VILLARREAL JR., ASSESSOR & COLLECTOR
 LA JOYA I.S.D. TAXES COLLECTED FOR:
 APRIL 2026

COMPARATIVE RATE OF COLLECTIONS

| LA JOYA I.S.D. SLJ - 49 | ORIGINAL TAX LEVY | COLLECTED TO DATE | DROPPED YRS AFTER PURGE | MODIF. TO DATE | TAXES OUTSTANDING | PERCENT 2025/2026 | COLLECTED 2024/2025 |
|----------------------------|----------------------|----------------------|----------------------------|-----------------------|----------------------|----------------------|------------------------|
| 2025 TAX ROLL | 35,343,013.49 | 29,728,484.21 | 0.00 | (1,049,427.88) | 4,565,101.40 | 86.69% | 87.15% |
| 2024 & PRIOR YRS | 10,419,121.36 | 2,089,530.60 | (30,959.68) | (973,599.50) | 7,325,031.58 | 22.19% | 18.49% |
| ROLLBACK | 6,235.97 | 14,710.69 | 0.00 | 52,107.68 | 43,632.96 | 25.21% | 67.62% |
| TOTALS | 45,768,370.82 | 31,832,725.50 | (30,959.68) | (1,970,919.70) | 11,933,765.94 | | |

BREAKDOWN OF TAX COLLECTIONS AND FEES FOR THE MONTH OF APRIL 2026

| | LA JOYA ISD | MONTHLY MODIFICATIONS |
|----------------------------|-------------------|--------------------------|
| CURRENT YEAR-BASE TAX | 478,580.29 | (294,507.46) CURRENT |
| CURRENT YEAR-P&I | 72,237.26 | |
| PRIOR YEARS-BASE TAX | (26,311.62) | (267,562.58) PRIOR |
| PRIOR YEARS-P&I | 86,848.07 | |
| ROLLBACK | 756.61 | 0.00 ROLLBACK |
| ROLLBACK P&I | 45.37 | |
| ATTORNEY FEES | 46,556.26 | 0.00 PURGED |
| TOTAL COLLECTIONS | 658,712.24 | (562,070.04) |
| LESS TRANSFERRED | 574,541.59 | |
| LESS IN TRANSIT | 71,411.49 | |
| LESS DUE TO HCAD COMM FEES | 99.16 | |
| LESS DUE TO CO TREASURER | 12,660.00 | |
| | 0.00 | |
| BALANCE | 0.00 | |

*****AFFIDAVIT*****

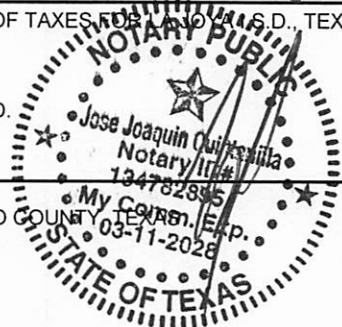
I, PABLO "PAUL" VILLARREAL JR., ASSESSOR-COLLECTOR OF TAXES FOR THE LA JOYA I.S.D., DO SOLEMNLY SWEAR THAT THE ABOVE STATEMENT OF TAXES COLLECTED BY ME FOR THE MONTH OF APRIL 2026 IS CORRECT.

Pablo (Paul) Villarreal Jr.

 ASSESSOR-COLLECTOR OF TAXES FOR LA JOYA I.S.D., TEXAS

SWORN AND SUBSCRIBED BEFORE ME THIS 8TH DAY OF MAY 2026 A.D.

 NOTARY PUBLIC, HIDALGO COUNTY, TEXAS





La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: June 3, 2026

District Priority: Priority 5 - Integrity & Accountability

Agenda Category: Consent Item

Item Title: Approval of Phase IV - Financial Audit Services RFQ #2025-12

BACKGROUND:

On January 7, 2026, the Board approved Phase III of the Financial Audit Services. The goal of Phase III was to focus on internal control reinforcements, financial analytics support, and accountability and data transparency. A&M also provided support on the budget process and improved and implemented support and communication of budget priorities.

RATIONALE:

The purpose of Phase IV is to support the District’s accountability and financial stability efforts through an employee benefits optimization assessment. Services will include analysis of insurance program data, benchmarking of current coverages and broker services against market standards, and identification of potential cost savings, efficiencies, and risk exposures to support informed decision-making and long-term financial sustainability.

BUDGET:

| | | |
|---|--|--|
| Cost \$75,000.00 | Funding Source 199-41-6212-00-942-6-99-000 | Vendor Alvarez & Marsal Public Sector Services, LLC Washington, DC |
| Purchasing Mechanism RFQ #2025-12 | | Additional Documentation Engagement Letter |

RECOMMENDATION:

Administration recommends approval of the following vendor, providing a favorable value to the district.

Initiated by: Mirgitt Crespo
Mirgitt Crespo, Chief Business, Finance & Administrative Services

Reviewed by: _____
Click or tap here to enter text.

BF&AS Reviewed by: Mirgitt Crespo
Mirgitt Crespo, Chief Business, Finance & Administrative Services

Executive Cabinet Review by: M. Sorensen
Click or tap here to enter text.

Approved for Submission to the Board of Education:

M. Sorensen
Dr. Marcey Sorensen
Superintendent of Schools

Engagement Letter

May 14, 2026

Dr. Marcey Sorensen, Superintendent
La Joya Independent School District
200 W. Expwy 83
La Joya, TX 78560

Dear Dr. Sorensen:

This letter confirms and sets forth the terms and conditions of the engagement between Alvarez & Marsal Public Sector Services, LLC (“A&M”) and *La Joya Independent School District* and its assignees and successors, the “District”, including the scope of the services to be performed and the basis of compensation for those services. Upon execution of this letter by each of the parties below and receipt of the retainer described below, this letter will constitute an agreement between the District and A&M (the “Agreement”).

1. Description of Services

(a) A&M shall provide consulting services to the District at the direction of the District’s *Superintendent* (the “Responsible Officer(s)”) in connection with their efforts to support the accountability and financial stability of the district. The activities anticipated include the following:

a. Employee Benefits Optimization Assessment:

- i. Collect and analyze insurance program data, utilization metrics, and Broker compensation details
- ii. Benchmark current coverages, premiums, and Broker services against peer institutions and market standards
- iii. Identify risk exposures, performance gaps, and potential savings opportunities through data-driven analysis

(b) In connection with the services to be provided hereunder, from time to time A&M may utilize the services of employees of its affiliates and subsidiaries. Such affiliates are wholly owned by A&M’s parent Company and employees.

A&M personnel providing services to the District may also work with other A&M clients in conjunction with unrelated matters.

2. Information Provided by the District and Forward Looking Statements

The District shall use all reasonable efforts to: (i) provide A&M with access to management and other representatives of the District; and (ii) to furnish all data, material, and other information concerning the business and operations of the District that A&M reasonably request in connection with the services to be provided to the

District. A&M shall rely, without further independent verification, on the accuracy and completeness of all publicly available information and information that is furnished by or on behalf of the District and otherwise reviewed by A&M in connection with the services performed for the District. The District acknowledges and agrees that A&M is not responsible for the accuracy or completeness of such information and shall not be responsible for any inaccuracies or omissions therein. A&M is under no obligation to update data submitted to it or to review any other areas unless specifically requested by the Board to do so.

You understand that the services to be rendered by A&M may include the preparation of projections and other forward-looking statements, and numerous factors can affect the actual results of the District's operations, which may materially and adversely differ from those projections. In addition, A&M will be relying on information provided by the District in the preparation of those projections and other forward-looking statements.

3. Limitation of Duties

A&M makes no representation or guarantee that, inter alia, (i) an appropriate restructuring proposal or strategic alternative can be formulated for the District (ii) any restructuring proposal or strategic alternative presented to the District's management or the Board or Responsible Officers will be more successful than all other possible restructuring proposals or strategic alternatives, (iii) restructuring is the best course of action for the District or (iv) if formulated, that any proposed restructuring plan or strategic alternative will be accepted by any of the District's creditors, shareholders and other constituents. Further, A&M does not assume any responsibility for the District's decision to pursue, or not pursue any business strategy, or to effect, or not to effect any transaction. A&M shall be responsible for assistance with the implementation only of the restructuring proposal or strategic alternative approved by the Board or Responsible Officers and only to the extent and in the manner authorized by and directed by the Board or Responsible Officers and agreed to by A&M.

4. Compensation

- (a) A&M will receive fees based on the firm fixed price of \$75,000 USD, A&M does not anticipate travel expenses. Should travel be requested by the district, A&M will request reimbursement for reasonable expenses associated with required meetings.
- (b) The pricing above reflects A&M's Best and Final Offer based on discussions with LJISD leadership. A&M will invoice LJISD once for work completed. The extension of these tasks or additional support will be priced based on mutual agreement of LJISD at the time of contract modification or extension.



5. Term

- (a) This Agreement will apply from the commencement of the services referred to in Section 1 and may be terminated with immediate effect by either party without cause by written notice to the other party.
- (b) A&M normally does not withdraw from an engagement unless the District misrepresents or fails to disclose material facts, fails to pay fees or expenses, or makes it unethical or unreasonably difficult for A&M to continue performance of the engagement, or other just cause exists..
- (c) On termination of the Agreement, any fees and expenses due to A&M shall be remitted promptly (including fees and expenses that accrued prior to but are invoiced subsequent to such termination).
- (d) The provisions of this Agreement that give the parties rights or obligations beyond its termination shall survive and continue to bind the parties.

6. Relationship of the Parties

The parties intend that an independent contractor relationship will be created by this engagement letter. Neither A&M nor any of its personnel or agents is to be considered an employee or agent of the District and the personnel and agents of A&M are not entitled to any of the benefits that the District provides for the District employees. The District acknowledges and agrees that A&M's engagement shall not constitute an audit, review or compilation, or any other type of financial statement reporting engagement that is subject to the rules of the AICPA, SEC or other state or national professional or regulatory body.

7. No Third Party Beneficiary

The District acknowledges that all advice (written or oral) provided by A&M to the District in connection with this engagement is intended solely for the benefit and use of the District (limited to its Board and management) in considering the matters to which this engagement relates. The District agrees that no such advice shall be used for any other purpose or reproduced, disseminated, quoted or referred to at any time in any manner or for any purpose other than accomplishing the tasks referred to herein without A&M's prior approval (which shall not be unreasonably withheld), except as required by law.

8. Conflicts

A&M is not currently aware of any relationship that would create a conflict of interest with the District or those parties-in-interest of which you have made us aware,. Because



A&M and its affiliates and subsidiaries comprise a consulting firm (the “Firm”) that serves clients on a global basis in numerous cases, both in and out of court, it is possible that the Firm may have rendered or will render services to or have business associations with other entities or people which had or have or may have relationships with the District, including creditors of the District. The Firm will not be prevented or restricted by virtue of providing the services under this Agreement from providing services to other entities or individuals, including entities or individuals whose interests may be in competition or conflict with the District’s, provided the Firm makes appropriate arrangements to ensure that the confidentiality of information is maintained.

9. Confidentiality / Non-Solicitation

A&M shall keep as confidential all non-public information received from the District in conjunction with this engagement, except: (i) as requested by the District or its legal counsel; (ii) as required by legal proceedings or (iii) as reasonably required in the performance of this engagement. All obligations as to non-disclosure shall cease as to any part of such information to the extent that such information is or becomes public other than as a result of a breach of this provision. The District, on behalf of itself and its subsidiaries and affiliates and any person which may acquire all or substantially all of its assets agrees that, until two (2) years subsequent to the termination of this engagement, it will not solicit, recruit, hire or otherwise engage any employee of A&M or any of its affiliates who worked on this engagement while employed by A&M or its affiliates (“Solicited Person”). Should the District or any of its subsidiaries or affiliates or any person who acquires all or substantially all of its assets extend an offer of employment to or otherwise engage any Solicited Person and should such offer be accepted, A&M shall be entitled to a fee from the party extending such offer equal to the Solicited Person’s hourly client billing rate at the time of the offer multiplied by 4,000 hours for a Managing Director, 3,000 hours for a Senior Director and 2,000 hours for any other A&M employee. The District acknowledges and agrees that this fee fairly represents the loss that A&M will suffer if the District breaches this provision. The fee shall be payable at the time of the Solicited Person’s acceptance of employment or engagement.

10. Limitations on Liability

In no event shall A&M, its affiliates, and their partners, principals, and personnel be liable to the District, whether a claim be in tort, contract or otherwise, for any amount in excess of the total professional fees A&M receives for the services under this agreement except to the extent that such liability is finally determined to have been caused primarily and directly by the fraud or willful misconduct of A&M relating to such services. In no event shall A&M or its personnel be liable for any consequential, special, indirect, incidental, punitive, or exemplary loss, damage, or expense relating to this engagement (including, without limitation, loss of revenue, data, goodwill, or similar damages) even if advised of the possibility of such damages. Termination of this engagement shall not affect this limitation on liability provision, which shall remain in full force and effect.



11. Miscellaneous

This Agreement including, without limitation, the construction and interpretation of thereof and all claims, controversies and disputes arising under or relating thereto, shall be governed and construed in accordance with the laws of the State of Texas, without regard to principles of conflict of law that would defer to the laws of another jurisdiction. The District and A&M agree to waive trial by jury in any action, proceeding or counterclaim brought by or on behalf of the parties hereto with respect to any matter relating to or arising out of the engagement or the performance or non-performance of A&M hereunder. The District and A&M agree, to the extent permitted by applicable law, that any Federal Court sitting within the Southern District of Texas shall have exclusive jurisdiction over any litigation arising out of this Agreement; to submit to the personal jurisdiction of the Courts of the United States District Court for the Southern District of Texas; and to waive any and all personal rights under the law of any jurisdiction to object on any basis (including, without limitation, inconvenience of forum) to jurisdiction or venue within the State of Texas for any litigation arising in connection with this Agreement.

This Agreement shall be binding upon A&M and the District, their respective heirs, successors, and assignees, and any heir, successor, or assignee of a substantial portion of A&M's or the District's respective businesses and/or assets, including any Chapter 11 Trustee. This Agreement incorporates the entire understanding of the parties with respect to the subject matter hereof and may not be amended or modified except in writing executed by the District and A&M. Notwithstanding anything herein to the contrary, A&M may reference or list the District's name and/or logo and/or a general description of the services in A&M's marketing materials, including, without limitation, on A&M's website.

If the foregoing is acceptable to you, kindly sign the enclosed copy to acknowledge your agreement with its terms.

La Joya Independent School District
May 14th, 2026
Page 6 of 7
Very truly yours,

ALVAREZ & MARSAL PUBLIC SECTOR
SERVICES, LLC

Name Michael Potter
Title Managing Director

By: Michael J. Potter

Date 05/14/2026

Accepted and Agreed:
La Joya Independent School District

By: _____
Dr. Marcey Sorensen, Superintendent

Date _____







La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: June 3, 2026

Strategic Priority: Priority 4 - Community, Trust, Unity and Partnership

Agenda Category: Consent Item

Item Title: Approval of Report on EOY MAP Results, Reading & Math (GPMs for Goals 1, 2, & 3)

BACKGROUND:

This report is provided to the School Board in alignment with the Lone Star Governance Board Monitoring Schedule. The EOY MAP Reading and Math results show positive student growth and progress toward the district’s goals. The data reflect student achievement and the district’s continued efforts to support learning and improve instruction for the upcoming school year.

RATIONALE:

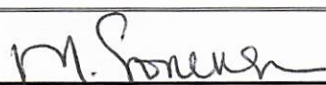
Approval will ensure we comply with the Lone Star Governance Texas Framework as well as provide transparency on strategic actions taken in alignment with GPMs 1-3, focused on accountability and student success.

BUDGET:

| | | |
|-----------------------------|-----------------------|---------------------------------|
| Cost | Funding Source | Vendor |
| N/A | N/A | N/A |
| Purchasing Mechanism | | Additional Documentation |
| N/A | | N/A |

RECOMMENDATION:

Administration recommends approval of Report on EOY MAP Results, Reading & Math (GPMs for Goals 1, 2, & 3)

Initiated by: 
Dr. Marcey Sorensen, Superintendent of Schools

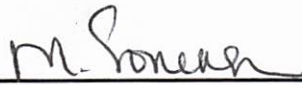
**Approved for Submission
to the Board of Education:**

Reviewed by: _____



Dr. Marcey Sorensen
Superintendent of Schools

BF&AS
Reviewed by: _____

Executive
Cabinet
Review by: 
Dr. Marcey Sorensen, Superintendent of Schools



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: June 3, 2026

Strategic Priority: Priority 4 - Community, Trust, Unity and Partnership

Agenda Category: Consent Item

Item Title: Approval of the Lone Star Governance Time Use Tracker Report - May 20, 2026

BACKGROUND:

The most effective school boards focus on improving student outcomes and codify their commitment to this by tracking how they spend their time during board meetings, spending upwards of 50% of their time discussing student outcomes. When we track how we spend our time, our board behaviors begin to become more closely aligned with our values. By adopting a vision, mission, goals, goal progress measures, and constraints that are focused on improving student outcomes, we have shared what is important to us with our community, and board behaviors should reflect such a focus by spending at least 50% of their time discussing student outcomes.

RATIONALE:

Approval of the LSG Board Monitoring Schedule will ensure we are in compliance with the Lone Star Governance Texas

BUDGET:

| | | |
|-----------------------------|-----------------------|---------------------------------|
| <i>Cost</i> | <i>Funding Source</i> | <i>Vendor</i> |
| N/A | N/A | N/A |
| <i>Purchasing Mechanism</i> | | <i>Additional Documentation</i> |
| N/A | | Time Use Tracker Report |

RECOMMENDATION:

Administration recommends approval of the Lone Star Governance Time Use Tracker Report - May 20, 2026.

Initiated by:



Mari Elizondo, School Board Administrative Assistant

**Approved for Submission
to the Board of Education:**

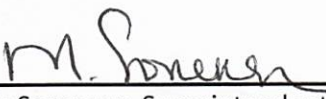


Dr. Marcey Sorensen
Superintendent of Schools

Reviewed by:

BF&AS
Reviewed by:

Executive
Cabinet
Review by:



Dr. Marcey Sorensen, Superintendent of Schools

TIME USE TRACKER **La Joya ISD** **QTR: 4** **Date: 05/20/26**

| Framework Pillars | Student Outcome Minutes | Adult Behavior Minutes | The board tracks its time spent during public authorized meetings | Other Topic Minutes |
|-----------------------------|-------------------------|------------------------|--|---------------------|
| Vision and Goals | 60 | | ← Minutes setting student outcome goals ← Minutes setting constraints or theories of action | |
| Progress and Accountability | 14 | | ← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar | |
| | | | ← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar | |
| | | | ← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs | |
| | | 2 | ← Minutes performing board self-evaluations using the LSG Integrity Instrument | |
| Systems and Processes | | | Minutes discussing, debating, and voting on other agenda items (including consent agenda items) → | 4 |
| Advocacy and Engagement | 22 | | ← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals | |
| Synergy and Teamwork | | | Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law | |
| Other | | | Any time spent on an activity that does not meet the conditions listed above → | 8 |
| TOTALS | 96 | 2 | 110 | 12 |

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{98}{110} \times 100 = 89.09\%$ % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: $\frac{96}{110} \times 100 = 87.27\%$ % Student Outcome Minutes

| Trustees Present | Trustees Absent | % Attendance |
|------------------|-----------------|--------------|
| 7 | | 100.00% |

Count of 'Other' Agenda Items: 10

| Goals Discussed | Goals on Target | % on Target |
|-----------------|-----------------|-------------|
| 0 | | 0.00% |

| Consent Items | Consent Items Removed | % Remaining on Consent Agenda |
|---------------|-----------------------|-------------------------------|
| 10 | | 100.00% |

| GPMs Discussed | GPMs on Target | % on Target |
|----------------|----------------|-------------|
| 0 | | 0.00% |



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: June 3, 2026

District Priority: Priority 3 - High Quality Instruction

Agenda Category: Action Item

Item Title: Approval of Comprehensive School Performance and Capacity Building Partnership CSP #2025-83 - Extension

BACKGROUND:

On August 27, 2025, the Board approved CSP #2025-83 to implement a Comprehensive School Performance and Capacity Building Partnership to support student outcomes in Literacy and/or Math. The initiative provided structured, research-based support focused on instructional reflection, leadership development, strategic refinement, and measurable student growth.

RATIONALE:


The District has continued to work collaboratively with the vendor to strengthen instructional practices, leadership capacity, and campus-based continuous improvement systems. Approval of the second-year extension will allow the District to continue services at Garza and Seguin Elementary, and Saenz Middle School in support of district academic priorities and campus improvement goals.


BUDGET:

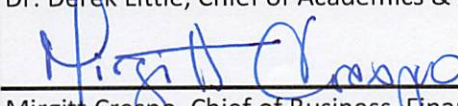
| | | |
|--------------------------------------|-----------------------------|---|
| Cost | Funding Source | Vendor |
| \$650,000.00 | 199-13-6291-00-844-7-99-000 | District Management Group Boston, MA |
| Purchasing Mechanism | | Additional Documentation |
| CSP #2025-83 – Second-Year Extension | | Proposal; Agreement |


RECOMMENDATION:

Administration recommends approval of the second-year extension for CSP #2025-83.

Initiated by: 
Dr. Derek Little, Chief of Academics & School Leadership

Reviewed by: 
Dr. Derek Little, Chief of Academics & School Leadership

BF&AS Reviewed by: 
Mirgitt Crespo, Chief of Business, Finance, and Administrative Services

Executive Cabinet Review by: 
Dr. Derek Little, Chief of Academics & School Leadership

Approved for Submission to the Board of Education:



Dr. Marcey Sorensen
Superintendent of Schools



AGREEMENT FOR INDEPENDENT CONTRACTOR/CONSULTING SERVICES

This Agreement for Independent Contractor/Consulting Services ("Agreement") is made by and between District Management Group with offices located at Boston, MA ("Consultant") and La Joya Independent School District, a Texas public Independent School District located at 200 W. Expressway 83, La Joya, Texas, 78560 ("LJISD" or the "District") (collectively referred to as the "Parties" or individually as the "Party"), acting herein by and through their respectively authorized officers or employees.

CSP#2025-83

AGREEMENT

1.0 Term

This Agreement shall be effective as of July 2026 and end on June 2027, it is duly executed by both parties ("Effective Date") and shall remain in effect for a one-year ("Term"), unless terminated earlier as provided herein.

2.0 Termination

2.1 This Agreement shall automatically terminate at the end of the Term or any renewal terms.

2.2 This Agreement may be terminated prior to the expiration of the Term as follows:

By the District, for convenience, with or without cause, immediately upon written notice, in which case Consultant shall be paid for services rendered up to termination at a pro rated amount proportionate to the Fees (defined below) earned for Services performed prior to termination; or

By either party immediately if the other party commits a breach of any of the material terms of this Agreement; provided that the breaching party has first been provided written notice of the breach and a thirty (30)-day opportunity to cure.

3.0 Services and Fees

3.1 **Consultant** shall provide the Services set forth more particularly on the attached Exhibit A ("Services") in exchange for the fees also described in Exhibit A. Consultant shall invoice the District within thirty (30) days of the date the Services are performed, and payment will be due within thirty (30) days of the District's receipt of an invoice, subject to the Texas Prompt Payment Act.

3.2 The Services shall be performed in a commercially reasonable manner. Consultant covenants that in performing the Services, it shall: a) comply with all federal, state and local statutes, codes, rules, regulations and guidelines including but not limited to safety and health matters, b) comply with any applicable generally accepted appraising standards, protocols and guidelines or other relevant professional standards, c) perform the Services in a professional manner, and d) perform all requirements that are generally performed by similar professionals in conducting the type of services required by this Agreement.

3.3 The Services shall be performed on a non-exclusive basis. The District shall not be required to retain Consultant to perform any additional services not specifically set forth herein. The Parties acknowledge and agree that the District in its sole discretion may select any other consultant of its choosing upon a decision by the District to conduct similar services. In performing the Services, Consultant shall identify necessary information that should be provided by the District and related processes required to accurately perform the Services and shall provide needed advice to the District in relation to such information and processes.

4.0 Confidentiality

4.1 Consultant shall take reasonable precautions so that access to information relating to the Services is limited to those persons within its employ or under contract with Consultant for whom it is necessary and appropriate. Any release of information outside of those mentioned herein must be immediately reported to the District. All communications pursuant to this agreement whether oral or written between the Consultant and the District, as well as any documents or reports generated during or as a part of the Services shall be regarded by Consultant as confidential unless otherwise determined by the District or as provided by any applicable law or District policies, including without limitation the Texas Public Information Act or the Texas Open Meetings Act. To this end, Consultant shall keep all such communications and information confidential, except as provided by the District.

4.2 Consultant's employees/contractors shall not create or otherwise access, obtain, or use photographs or videos of LJISD students during or after the provision of Services under this Agreement absent express written consent from a student's parent or legal guardian.

5.0 Criminal History Record Checks

5.1 To the extent permitted by law, Consultant shall obtain all criminal history information required by Texas Education Code Chapter 22 regarding its "covered employees," as defined below. If Consultant is required by Chapter 22 to obtain the information from the Fingerprint-based Applicant Clearinghouse of Texas, then Consultant, to the extent permitted by law, will also subscribe to that person's criminal history record information. Before beginning any work under this Agreement, Consultant will provide written certification to the District that Consultant has complied with the statutory requirements as of that date, or, in the event Consultant is not legally permitted to comply with such requirements, Consultant shall cooperate with the District as set forth below. Upon request by District, Consultant will provide, in writing, updated certifications and the names of any other requested information regarding covered employees, so that the District may obtain criminal history recommended information to the covered employees. Consultant shall assume all expenses associated with obtaining criminal history record information.

5.2 Consultant will not assign any “covered employee” with a “disqualifying criminal history,” as those terms are defined below, to work under this Agreement. If Consultant receives information that a covered employee has a reported disqualifying criminal history, including any such information shared by District, then Consultant will immediately remove the covered employee from District property and notify the District in writing within three (3) business days. If the District objects to the assignment of any covered employee on the basis of the covered employee’s criminal history record information, then Consultant agrees to discontinue using that covered employee to provide services at the District. If Consultant has taken precautions or imposed conditions to ensure that the employees of Consultant will not become covered employees, Consultant will ensure that these precautions or conditions continue throughout the time the contracted services are provided.

5.3 For the purposes of this Section, “covered employees” means employees, agents, or subcontractors of Consultant or any of Consultant’s consultants who has or will have continuing duties related to the services to be performed under this Agreement and has or will have direct contact with District’s students. The District will decide what constitutes direct contact with District’s students. “Disqualifying criminal history” means any conviction or other criminal history information designated by the District, or one of the following offenses; if at the time of the offense, the victim was under 18 years of age or enrolled in a public school; a felony offense under Texas Penal Code Title 5 Offense Against Persons; an offense for which a defendant is required to register as a sex offender under Texas Code of Criminal Procedure Chapter 62; or an equivalent offense under federal law or the laws of another state.

5.4 Any subcontractor entity, as defined by Texas Education Code § 22.08341(a)(3), shall be, to the extent permitted by law, required by the terms of their contract with Consultant or any other contracting entity (as defined in Texas Education Code § 22.08341(a)(1)), and by Texas law, to obtain the required criminal history record information on their employees, agents, or applicants, to give required certification to District and the contracting entities, and to obtain required certifications from the subcontracting entity’s subcontractors.

5.5 On request of District, Consultant shall provide all necessary identifying information to allow District to obtain criminal history record information for covered employees/contractors of the Consultant and all subcontracting entities. Consultant shall update this list on District’s request. Consultant shall further cooperate in all respects with any reasonable request by District to assist District in obtaining criminal history record information on the employees/contractors of Consultant, including without limitation paying any fees or costs reasonably requested by District to enable District to obtain needed criminal history record information.

6.0 Licenses and Technical Matters.

6.1 Consultant represents that where appropriate each and every employee of Consultant and/or any contractor of Consultant that is participating in the provision of Services has the capability, experience, means and appropriate licenses and permits required to perform the Services contemplated by this Agreement to the extent applicable to such individual or contractor. Consultant represents that it is aware of and in full compliance with the laws of Texas, if any, for the licensing and certification of any professionals providing the Services. Upon request, Consultant must provide evidence to the District that any applicable professional license is current

and in good standing. Consultant must contact the District immediately if such license status has changed. Upon request, Consultant shall provide the District with the identity of all individual employees or contractors involved with performing the Services.

7.0 Indemnity

CONSULTANT WILL DEFEND (WITH COUNSEL REASONABLY ACCEPTABLE TO THE DISTRICT), INDEMNIFY AND HOLD HARMLESS THE DISTRICT AND ITS AFFILIATES, AND EACH AND ALL OF THEIR OFFICERS, DIRECTORS, EMPLOYEES, PARTNERS, TRUSTEES, REGENTS AND AGENTS, FROM AND AGAINST ALL THIRD PARTY CLAIMS, LOSSES, LIABILITIES AND EXPENSES, INCLUDING REASONABLE ATTORNEYS' FEES, EXPERT WITNESS FEES AND COURT COSTS, TO THE EXTENT ARISING OUT OF CONSULTANT'S ACT OR OMISSION IN CONNECTION WITH THE AGREEMENT OR THE PERFORMANCE OF THE SERVICES.

8.0 Liability

No Party assumes the liability for the duties and/or responsibilities under control of the other Party or for the actions of the employees of the other Party.

9.0 Immunity as a Defense; Deficiency Debt

Neither Party waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and/or agents as a result of its execution of this Agreement and performance of the functions or obligations described herein. Furthermore, nothing in this Agreement shall be construed to create a claim or cause of action against either Party for which it is not otherwise liable, or to waive any immunity or defense to which either Party may be entitled, or to create an impermissible deficiency debt of either Party.

10.0 Notices

Notices under this Agreement shall be in writing, via certified mail return receipt requested, facsimile or electronic mail, and shall be delivered to the other Party at the following respective addresses, including any indicated email address:

LJISD: La Joya Independent School District
200 W. Expressway 83
La Joya, TX 78560
Attn: Dr. Marcey Sorensen, Superintendent
Email: m.sorensen@lajoyaisd.net

CONSULTANT: Name of Vendor
Address
City, State, Zip Code
Attn: Contact Person
Email:

11.0 Relationship

The relationship between the Parties is that of Independent Contractors; neither Party has the authority to bind the other in any manner. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the Parties and/or their respective employees. This Agreement does not create a joint venture, business partnership or agency relationship between the Parties.

12.0 Non-Discrimination

The Parties, in performing this Agreement, shall not discriminate against any person based on race, color, religion, national origin, ancestry, age, marital status, physical or mental handicap, familial status, or any other protected class.

13.0 Jurisdiction/Venue

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and venue for all disputes arising under this Agreement shall lie in Hidalgo County, Texas.

14.0 Assignment

No party shall assign or otherwise transfer its interest in this Agreement without the express written permission of the other Party.

15.0 Severability

If any portion of this Agreement shall be declared illegal or held unenforceable for any reason, the remaining portions shall continue in full force and effect and this Agreement shall be liberally construed to carry out the intent of the Parties.

16.0 Entire Agreement; Severability; Further Assurances; Waiver

This Agreement, including Exhibit A attached to this Agreement, constitutes the entire agreement between the Parties, and supersedes all prior and contemporaneous agreements, understandings and negotiations, with respect to the subject matter of this Agreement. In the event any provision of this Agreement is determined to be invalid or unenforceable, it is the desire and intention of the Parties that such invalidity or unenforceability not invalidate or render unenforceable the remainder of the Agreement and that such provision be reformed and construed in such a manner that it will, to the maximum extent practicable, be deemed valid and enforceable, and the rights and obligations of the Parties shall be construed and enforced accordingly. Each Party shall execute and deliver such further documents and take such further actions as may be required or reasonably requested by the other Party to effectuate the purposes of this Agreement. Any waiver by any Party of its rights with respect to a default or requirement under this Agreement will not be deemed a waiver of any subsequent default or other matter.

17.0 Warranty

By the execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized by all requisite administrative action to enter into and perform the terms of this Agreement.

18.0 Headings

The captions and headings appearing in this Agreement are inserted merely to facilitate reference and will have no bearing upon its interpretation.

19.0 Amendments

This Agreement may be amended or modified only by written agreement authorized and executed by the duly authorized representatives of both Parties.

This Agreement may be executed in multiple originals, each having equal force and effect, on behalf of the parties as follows:

[SIGNATURES ON NEXT PAGE]

LA JOYA INDEPENDENT SCHOOL DISTRICT:

Signature

Dr. Marcey Sorensen
Name

Superintendent of Schools
Title

Date

District Management Group

Shannah L. Varón
Signature

Shannah L. Varón
Name

Managing Director
Title

5/14/20
Date

Exhibit A - Services and Fees

Scope of Services

Comprehensive School Performance and Capacity Building Partnership for the following campuses:

- Garza Elementary**
- Seguín Elementary**
- Saenz Middle School**
-
-
-
-
-
-
-

Fee Structure

Total proposal cost \$650,000.00

Please include proposal or quotation documentation as part of Exhibit A

Funding Source

199-13-6291-00-844-7-99-000

La Joya Independent School District

DATA SHARING AGREEMENT

This Data Sharing Agreement (the "Agreement") is made between District Management Group, L.L.C. ("Provider") and La Joya Independent School District. (the "District"). The District and Provider will be collectively referred to as the "Parties".

1. DEFINITION, USE, AND TREATMENT OF DATA.

A. "Data" shall include, but is not limited to, the following: student data, employee data, metadata, user content, course content, materials, and any and all data and information that the District (or any authorized end user(s)) uploads or enters through their use of the product. "Data" also specifically includes all personally identifiable information in education records, directory data, and other non-public information.

B. The District owns and retains all rights, title, and interest to, or has appropriate possessory rights in, Data. Provider makes no claim of license, title, or ownership to or in Data.

C. All Data accessed or used by the Provider shall at all times be treated as confidential by Provider and shall not be copied, used, or disclosed by Provider for any purpose not related to providing services to the District. As outlined in more detail below, Provider recognizes that personally identifiable information is protected against disclosure by Federal and State Statutes and Regulations, and Provider agrees to comply with said restrictions.

2. PURPOSE, SCOPE AND DURATION.

A. Provider shall not share Data with any additional parties-without prior written consent of the District, except that Provider may share Data with authorized subcontractors or non-employee agents ("Authorized Agents") who: (i) have a legitimate need to access such Data solely for the purpose of providing services to the District under this Agreement; (ii) are bound by written agreement to data protection obligations no less restrictive than those imposed on Provider under this Agreement; and (iii) have been identified to the District.

B. The Parties acknowledge that the District is subject to the Family Educational Rights and Privacy Act (20 U.S.C. 1232(g)) (FERPA), which law and supporting regulations generally address certain obligations of an educational agency or institution that receives federal funds regarding disclosure of personally identifiable information in education records. As set forth in more detail below, the Parties agree that Provider is a "school official" under FERPA and has a legitimate educational interest in personally identifiable information from education records because Provider: (1) provides a service or function for which the District would otherwise use employees; (2) is under the direct control of the District with respect to the use and maintenance of education records; and (3) is subject to the requirements of FERPA governing the use and redisclosure of personally identifiable information from education records.

La Joya Independent School District

DATA SHARING AGREEMENT

C. The parties expect and anticipate that Provider may receive personally identifiable information in education records from the District only as an incident of service or training that Provider provides to the District pursuant to this Agreement. Provider shall be permitted to use any such personally identifiable information in education records as a function of performing its duties and obligations. Provider represents that it shall not use or further disclose any personally identifiable information in education records other than as a function of performing its duties and obligations.

D. This agreement becomes effective immediately upon the date of execution and shall remain in effect during the time that Provider provides services to the District. Provider agrees to use said Data solely for the purposes of providing services to the District.

E. At the conclusion of this agreement Provider agrees to destroy or transfer to the District under the direction of the District all Data relating to the District, its students, and its employees that Provider may have in its possession or in the possession of any subcontractors or agents to which the Provider may have transferred Data.

3. DATA COLLECTION AND USE.

A. Provider will only collect Data necessary to fulfill its duties as outlined in this Agreement.

B. Provider will use Data only for the purpose of fulfilling its duties and providing services under this Agreement, and for improving services under this Agreement.

4. DATA DE-IDENTIFICATION.

Provider may use de-identified Data for product development, research, or other purposes. De-identified Data will have all direct and indirect personal identifiers removed. This includes, but is not limited to, name, identification numbers, dates of birth, demographic information, location information, and school identification. Further, Provider agrees not to attempt to re-identify de-identified Data and not to transfer de-identified Data to any party authorized to receive such Data pursuant to this Agreement unless that party agrees not to attempt re-identification.

5. MARKETING AND ADVERTISING PROHIBITED.

Provider shall not use any Data to advertise or market to students, their parents, or District employees or officials.

6. DATA MINING.

Provider is prohibited from mining Data for any purposes other than those agreed in writing to by the Parties. Data mining or scanning of user content for the purpose of advertising or marketing to students or their parents is prohibited. Data mining is defined as the process of analyzing data from different perspectives and summarizing it into useful information by finding correlations or patterns among data fields in relational databases.

La Joya Independent School District

DATA SHARING AGREEMENT

7. DATA SHARING.

A. Provider shall not share Data with any additional parties-without prior written consent of the District except that Provider may share Data with authorized subcontractors or non-employee agents ("Authorized Agents") who: (i) have a legitimate need to access such Data solely for the purpose of providing services to the District under this Agreement; (ii) are bound by written agreement to data protection obligations no less restrictive than those imposed on Provider under this Agreement; and (iii) have been identified to the District.

B. In the event any person(s) seeks to access any Data beyond the access that is provided to Provider's employees or Authorized Agent for purposes of providing services to the District under this Agreement, Provider will immediately inform the District of such request in writing unless expressly prohibited by law or judicial order. The District will respond to all requests for Data received by Provider; Provider will not respond in any way to such requests for Data. Provider shall only retrieve requested Data upon receipt of, and in accordance with, written directions by the District and shall only provide such Data to the District without express written consent from the District.

C. Should Provider receive a court order or lawfully issued subpoena seeking the release of such Data or information, Provider shall immediately provide notification in writing to the District of its receipt of such court order or lawfully issued subpoena and shall immediately provide the District with a copy of such court order or lawfully issued subpoena prior to releasing the requested Data or information.

8. DATA TRANSFER OR DESTRUCTION.

Provider will ensure that all Data in its possession and in the possession of any subcontractors or agents to which the Provider may have transferred Data are destroyed or transferred to the District under the direction of the District when the Data are no longer needed for the specified purpose.

9. RIGHTS AND LICENSE IN AND TO DATA.

Parties agree that all rights, including all intellectual property rights, to Data shall remain the exclusive property of the District, and Provider has a limited, nonexclusive license solely for the purpose of performing its obligations as outlined in the Agreement. This Agreement does not give Provider any rights, implied or otherwise, to Data, content, or intellectual property, except as expressly stated in the Agreement. This includes the right to sell or trade Data.

10. SECURITY CONTROLS.

A. Provider shall store and process Data in accordance with industry best practices. This includes appropriate administrative, physical, and technical safeguards to secure Data from unauthorized access, disclosure and use.

B. Provider shall conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner.

La Joya Independent School District

DATA SHARING AGREEMENT

C. Provider shall also have a written incident response plan, which shall include but is not limited to, prompt notification to the District in the event of a security or privacy incident, as well as procedures for responding to a breach of any of the District's Data in Provider's possession.

11. NOTIFICATION OF AMENDMENTS TO POLICIES.

A. Provider shall not change how Data is collected, used, or shared under the terms of this Agreement in any way without advance notice to and consent from the District.

B. Provider shall provide notice to the District of any proposed change to its Terms of Use, Privacy Policy, and/or any similar policies/procedures thirty (30) days prior to the implementation of any such change.

12. NOTIFICATION OF DATA BREACH.

A. When Provider becomes aware of a disclosure or security breach concerning any Data covered by this Agreement, Provider shall immediately notify the District and take immediate steps to limit and mitigate the damage of such security breach to the greatest extent possible.

B. The Parties agree that any breach of the privacy and/or confidentiality obligation set forth in the Agreement may, at the District's discretion, result in the District immediately terminating this Agreement and refusing to enter into a contract with Provider or otherwise allow Provider access to any District Data for a period of time defined by the District.

C. In addition to and notwithstanding any termination provision set forth in the underlying agreement(s), in which the District shares Data with Provider, this Agreement and such underlying agreement(s) may be terminated by the District if Provider fails to cure such breach within thirty (30) days of receiving written notice from the District of such breach (or such longer time necessary to cure such breach if the breach cannot be cured in 30 days). The Party in breach shall identify to the non-breaching Party all steps taken to cure such breach and the estimated timeframe for such cure.

13. INDEMNIFICATION.

Provider shall indemnify and hold harmless the District and its officers, agents, subcontractors, and employees, from any and all claims, losses, suits or liability, including reasonable attorneys' fees for damages or costs resulting from the acts or omissions of Provider, or its officers, agents, subcontractors, or employees while performing under this Agreement.

14. TERMINATION AND SEVERABILITY

A. The District may terminate this agreement at any time at its discretion upon written notification to Provider. If the District terminates the Agreement, or if Provider ceases to perform services for the District that requires access to Data, Provider shall return to the District all Data delivered to it or collected during the course of the Agreement. Further, Provider shall certify to the District in writing within 60 days that all copies of the Data stored in any manner by Provider have been returned to the District and permanently erased or destroyed using industry best

La Joya Independent School District

DATA SHARING AGREEMENT

practices to assure complete and permanent erasure or destruction. These industry best practices include, but are not limited to, ensuring that all files are unrecoverable. Industry best practices do not include simple file deletions or media high-level formatting operations.

B. The provisions of this Agreement are severable. If a court of competent jurisdiction determines that any portion of this Agreement is invalid or unenforceable, the court's ruling will not affect the validity or enforceability of the other provisions of the Agreement.

15. ENTIRE AGREEMENT.

This document states the entire agreement between Provider and the District with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

Accepted by:

La Joya Independent School District

District Management Group, L.L.C.

Signature _____

Signature Shannah L. Varón

Printed Name _____

Printed Name Shannah L. Varón

Title _____

Title Managing Director

Date _____

Date 5/20/20



Helping Schools and Students Thrive

133 Federal Street, Boston, MA 02110

877-362-3500

www.dmggroupK12.com

May 12, 2026

Dr. Derek Little
Chief of Academics and School Leadership
La Joya Independent School District
200 W. Expressway 83
La Joya, Texas 78560

Dear Dr. Little,

District Management Group (DMGroup) is pleased to present our proposal to continue targeted, comprehensive support to select La Joya ISD (LJISD) schools – specifically, Garza Elementary School, Saenz Middle School, and Seguin Elementary School – to sustain LJISD’s upward trajectory with these schools.

Through DMGroup’s **Breakthrough Results Transformation Schools Program** approach, LJISD’s schools will continue to achieve real results for students while building the capacity of school administrators and building staff to transform the performance and culture of entire schools. Through rapid cycles of improvement for teachers with a focus on student results and dedicated leadership coaching, DMG aims to accelerate student learning in LJISD and advance the district’s strategic priorities.

This important work will help ensure that LJISD’s school improvement efforts can be modeled district-wide to drive further success, high standards, and new levels of performance during the upcoming school year and beyond.

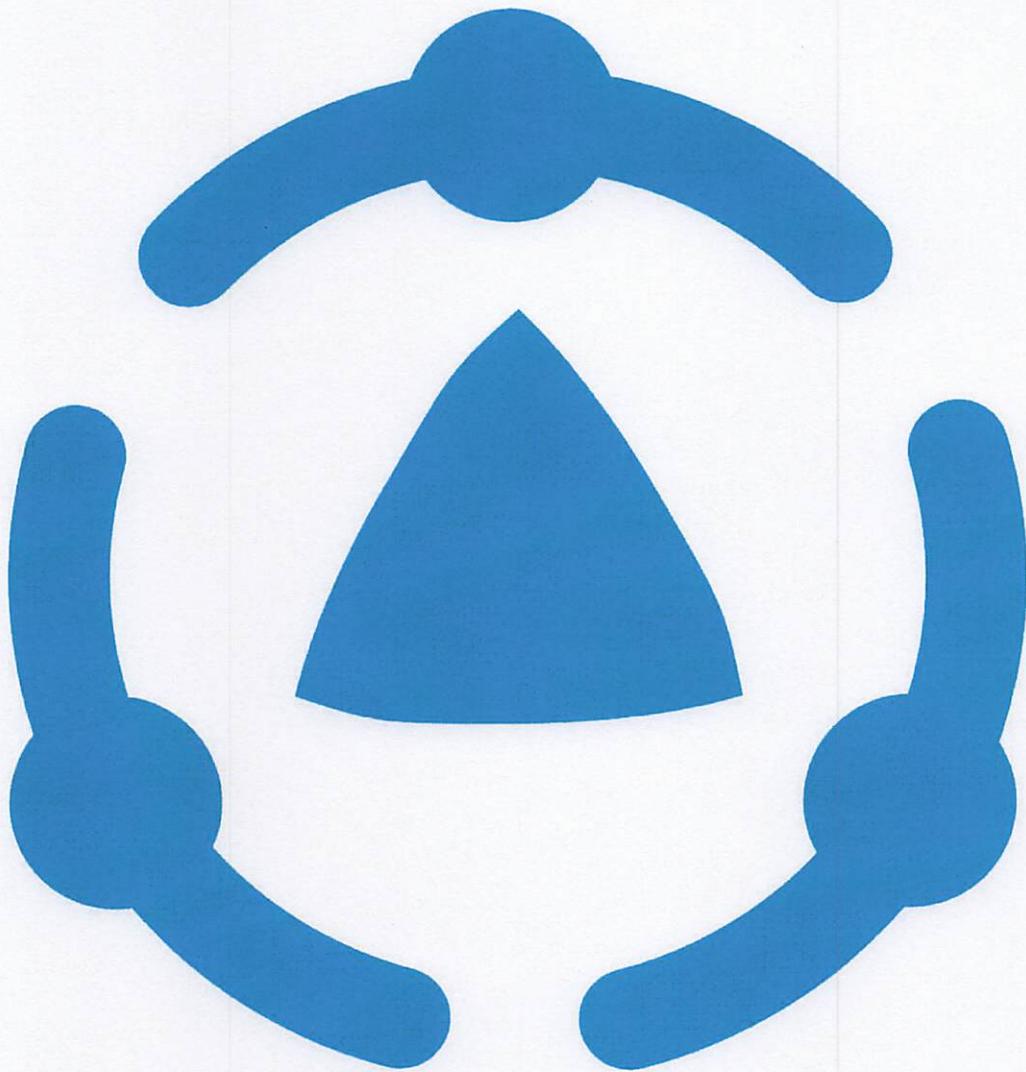
We look forward to continuing to work with you.

Sincerely,

John J-H Kim
Chief Executive Officer

Shannah Varón
Managing Director, Breakthrough Results





Breakthrough Results Transformation Schools Program

Proposal for

La Joya ISD

May 12, 2026



Contents

| | |
|--------------------------------------|----|
| Executive Summary | 1 |
| Proposed Project Approach | 2 |
| Project Timeline & Deliverables | 6 |
| Key Team Members | 7 |
| Complimentary DM Council Membership | 11 |
| Pricing Proposal | 12 |
| About District Management Group | 13 |
| Attachment A: Data Sharing Agreement | 17 |



Executive Summary

District Management Group (DMGroup) has extensive experience partnering with urban schools in support of both district and school-based turnaround efforts. DMG is uniquely positioned to continue the support of Garza Elementary School, Saenz Middle School, and Seguin Elementary School in their transformations.

To enact sustainable and transformational change in a whole school, DMGroup recommends continuing DMG's **Breakthrough Results Transformation Schools Program**. This comprehensive, wraparound program combines focused goals, rapid action cycles, progress monitoring, performance coaching, and real-time professional development to empower both school leaders and teams of teachers and staff.

Breakthrough Results Schools is a comprehensive, building-wide program working from the top down as well as bottoms up to achieve outstanding results, build team and school administrator leadership capacity, and transform the performance and culture of the entire school. It encompasses both leadership coaching of school principals and assistant principals, as well as performance coaching for selected teachers and staff members of the school.

This work is led at the school level by a dedicated DMGroup Executive Leadership Coach and designed to drive lasting, positive culture change school-wide as school leadership explores new ways of working together and creates a healthy space to experiment with new strategies and build trust amongst the team. This program combines leadership coaching and multiple Breakthrough Results teams comprising of teachers, instructors, and appropriate building staff working in rapid action learning cycles to work through a process that achieves targeted, measurable student results in short cycles of innovation to support the goals of the school and building leadership.



Proposed Project Approach

DMGroup's **Breakthrough Results (BTR) Transformation Schools Program** is a proven and comprehensive program that will help achieve outstanding measurable student results while building leadership capacity of the LJISD school administrators, school building leaders, teachers, and select school staff. Participants will explore new ways of working together and create a healthy space to experiment with new strategies and build trust amongst the team and transform school culture to support continuous improvement that will be lasting.

BTR Transformation Schools Program will provide each participating school with a:

- **Dedicated BTR Leadership Coach** who will support the principal (and assistant principal)
- **Dedicated BTR Performance Coaches** who will work with school-based teams established for specific subject areas for improvement such as ELA, Math, attendance, etc. to achieve outstanding results.
- **BTR Data Analytics Team** who will help gather data and present them in a timely and actionable manner to all participants.
- **BTR Project Management Team** who will ensure that all aspects of the project is executed smoothly, with fidelity, and with minimal burden on school-based staff.

Key principles of the BTR Transformation Schools Program approach include:

- **Focus on results:** The BTR Transformation Schools Program's change theory is based on the belief that "successful change programs begin with results"¹ and thus the best way to achieve change is to ensure that teams achieve and experience results.
- **Achieve with urgency.** There is a lot of research that demonstrate the importance of working with a sense of urgency and limited time. These set of circumstances create the conditions for rapid trial and error cycles, working with discover new solutions, and establishing a short plan-do-act cycle that reinforce results.
- **Adjust actions based on data:** Having access to accurate and actionable data frequently is one of the foundations for helping school leaders and teachers make constant adjustments in teaching and student support that can yield rapid results. A lot of work will be done by the DMGroup team (behind the scenes) to

¹ This is attributed to Robert H. Schaffer, founder of Schaffer Consulting in Stamford, Connecticut. He is also a coauthor of Rapid Results! How 100-Day Projects Build the Capacity for Large-Scale Change



ensure that school leaders and teachers have ready access to useful and actionable data that can inform the work in the classroom and schools.

- **Provide Just-in-time coaching and professional development:** Voluminous research support providing adult training and support on a just-in-time basis. Providing training and support at the time when school leaders and teachers need the new capability and that allows them to employ the newly acquired skill immediately is far more effective than teaching a skill in a classroom setting to be used many days or weeks later.
- **Build cohesion, trust, and teamwork:** The BTR Transformation Schools Program is designed to establish a sense of teamwork based on mutual trust and accountability among participants. Numerous research indicate that the strongest performing teams are ones that can rely on each other, establish high standards for one another, and work constructively with a strong sense of accountability. BTR Transformation Schools Program is designed to do just that.
- **Empower school-based teams:** BTR Transformation Schools Program approach believes that transformational and lasting change is based at the school and classroom. Thus, BTR Transformation Schools Program will help form high functioning and results-oriented teams that will be empowered and supported to achieve outstanding results and build lasting capacity.
- **Provide public support and public accountability:** BTR Schools Program approach also harnesses the power of working together where each school team will know that they are all part of a similar effort across PPSD to achieve outstanding results.
- **Consolidate learning and build lasting capacity:** A final step in the BTR Transformation Schools Program to help arrange and facilitate a reflection and learning cycle designed to help participants consolidate their learning and build lasting capacity for change and achieving results through a process of organizing, reflecting, and incorporating the lessons learned from this work.

BTR Transformation Schools Program has developed a process to assist school teams as they roll out this initiative and engage in the continuous improvement process to reflect upon and refine the work as the year progresses. The BTR Transformation Schools Program will feature 1) ongoing leadership and organizational leadership coaching and support for the entire period and 2) will include two (2) distinctive 10–12-week cycles of improvement focused on specific subject area such as ELA, Math, attendance, etc.

Key deliverables of the BTR Transformation Schools Program include:

- **Goal Setting:** Participants will learn to set clear and actionable SMART goals aligned with the strategic objectives of the district and their school, with the support of a DMGroup Executive Leadership Coach.



- **Achieve Outstanding Performance:** Participants will achieve outstanding results in the areas identified for improvement. School administrators will collaborate with their leadership and building staff to problem-solve and build leadership skills while they elevate their performance to new levels.
- **Performance Coaching:** DMGroup will help establish subject/topic area teams to improve student achievement during the duration of the program. These activities will include weekly reflective and retrospective team meetings, integrated professional development to participants to build their capacity, assisting teams in rapidly prototyping approaches, identifying winning solutions, and leveraging lessons learned, ultimately accelerating team progress towards achieving performance goals.
- **Leadership Coaching:** DMGroup will provide dedicated leadership coaching for school leaders to maximize their ability to support school-based BTR teams and ensure focus on both student outcomes and adult culture. Through this part of the BTR Transformation Schools model, DMGroup and leadership coaches will:
 - Build leaders' capacity to guide teams toward ambitious, measurable results, with targeted support in prioritizing and sustaining effective practices.
 - Support leaders in fostering strong adult culture/collaboration and student social-emotional well-being, ensuring a healthy school culture that accelerates and sustains academic gains.
- **Progress Monitoring:** Participants will learn to understand and monitor school-wide progress towards key goals. Throughout the cycle the DMGroup Data Analytics Team will ensure insightful and actionable performance data is collected and shared on a bi/weekly basis, aligned to the progress monitoring schedule.
- **Build Capacity:** Participants will build capacity to develop new leadership strategies, put them into action, and achieve results while they elevate their performance to new levels.
- **Project Management:** The DMGroup Executive Leadership Coach will work alongside school administrators in the development of a goal setting and progress monitoring project plan in the Spring of 2023 to be adapted for the 2023-24 school year.
- **Communications Plan:** Having a well-developed calendar of events and tasks will be crucial to the success of this work. In collaboration with the school administrators, DMGroup's Executive Leadership Coach will support in the development of a calendar to incorporate key milestones as well as the roles and responsibilities of the school administrators and key building leaders and staff.
- **Analysis, Evaluation, & Impact:** DMGroup's Executive Leadership Coach will support the school administrators in conducting an extensive analysis of the



performance-related data in the school and within the BTR Teams to determine what is working well and where there are areas of further growth. An overview of findings and recommendations will be provided.

- **Final Reporting:** At the end of each cycle (e.g., semester), DMGroup will document results, compile team data, and help identify core insights that will assist continuous improvement.
- **District Leadership Support & Services:** Throughout the cycle, the DMGroup team will conduct weekly meetings with the district sponsorship team to share school administrator and Breakthrough Results Schools performance data, which is collected bi/weekly by the DMGroup Data Analytics Team. At the end of the performance cycle, DMGroup will collect and tabulate feedback and prepare a final report outlining results and capacity building.



Project Timeline & Deliverables

The proposed timeline will provide school administrator coaching throughout SY2026-27 and will run one 10-week cycle of Breakthrough Results Teams during each semester. The timeline can be further adjusted to accommodate the district’s needs and is subject to change based on procurement timeline, accessibility of data, and availability of staff.

The following timeline and process example will follow the same structure during the spring semester, typically between January and May.

| | Design/Pre-Launch | Performance improvement | Outcomes Retrospective |
|--|---|---|---|
| | August 2026 | September – November 2026 | December 2026 |
| School Administrator Support & Services | <ul style="list-style-type: none"> Review school baseline data Develop structure and cadence for BTR Schools meetings | <ul style="list-style-type: none"> Weekly Executive Leadership Coaching DMGroup data collection and progress monitoring for school-wide goals Leadership capacity building | <ul style="list-style-type: none"> Final data review of results and goals Review lessons learned and implications on capacity building Identify systemic continuous improvements for future work |
| Teachers & School Staff Support & Services | <ul style="list-style-type: none"> Review pre-launch materials with designated Team Leads Determine baseline data Discuss target setting Build the capacity for SMART goal formulation | <ul style="list-style-type: none"> Weekly Performance Coaching Help facilitate weekly team meetings DMGroup data collection and progress monitoring | <ul style="list-style-type: none"> DMGroup provides an Outcomes Report for reflection & review Help participants facilitate a Leadership Reflection & Review |
| District Support & Services | <ul style="list-style-type: none"> Design/review overall program Conduct diagnostic analysis Meeting with district leadership to discuss focus areas and goals DMGroup hosts in-person kick-off session | <ul style="list-style-type: none"> Weekly meetings between DMGroup and district sponsorship | <ul style="list-style-type: none"> DMGroup provides final report of results, feedback, and opportunities for capacity building |

The various components of the BTR Transformation Schools Program effort are all designed to support the leadership development and capacity building of district leadership, school site leaders, administrators, and teachers. Through building on a combination of consulting support, rapid cycles of innovation, consistent performance monitoring, and capped by deep reflection, schools will be able to develop the ability to align and meet the ambitious goals of the district’s strategic plan.



Key Team Members

DMGroup's team is available to complete the deliverables as outlined in this proposal. The members of the team are subject to change based on procurement and project timeline but will be representative of the skills and experience outlined below.

John J-H Kim

CEO and Founder, DMGroup

Professor, Harvard Business School;

Co-Chair, Public Education Leadership Project (PELP)



John brings to District Management Group (DMGroup) his extensive background in education, business, management, and academia. As Founder and Chief Executive Officer, John is responsible for all aspects of ensuring that DMGroup brings the best management and leadership practices to public school district leaders from around the country. He works closely with superintendents to develop and implement system-wide efforts that lead to higher student achievement while improving operations and lowering costs.

In 2011, John was appointed a Senior Lecturer at the Harvard Business School where he developed and teaches the elective course *Transforming Education through Social Entrepreneurship*.

Since 2013, he has co-chaired PELP (Public Education Leadership Project), a joint project between the Harvard Graduate School of Education and the Harvard Business School to strengthen the management and leadership capabilities of urban school district leaders.

Shannah L. Varón

Managing Director, Breakthrough Results, DMGroup



Shannah brings to DMGroup her background as a veteran educator and education non-profit leader. As Managing Director of our Breakthrough Results Team, Shannah is responsible for ensuring that DMGroup brings the best thinking and performance coaching supports to district on-the-ground teams to create catalytic results for students.

Prior to DMG, Shannah was the Executive Director of Teach For America Massachusetts, where she worked to ensure that outstanding, equity-minded teachers can reach young people in 70 schools across Massachusetts. Shannah previously served for ten years as the Executive Director of Boston Collegiate Charter School, a diverse, fifth through twelfth grade public school serving 700 students with the mission of preparing each student for college.

Shannah began her career in education teaching bilingual elementary special education in Mercedes, Texas, as a Teach For America Corps Member. Shannah holds a Bachelor of Science in Foreign Service from Georgetown University summa cum laude and an MBA from Harvard Business School with distinction.



Dr. Elizabeth Micci
Director, Client Results



Elizabeth Micci is a strategic education leader with extensive experience in BTR program design, organizational development, and large-scale school improvement. She brings a proven track record of designing and implementing innovative, evidence-based models for schools and districts, with a focus on achieving meaningful, measurable outcomes.

At DMGroup, Elizabeth serves as Client Results Director, where she partners with school and district leaders to address their most pressing challenges through structured improvement initiatives grounded in data and improvement science. She guides leadership teams in aligning district-wide priorities with actionable, grade-level strategies, building the capacity of school-based teams to deliver measurable gains in student outcomes.

Prior to joining DMGroup, Elizabeth served as Vice President of Program at Citizen Schools, a national nonprofit modernizing pedagogy and teacher training in public schools. She has also co-founded and led an academy at César E. Chávez High School in Houston, preparing underserved students for college success, and spearheaded a secondary school redesign in Hong Kong as part of her doctoral work at Harvard University, managing its implementation for two years.

For BTR programs, Elizabeth provides executive oversight and strategic guidance, and would ensure the programs remain aligned to State goals and deliver high-quality, sustainable results for schools and students.

Alex Newell
Director, Client Results



Alex Newell brings deep expertise in designing and managing high-impact improvement initiatives for schools and districts, with a focus on using data and collaborative leadership to drive measurable student outcomes. As a former educator, Alex understands firsthand the challenges and opportunities educators face in implementing meaningful change, and he draws on that experience to design practical, actionable solutions.

At DMGroup, Alex has led the design and oversight of BTR programs that help schools and districts achieve measurable results, including initiatives in early literacy, attendance, and instructional leadership. He has worked closely with school and district leaders to analyze student-, school-, and district-level data, identify key trends, and distill actionable insights that align with district strategic priorities.

Alex serves as Client Results Director, overseeing day-to-day execution of the Breakthrough Results program, ensuring high-quality deliverables, and maintaining strong communication and collaboration with State and district leadership. His proven



ability to manage complex workstreams, combined with his skill in cultivating trusted relationships with diverse stakeholders, makes him uniquely suited to help deliver the State's goals for this initiative.

Kim Broad
Assistant Director, Client Results



Kim brings to DMG strong experience in project management, client engagement, and process coordination, partnering with K–12 school districts to implement high-impact improvement initiatives that drive measurable student outcomes. She plays a key leadership role in DMG's Breakthrough Results (BTR) Program, guiding district and school teams through focused, data-driven cycles that translate strategy into action. Prior to joining DMG, Kim served as the leader of an academic intervention program at an institution of higher education in Massachusetts. Earlier in her career, Kim was a strategy consultant.

Known for her ability to bring clarity, structure, and momentum to complex work, Kim supports teams in moving from planning to execution with precision and a relentless focus on results.

Performance Coaches

District Management Group works with nearly 300 Performance and Leadership Coaches that have all been selected for their demonstrated superior skills and experience to work with teachers and staff to help them realize outstanding performance results in a relatively short period of time by focusing their efforts on the ambitious goals that need to be achieved while building lasting professional capacity. Below is a representative group of Performance Coaches that have worked previously with school districts in similar circumstances.

Vynesha Johnson
Performance Coach



Dr. Johnson is a nationally recognized executive leadership coach and education leader with more than 25 years of experience supporting school and district transformation across diverse systems. She brings deep expertise in leadership development, organizational change, and equity-centered improvement, with a strong track record of helping leaders drive measurable, data-informed results.

As a senior leader and Performance Coach with DMG, Dr. Johnson partners with state, district, and school leaders to strengthen leadership effectiveness and lead disciplined, results-oriented improvement. She supports teams in analyzing data, identifying root causes, and implementing strategic actions that improve outcomes for all students, with a focus on building sustainable leadership practices and systems.



Dr. Johnson has extensive experience in school turnaround and supporting historically underserved student populations, including implementing MTSS, RTI, and PBIS frameworks. Her background includes roles as a principal, district administrator, and national leadership coach, as well as experience in higher education preparing future leaders. She holds a Ph.D. in Educational Leadership.

Michael Roth **Performance Coach**



Dr. Roth is an accomplished education leader with more than 25 years of experience supporting school systems in improving student outcomes through strong leadership, data-driven decision-making, and systemic improvement. He holds a Doctorate in Education and Organizational Leadership from the University of Pennsylvania and brings deep expertise in district leadership, instructional improvement, and organizational change.

As a Performance Coach with District Management Group (DMG), Dr. Roth partners with school and district leaders to implement structured, improvement science–driven cycles focused on measurable results. His work centers on strengthening instructional leadership, advancing data-driven PLCs, and building systems that improve student engagement, attendance, and academic performance. He supports teams in conducting root-cause analysis, identifying high-leverage strategies, and monitoring progress aligned to school and system priorities.

Dr. Roth has extensive experience developing leadership capacity across principals, leadership teams, and teacher leaders, with a focus on building sustainable internal expertise. His background includes serving as Deputy Superintendent of Allentown School District and Superintendent in two Pennsylvania districts, as well as leadership roles at Houghton Mifflin Harcourt and Discovery Education. He also coaches doctoral students at the University of Pennsylvania, reflecting his ongoing commitment to developing education leaders.

Michele Sumter **Leadership Coach**



Michele Sumter is a Performance Coach for Breakthrough Results (BTR) Program at DMGroup. In this role, she works with school teams and leaders to get results for students while building their capacity for data analysis, root cause identification and strategic interventions.

Michele has over 12 years of experience coaching school leaders, delivering professional trainings, designing school improvement plans, and mentoring current and aspiring school administrators. She is a results-oriented data analyst with a passion for building and repairing schools. Michele has served as a principal at all levels and has held several district leadership positions.



Complimentary DMCouncil Membership

Included in this offer is a complimentary, one-year membership to District Management Council (a \$4,500 value). You will join a community of forward-thinking education leaders from across the country committed to driving sustainable, measurable improvements to help schools and students thrive. As a member, you will have access to District Management Group's national conferences, our additional convenings such as our virtual roundtable discussions, professional development opportunities, our research, and our expert advice.

Your one-year membership will begin on the first of the month following the contract award. If you are not already familiar with the benefits of DMCouncil membership, we look forward to scheduling a membership onboarding call to introduce you to all the benefits of membership and to help us understand your most pressing needs so we can guide you to the District Management Group resources that can be most helpful to you.

BENEFITS

- Connect, share ideas, and collaborate with a **community of forward-thinking leaders** from across the country
- Deepen your knowledge and stay at the forefront of the **latest research** on management and education best practices
- Strengthen management capacity through an array of **professional development** opportunities:
 - ✓ **Superintendents' Strategy Summit**: one registration to our signature two and a half-day learning experience for superintendents only
 - ✓ **Leadership Development Meetings**: four registrations (superintendent + 3 district leaders) to our professional development conferences for cross-functional district teams to learn and work together
 - ✓ **Virtual roundtables**: bi-weekly convenings to share research and discuss pressing issues
- Stay abreast of what works with **District Management Journal**: Receive eight subscriptions for your district leaders to our signature publication that includes research, toolkits, and case studies
- Access **expert advice**: consult with our experts to discuss your district's specific challenges

DMCouncil

- Established 2004 -

JOIN A NATIONAL NETWORK
OF OVER 1,400 DISTRICT LEADERS

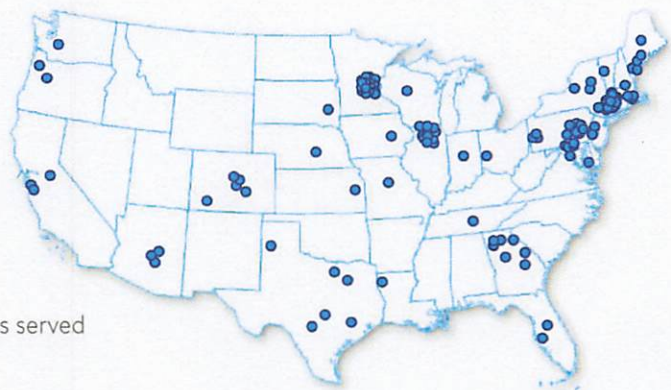
142 districts

28 states

1,450 district leaders

3.5 million students served

* As of February 2021



District Management Group | Helping Schools and Students Thrive | www.dmgrouppK12.com

Pricing Proposal

Breakthrough Results Transformation Schools Program

| Breakthrough Results (BTR) SCHOOLS Program | | | |
|--|-----------------|-----------------------|----------------------|
| Model | Total # Schools | Total Fees Per School | Total Fees Per Model |
| <u>Elementary</u> Breakthrough Results SCHOOLS | 2 | \$200,000* | \$400,000 |
| <u>Secondary</u> Breakthrough Results SCHOOLS | 1 | \$250,000* | \$250,000 |
| <u>BREAKTHROUGH RESULTS SCHOOLS SY26-27 TOTAL</u> | | | \$650,000 |

*Pricing includes up to seven (7) Breakthrough Results TEAMS per school.

Pricing and Terms

The pricing in this Agreement will remain valid for 30 days from the date this Agreement was received. If the Agreement is not agreed upon and signed within 30 days, the offer made herein expires and pricing and availability of services cannot be guaranteed.

Completion of Attachment A "Data Sharing Agreement", or a mutually agreed upon data sharing agreement used by LJISD, will be required to begin the engagement.

Accepted by:

District _____

Name _____

Signature _____

Date _____

Accepted by:

District Management Group _____

Name _____

Signature _____

Date _____





District Management Group

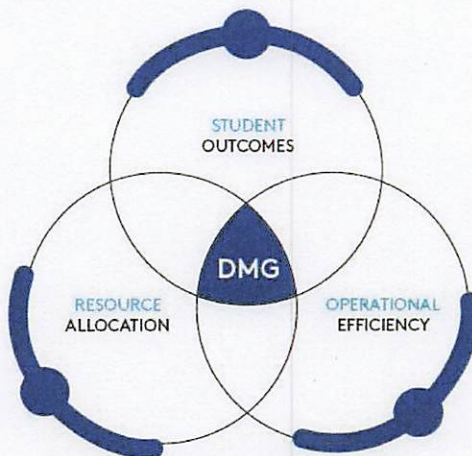
Helping Schools and Students Thrive

About District Management Group

Founded in 2004, District Management Group seeks to address the most important management challenges facing American public-school leaders.

The leaders of our school systems are charged with the enormous responsibility of providing students with the resources to succeed in school and beyond. To achieve this, district and school leaders must not only be great educators, they must also be great managers. District Management Group seeks to provide district leaders with the best management and educational practices, tools, and techniques to produce measurable, sustainable improvements that help schools and students thrive.

Our unwavering focus is on solutions that improve student outcomes, and simultaneously enhance operational efficiency and resource allocation. It is in achieving these three objectives simultaneously that improvements in student outcomes and the public education system as a whole can be made sustainable.



Our Services

DM Learning

Best-in-class knowledge and professional development, and a membership community of forward-thinking leaders learning, sharing, and making a difference for students.

- **DM Council**
 - Annual membership
 - Executive Partner Program
- **DM Institutes**
 - A-ROI Institute
 - Secondary Scheduling Institute
- **DM Equity Office**
 - Partnering with Districts to Strengthen Equitable and Inclusive Practices
- **DM Journal**
 - DM Group's signature publication

DM Schedules

Cloud-based software and/or service to help districts optimize use of resources through scheduling.

- **DM Schedules for Elementary Schools**
- **DM Schedules for Special Education**
- **Secondary Scheduling**

DM Consulting

Customized management consulting support across a variety of practice areas.

- **Strategic Planning**
- **Special Education and Social, Emotional Learning**
- **Strategic Budgeting**
- **Initiative Inventory**
- **Program Evaluation**
- **Weighted Student Funding**
- **Implementation/Change Management**
- **Superintendent Entry Plan Development**
- **Custom Consulting**

Breakthrough Results

The Breakthrough Results approach achieves measurable results while building team members' skills and leadership capacity. This approach provides on-the-job experience, targeted professional development, and coaching to build meaningful and enduring skills.

- **Increase ELA achievement**
- **Increase math achievement**
- **Address equity issues**
- **Raise graduation rates**
- **Improve attendance rates**
- **Increase engagement**
- **Increase operational efficiencies**



Our Values



Partnership

We believe that each district's unique history, context, and culture matter. We get to know our partner districts, gaining a deep quantitative and qualitative understanding, so that we can work alongside your leadership team to help identify the right solutions and tailor implementation for long-term success.



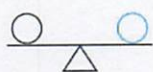
Impact

We seek to help school districts achieve measurable and sustainable improvement, and, unlike many other firms, our work does not end with delivering a report. We aim to strengthen our partner districts' internal capacity and, if desired, provide implementation support. For us, the measure of success is client satisfaction and real results for students and schools.



Collaboration

We believe we know more together than we do alone. This is why we draw on best practices from the education sector as well as management techniques with proven results in the private sector and public sector, and we leverage the collective knowledge of our nationwide network of school districts.



Equity and Inclusiveness

We know that equity and inclusiveness make us stronger. We unequivocally commit to making sure this belief shines through in our work, both by reviewing our recommendations with an equity-focused lens to ensure that the work we do with school districts not only reduces racism but is proactively anti-racist, and by continuing to create a more inclusive environment within our own organization guided by our equity statement.



Systems Thinking

We believe that true and enduring solutions require looking beyond the specific challenge at hand and taking a broad, holistic approach to achieve coherence and alignment. We deliver systems-level solutions that align with your strategic priorities and position you to bring about transformational improvement.



District Management Group is committed to partnering with districts to bring about transformational, measurable, and sustainable improvements in public education. We are committed to helping schools and students thrive.



District Management Group

Helping Schools and
Students Thrive

If you have any comments or questions about the contents of this document, please contact District Management Group:

Tel: (877) 362-3500

Email: info@dmgroupK12.com

Fax: (617) 491-5266

Web: www.dmgroupK12.com

Mail: 133 Federal Street, Boston, MA 02110



Claudia Zamora

From: Philip Fraissinet <pfraissinet@thompsonhorton.com>
Sent: Thursday, May 21, 2026 1:16 PM
To: Claudia Zamora
Subject: RE: Data Sharing Agreement

Important: This email is from outside the lajoyaisd.net domain, do not click any link and do not open attachments unless you have confirmed the sender.

Claudia, this data sharing agreement has legal approval, with no changes.

Best,
Philip

Philip Fraissinet, Partner | [Vcard](#)
3200 Southwest Freeway, Suite 2000
Houston, Texas 77027
T:713.554.6743 | M: 832.453.3660 | F:713.583.9668
pdf@thompsonhorton.com | www.thompsonhorton.com



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From: Claudia Zamora <c.zamora3@lajoyaisd.net>
Sent: Thursday, May 21, 2026 10:13 AM
To: Philip Fraissinet <pfraissinet@thompsonhorton.com>
Subject: FW: Data Sharing Agreement
Importance: High

GM, I am just following up on the attached document, we need to submit for the upcoming Board Meeting and we need to attached that document. I appreciate your attention to this urgent matter.

Respectfully,

From: Claudia Zamora
Sent: Wednesday, May 20, 2026 4:36 PM
To: 'Philip Fraissinet' <pfraissinet@thompsonhorton.com>
Subject: FW: Data Sharing Agreement

Good afternoon, on behalf of Dr. Little, please review the attached data agreement, and let me know if you recommend any changes.

Respectfully,

Claudia Zamora

La Joya ISD
**Secretary to the Chief of
Academics & School Leadership**
PHONE# 956-323-2590

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From: Shannah Varon <svaron@dmgroupk12.com>
Sent: Wednesday, May 20, 2026 12:11 PM
To: Claudia Zamora <c.zamora3@lajoyaisd.net>
Cc: Derek Little <d.little@lajoyaisd.net>; Alex Newell <anewell@dmgroupk12.com>
Subject: Re: Data Sharing Agreement

Important: This email is from outside the lajoyaisd.net domain, do not click any link and do not open attachments unless you have confirmed the sender.

Hi Claudia (and Dr. Little),

Apologies for the delay here! During the time between when we got you this data sharing template and today, our head of data security has updated our language for the 2026-2027 school year very slightly (we fixed one small typo in the legal reference to FERPA and adjusted section 7 to better ensure data security provisions include our coaching team).

I've included a signed version of the revised data sharing agreement here. Please let me know if you have any questions.

Thank you!

Shannah

On Mon, May 18, 2026 at 12:16 PM Claudia Zamora <c.zamora3@lajoyaisd.net> wrote:

Good Morning, please sign the attached Data Agreement, our Superintendent will sign it after our Board Meeting.

Respectfully,



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: June 3, 2026

Strategic Priority: Priority 1 - Excellence in Leadership

Agenda Category: Action Item

Item Title: Consider and Take Possible Action to Nonrenew Term Contracts

BACKGROUND:

This is the second of two steps necessary to separate employment with term contract employees who were proposed for nonrenewal and/or termination at the Board meeting on May 06, 2026.

RATIONALE:

This step is required to finalize the Board’s proposed actions and ensure all intended employee separations are legally enforceable.

BUDGET:

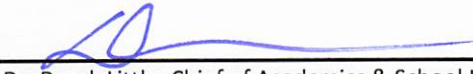
| | | |
|------------------------------------|--|----------------------|
| Cost N/A | Funding Source N/A | Vendor N/A |
| Purchasing Mechanism N/A | Additional Documentation N/A | |

RECOMMENDATION:

The Administration recommends that the Board Nonrenew Term Contracts.

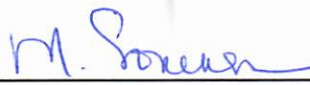
Initiated by: 
Dr. Derek Little, Chief of Academics & School Leadership

**Approved for Submission
to the Board of Education:**

Reviewed by: 
Dr. Derek Little, Chief of Academics & School Leadership

BF&AS
Reviewed by: _____

Executive
Cabinet
Review by: 
Dr. Marcey Sorensen, Superintendent of Schools


Dr. Marcey Sorensen
Superintendent of Schools



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: June 3, 2026

Strategic Priority: Priority 1 - Excellence in Leadership

Agenda Category: Action Item

Item Title: Consider and Take Possible Action Concerning Level Three Employee Grievance Appeals

BACKGROUND:

The School Board will discuss, consider, and take possible action regarding the Level III employee grievance appeals, including deliberation of the matters presented and any action deemed appropriate in accordance with District policy and applicable law.

RATIONALE:


The Board must consider the hearing findings.

BUDGET:

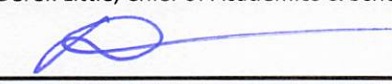
| | | |
|------------------------------------|--|----------------------|
| Cost N/A | Funding Source N/A | Vendor N/A |
| Purchasing Mechanism N/A | Additional Documentation N/A | |

RECOMMENDATION:

Administration recommends to Consider and Take Possible Action Concerning Level Three Employee Grievance Appeals.

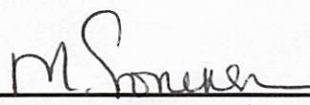
Initiated by: 

Dr. Derek Little, Chief of Academics & School Leadership

Reviewed by: 

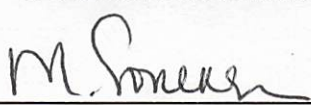
Dr. Derek Little, Chief of Academics & School Leadership

BF&AS
Reviewed by: _____

Executive Cabinet
Review by: 

Dr. Marcey Sorensen, Superintendent of Schools

**Approved for Submission
to the Board of Education:**



Dr. Marcey Sorensen
Superintendent of Schools