Agenda of Special Board Meeting

The Board of Trustees
McAllen Independent School District

A Special Board Meeting of the Board of Trustees of the McAllen Independent School District will be held Thursday, July 23, 2026, beginning at 5:30 PM Dr. Ricardo Chapa Board Room/Administration Building of the McAllen Independent School District, 2000 North 23rd Street, McAllen, TX 78501.

Items listed on this agenda may be taken in an order other than as shown on this agenda. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

At this meeting there may be discussion and action by the Board on the item(s) and subject(s) listed as follows:

1. **CALL MEETING TO ORDER**
2. **PUBLIC COMMENTS**
3. **CONSENT AGENDA ITEMS**

A) Discussion and Possible Action on No. 2027-042 Preparing and Recruiting Educators through Partnership (PREP) Memorandum of Understanding (2026–2027) between McAllen Independent School District and Region One Education Service Center (ESC) 4
Item Submitted: Dr. Albert Canales, Chief Human Resources Officer

Presenter: Presenter: Dr. René Gutiérrez, Superintendent

B) Discussion and Possible Action on No. 2027-064 Apprenticeship Pathway Related Instruction Partnership Agreement between McAllen Independent School District and Western Governors University "WGU" 13
Item Submitted: Dr. Albert Canales, Chief Human Resources Officer

Presenter: Presenter: Dr. René Gutiérrez, Superintendent

C) Discussion and Possible Action on No. 2027-067 PREP Grow Your Own Memorandum of Understanding between McAllen Independent School District and University of Texas Rio Grande Valley "UTRGV" 35
Item Submitted: Dr. Albert Canales, Chief Human Resources Officer

Presenter: Presenter: Dr. René Gutiérrez, Superintendent

D) Discussion and Possible Action on Memorandum of Understanding (MOU) No. 2027-088 Preparing & Retaining Educators through Partnership Grow Your Own (PREP GYO) Program between McAllen 42

Independent School District and South Texas College (STC)
Item Submitted: Dr. Albert Canales, Chief Human Resources Officer

Presenter: Presenter: Dr. René Gutiérrez, Superintendent

4. **Business and Operations Item(s)** (Lorena Garcia)

   A) Report Regarding 2026 Bond Update 48
   Item Submitted: Lorena Garcia, Deputy Superintendent for Business and Operations

   Presenter: Presenter: Dr. René Gutiérrez, Superintendent

   B) Discussion and Possible Action Regarding the Selection of Senior Underwriter and Co-Managers for the 2026 Bond 63
   Item Submitted: Lorena Garcia, Deputy Superintendent for Business and Operations

   Presenter: Presenter: Dr. René Gutiérrez, Superintendent

   C) Discussion and Possible Action Regarding Creating a Bond Oversight Committee 65
   Item Submitted: Lorena Garcia, Deputy Superintendent for Business and Operations

   Presenter: Presenter: Dr. René Gutiérrez, Superintendent

5. **RECESS TO CLOSED SESSION: Board of Trustees may go into Closed Session pursuant to Section(s) 551.071, 551.072, 551.074, 551.076, and 551.089 Texas Government Code, to discuss the following:**

   A) Discussion of Human Resources Recommendation(s) for the School Year 2026-2027

   B) Discussion of Human Resources Employee Resignation(s) for the School Year 2025-2026

   C) Discussion of Human Resources Employee Resignation(s) for the School Year 2026-2027

   D) Discussion of Recommendation for the Principal at Homer J. Morris Middle School for the 2026-2027 School Year

   E) Discussion of Recommendation for the Principal at Theodore Roosevelt Elementary School for the 2026-2027 School Year

6. **RECONVENE IN OPEN SESSION**

7. **ACTION ON ITEM(S) IN CLOSED SESSION**

   A) Discussion and Possible Action of Human Resources Recommendation(s) for the School Year 2026-2027 71
   Item Submitted: Dr. Albert Canales, Chief Human Resources Officer

   Presenter: Presenter: Dr. René Gutiérrez, Superintendent

   B) Discussion of Human Resources Employee Resignation(s) for the School Year 2025-2026 72
   Item Submitted: Dr. Albert Canales, Chief Human Resources Officer

   Presenter: Presenter: Dr. René Gutiérrez, Superintendent

   C) Discussion of Human Resources Employee Resignation(s) for the School Year 2026-2027 73
   Item Submitted: Dr. Albert Canales, Chief Human Resources Officer

Presenter: Presenter: Dr. René Gutiérrez, Superintendent

D) Discussion and Possible Action of Recommendation for the Principal at Homer J. Morris Middle School for the 2026-2027 School Year 74
Item Submitted: Dr. Albert Canales, Chief Human Resources Officer

Presenter: Presenter: Dr. René Gutiérrez, Superintendent

E) Discussion and Possible Action of Recommendation for the Principal at Theodore Roosevelt Elementary School for the 2026-2027 School Year 75
Item Submitted: Dr. Albert Canales, Chief Human Resources Officer

Presenter: Presenter: Dr. René Gutiérrez, Superintendent

8. **ADJOURNMENT**

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

Pursuant to Texas Government Code 551.127, a member or employee of a governmental body is authorized to participate remotely in a meeting of the governmental body through a videoconference call, as long as a quorum of the governmental body is physically present at the location of the Board Meeting. Any video conference conducted pursuant to this section will comply with the technical requirements of this section.

Pursuant to Texas Government Code 551.129, the Board of Trustees may use a telephone conference call, video conference call, or communications over the internet to conduct a public consultation with its attorney in an open meeting of the governmental body, or, a private consultation with its attorney in closed meeting of the governmental body.

The notice for this meeting was posted in compliance with the Texas Open Meeting Action on July 16, 2026 by 5:00 p.m.
Norma Ramirez, on behalf of Board of Trustees.

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: July 23, 2026

SUBJECT: Discussion and Possible Action on No. 2027-042 Preparing and Recruiting Educators through Partnership (PREP) Memorandum of Understanding (2026–2027) between McAllen Independent School District and Region One Education Service Center (ESC).

REFERENCE: Goal 2 People Development, Strategy 5 Partnership with Business/Civic/Educational Organization

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

To establish a collaborative partnership between McAllen ISD and Region One ESC to implement a Teacher Residency Program designed to prepare, develop, and retain highly effective educators while strengthening the district's teacher pipeline.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

This Memorandum of Understanding (MOU) allows for the facilitation of a learning-centered partnership between McAllen Independent School District and the Education Preparation Program and for compliance with the PREP Program allotment. This will support a high-quality teacher residency that results in effective classroom practice and positive PK-12 student outcomes.

LEGAL REVIEW:

MOU has been approved by legal.

BUDGETARY CONSIDERATIONS:

None

RECOMMENDED BOARD ACTION:

Administration recommends that the Board of Trustees approve MOU No. 2027-042 PREP Residency Memorandum of Understanding (2026–2027) between McAllen Independent School District and Region One ESC through August 1, 2027.

Attachment: ☑

SUBMITTED BY: Alberto Canales (Jul 16, 2026 16:04:17 CDT)

SUPERVISOR: Lorena Garcia (Jul 16, 2026 16:15:46 CDT)

For further information contact:
Name: Dr. Albert Canales, Chief Human Resource Officer
Office: 956-618-6000
eMail: albert.canales@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 16:17:59 CDT)

Superintendent of Schools

Department of Purchasing Services

Contract No.: 2027-042

Contract Coversheet and Signature Form
for
Forms/Contracts Requiring Superintendent Approval

This form standardizes the contract process and is to be used as the cover sheet to ensure complete review by appropriate department(s)/campus(es).

Human Resources
Department/Campus Name

Sponsor	Signature	Date
Campus Principal	Signature	Date
Dr. Albert Canales Department Director	Alberto Canales (Jul 16, 2026 13:01:15 CDT) Signature	07/16/2026 Date

MEMORANDUM OF UNDERSTANDING

Between

Region One Education Service Center

and

McAllen Independent School District

Teacher Residency Program

This Memorandum of Understanding ("MOU") is entered into by and between **McAllen Independent School District (McAllen ISD)** ("District") and **Region One Education Service Center (Region One ESC)** ("ESC"), collectively referred to as the "Parties."

I. PURPOSE

The purpose of this Memorandum of Understanding (MOU) is to establish a collaborative partnership between McAllen ISD and Region One ESC to implement a **year-long Teacher Residency Program** beginning **August 2026**, designed to prepare, develop, and retain highly effective educators while strengthening the district's teacher pipeline.

II. TERM OF AGREEMENT

This MOU shall become effective upon the date of the last signature and shall remain in effect, unless terminated by either party in accordance with this agreement. Either party may terminate this agreement with thirty (30) days' written notice. Termination shall not relieve either party of obligations incurred prior to the effective date of termination.

III. PROGRAM OVERVIEW

The Teacher Residency Program is a year-long, clinical teaching experience aligned to Texas Education Agency (TEA) requirements and State Board for Educator Certification (SBEC) rules. The program includes:

- A minimum of **750 hours of residency experience**, including **at least 400 hours of co-teaching**
- Placement of resident teachers with **highly effective host teachers**
- Structured coaching, mentoring, and formal and informal observations
- Governance meetings and continuous improvement processes
- EPP programming and pre-service coursework completed prior to residency

IV. ROLES AND RESPONSIBILITIES

A. Region One Education Service Center Responsibilities

Region One ESC agrees to:

1. Serve as the Educator Preparation Program (EPP) responsible for program design, oversight, and compliance with 19 TAC Chapters 228, 230, 247, 149, and 235.
2. Recruit, screen, and prepare qualified teacher candidates for placement as residents.
3. Provide pre-service coursework, field supervision, coaching, and evaluation of resident teachers.
4. Train and support host teachers in co-teaching strategies, mentoring, and coaching.
5. Assign qualified field supervisors and site coordinators.
6. Share data and progress updates for each teacher resident.
7. Facilitate governance meetings and continuous improvement processes.
8. Maintain all required documentation and data for TEA compliance and audits.

B. McAllen ISD Responsibilities

McAllen ISD agrees to:

1. Identify and approve participating campuses and residency placements.
2. Select and assign qualified host teachers in collaboration with Region One ESC.
3. Provide resident teachers with access to classrooms, instructional resources, curriculum, and professional development.
4. Support resident teacher attendance and completion of required clinical experience hours.
5. Support host teachers through required training and guidance related to their roles and responsibilities.
6. Participate in governance meetings and data sharing to support continuous improvement.
7. Ensure compliance with district policies, procedures, and professional expectations.

V. RESIDENT TEACHER EXPECTATIONS

Resident teachers shall:

- Commit to the full year residency experience
- Participate in co-teaching scope and sequence using a gradual release model
- Complete all coursework, observations, and state assessments
- Collaborate with host teacher, campus administrator, EPP staff, and other key stakeholders.

- Adhere to EPP and district policies, professional teacher standards, and the Texas Educators' Code of Ethics

VI. HOST TEACHER EXPECTATIONS

Host teachers shall:

- Meet eligibility and effectiveness criteria established by the partnership
- Participate in required mentor and co-teaching training
- Provide ongoing coaching, feedback, and modeling
- Collaborate with field supervisors and site coordinators

VII. GOVERNANCE AND DATA SHARING

The Parties agree to participate in shared governance meetings at least four times annually to:

- Review resident teacher performance data
- Monitor program implementation
- Identify continuous improvement actions

The Parties shall only exchange data necessary to administer the residency program and shall comply with FERPA, applicable privacy laws, and each Party's data governance policies.

VIII. FINANCIAL TERMS

The teacher residents will be responsible for EPP costs. Compensation or stipends for resident teachers or host teachers, if applicable, shall be determined by the PREP Allotment guidelines and McAllen ISD guidelines and agreements. Certification will not be issued until payment is made in full.

IX. TERMINATION

Either party may terminate this agreement with **30 days' written notice**. Termination shall not relieve either party of obligations incurred prior to termination.

X. AMENDMENTS

This MOU may be amended only by written agreement signed by authorized representatives of both parties.

GOVERNING LAW & VENUE

This MOU is made in Texas and shall be governed by and interpreted in accordance with the laws of the State of Texas. The Parties consent to the exclusive jurisdiction and courts located in Hidalgo County, Texas, in any action arising out of or relating to this MOU.

DISPUTE RESOLUTION

The dispute resolution process provided in Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business.

Nothing in this MOU shall be construed as a waiver of any rights, defenses, immunities, or limitations of liability available to either Party under the Constitution and laws of the State of Texas, including governmental or sovereign immunity.

Approved as to form
by: JOHNATHAN BALL (Jul 16, 2026 14:57:52 CDT)
Johnathan Ball, Staff Attorney

XI. SIGNATURES

McAllen Independent School District

Lucia Regalado, Board President:_____Date: _____

Region One Education Service Center

Dr. Daniel P. King, Executive Director: _____Date: _____

APPENDIX A

COMMITMENTS BY STAKEHOLDER

The following commitments outline the shared responsibilities of **McAllen ISD** and **Region One Education Service Center (Region One ESC)** in support of the Teacher Residency Program beginning February 1, 2026. These commitments are aligned to TEA requirements, SBEC rules, and Region One Teacher Residency Program expectations.

Area of Commitment	Region One Education Service Center (EPP)	McAllen ISD (District)

Residency Program Design & Compliance	Ensure program design, implementation, and monitoring comply with 19 TAC Chapters 228, 230, 235, 247, and 149; maintain required documentation for TEA audits.	Operate residency placements in compliance with district policies, TEA requirements, and professional standards.
Recruitment & Selection	Recruit, screen, admit, and prepare qualified teacher candidates for residency placement.	Collaborate in interview and selection processes; approve campus placements and assignments.
Residency Placement	Coordinate placement of resident teachers in approved district campuses and certification-aligned classrooms.	Identify participating campuses and approve classroom assignments aligned to district staffing needs.
Resident Support & Development	Provide coursework, field supervision, coaching, informal and formal observations, and performance feedback.	Provide access to instructional resources, curriculum, professional development, and campus-based support.
Host Teacher Selection & Training	Provide training in co-teaching, mentoring, and coaching; support host teachers through communities of practice.	Identify, recommend, and assign highly effective host teachers who meet eligibility and effectiveness criteria and assign to tea cher residents in collaboration with EPP in accordance with TAC 228.
Co-Teaching & Instructional Practice	Guide and monitor implementation of co-teaching models and gradual release of instructional responsibility.	Guide and support resident teachers through at least 400 hours of co-teaching and a minimum of 750 total residency hours.
Field Supervision & Evaluation	Assign qualified field supervisors and site coordinators; conduct observations and evaluations; document progress.	Support observation schedules and provide campus administrator feedback on resident performance.

Governance & Continuous Improvement	Facilitate governance meetings, present performance data, and support continuous improvement action planning.	All stakeholders will participate in governance meetings including campus principal; use data to inform staffing, support, and program refinement decisions.
Data Sharing & Reporting	Collect, analyze, and report candidate-level data in accordance with FERPA and TEA requirements.	Share relevant student, teacher, and campus-level data necessary to evaluate program effectiveness.
Sustainability & Pipeline Development	Support district capacity-building to sustain the residency program beyond the MOU term.	Utilize the residency program as a strategic teacher pipeline and retention strategy.
Professional Standards & Ethics	Ensure residents are trained and monitored for compliance with the Texas Educators' Code of Ethics and Texas Teacher Standards.	Enforce district standards of professionalism, conduct, attendance, and dress code.

Commitment Statement

By executing this Memorandum of Understanding, McAllen ISD and Region One ESC affirm their shared commitment to implementing a high-quality, year-long Teacher Residency Program that strengthens teacher preparation, improves instructional effectiveness, and builds a sustainable educator pipeline aligned to district and state priorities.

Signatures

IN WITNESS WHEREOF, the Parties to this Agreement, through their duly authorized representatives, have executed this Agreement and certify that they have read, understood, and agreed to its terms. This Agreement may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

School System (Superintendent's Designee)

- Signature: _____
- Name: Dr. Rene Gutierrez
- Title: Superintendent of Schools
- Date: _____

Approved as to form:

By: JOHNATHAN BALL (Jul 16, 2026 14:57:52 CDT)

Johnathan Ball, Staff Attorney

School System (Program Manager)

- Signature: Alberto Canales (Jul 16, 2026 13:01:15 CDT)
- Name: Dr. Albert Canales
- Title: Human Resources Officer
- Date: 07/16/2026

EPP (Legal Authority)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

EPP (Residency Program Leadership)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: July 23, 2026

SUBJECT: Discussion and Possible Action on No. 2027-064 Apprenticeship Pathway Related Instruction Partnership Agreement between McAllen Independent School District and Western Governors University "WGU"

REFERENCE: Goal 2 People Development, Strategy 5 Partnership with Business/Civic/Educational Organization

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

This agreement supports the development and implementation of a high-quality educator preparation pathways designed to strengthen K-12 teacher talent pipelines through Registered Apprenticeship Programs ("RAP") registered with the United States Department of Labor Office or Apprenticeships. The apprentices participating in the PREP Grow Your Own ("GYO") pathway must satisfy applicable PREP statutory and program requirements.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

This Memorandum of Understanding will facilitate a learning centered partnership between the School System and the Educator Preparation Program in compliance with the Preparing and Retaining Educators through Partnership ("PREP") Program allotment. This partnership will support a high-quality teacher residency that will result in effective classroom practice and a positive PK-12 student outcomes.

LEGAL REVIEW:

MOU has been approved by legal.

BUDGETARY CONSIDERATIONS:

None

RECOMMENDED BOARD ACTION:

Administration recommends that the Board of Trustees approve MOU No. 2027-064 Apprenticeship Pathway Related Instruction Partnership Agreement between McAllen Independent School District and Western Governors University "WGU" through July 31, 2027. The agreement will be signed by parties following Board approval.

Attachment: ☑

SUBMITTED BY: Alberto Canales (Jul 16, 2026 14:35:12 CDT)

SUPERVISOR: Lorena Garcia (Jul 16, 2026 14:41:51 CDT)

For further information contact:
Name: Dr. Albert Canales, Chief Human Resource Officer
Office: 956-618-6000
eMail: albert.canales@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 14:57:07 CDT)

Superintendent of Schools

Department of Purchasing Services

Contract No.: 2027-064

Contract Coversheet and Signature Form
for
Forms/Contracts Requiring Superintendent Approval

This form standardizes the contract process and is to be used as the cover sheet to ensure complete review by appropriate department(s)/campus(es).

Human Resources
Department/Campus Name

Sponsor	Signature	Date
Campus Principal	Signature	Date
Dr. Albert Canales Department Director	Alberto Canales (Jul 16, 2026 11:22:29 CDT) Signature	07/16/2026 Date

Pilot Apprenticeship Pathway
Related Technical Instruction Partnership Agreement

This Pilot Apprenticeship Pathway Related Technical Instruction ("RTI") Partnership Agreement ("Agreement") is effective as of the date of the last signature below between Western Governors University ("WGU" or "RTI Provider"), a Utah nonprofit corporation located at 4001 South 700 East, Suite 700, Salt Lake City, UT 84107, and edwell, Inc. ("Sponsor" or "edwell"), a nonprofit corporation doing business in Texas with a Federal Department of Labor Registered Apprenticeship Program. Employer Partners may be added to this Agreement by executing an Appendix ("Employer Partners"). Each entity is a "Party" and collectively the "Parties".

WHEREAS the Parties desire to establish a partnership that will ensure the provision of high-quality pathways to develop K-12 teacher talent pipelines designed to support employers and candidates participating in the Registered Apprenticeship Program ("Apprentices"), as registered with the Department of Labor's Office of Apprenticeship (the "Program");

WHEREAS the Parties consider the Program to be a pilot to continue testing previously implemented funding models and to test new and different funding models, in order to evaluate the long-term sustainability of the Program funding model for teacher apprenticeships at scale, with the shared goal of little to no cost to the Apprentice; and

WHEREAS the Parties also intend to test new operational models as part of the Program, including but not limited to mentoring, processing, and pathway efficiencies, to evaluate the scalability of Program operations; and

WHEREAS the Parties are dedicated to addressing the demand for high-quality talent and are committed to sustaining employer-led partnerships that focus on the holistic development of the Apprentices.

NOW, THEREFORE, in recognition of our mutual commitments and the shared vision to foster a transformative educational experience, the Parties hereby agree as follows:

I. Addition of Employer Partners

a. Employer Partner Appendix. Employer Partners may join this Agreement by executing an Employer Partner Appendix (each, an "Appendix"), the form of which is attached as Exhibit 1, becoming a Party to this Agreement and committing to its terms and conditions. For the avoidance of doubt, Employer Partners are in privity of contract with Sponsor and RTI Provider only. Individual Employer Partners are not in privity of contract with any other Employer Partners. Further, obligations under this Agreement apply only to individual Employer Partners, and do not apply to Employer Partners collectively as a group.

b. Integration. Upon signing an Appendix, the Employer Partner agrees to collaborate with the RTI Provider and Sponsor, contributing to the shared purpose and commitments outlined in this Agreement.

II. Purpose

a. This Agreement's main purpose is to test the long-term sustainability of the Program's funding model for teacher apprenticeships at scale, with the shared goal of little to no cost to the Apprentice, and to affirm the Parties' commitment to the advancement of teacher Registered Apprenticeship Programs that reflect the core values and structure inherent in the following five pillars of successful apprenticeship models. The Parties' collaborative efforts are designed to provide:

1. Collaborative Financial Stewardship: Financial stewardship is paramount to the Program's sustainability and efficacy. To achieve this, Parties will engage collectively in proactively seeking and applying for grants, scholarships, and other funding opportunities that align with the Program's goals. Parties will also collaborate on grant proposals, leveraging combined expertise to secure funding, establish effective utilization strategies to maximize educational impact, and engage in regular financial reviews. Additionally, sharing resources and maintaining open communication will be explored to foster innovation and prudent management. Grants awarded to the Sponsor, and

Employer Consortium members (as defined below) as beneficiaries or their apprentices, may require action and accountability of Employer Consortium members as outlined in the grant deliverables.

2. Structured Learning: Deliver a comprehensive curriculum that combines theoretical knowledge with practical skills, aimed at fostering a robust understanding of effective teaching practices.
3. On-the-Job Training ("OJT"): Ensure that Apprentices receive hands-on, experiential learning under the mentorship of experienced educators within real-world educational settings, as part of their required RTI.
4. Reward for Skill Gains: Recognize and compensate Apprentice advancements in both knowledge and skill application, aligning incentives with each stage of professional development.
5. A National Occupational Credential: Culminate in the achievement of a recognized teaching credential that validates the Apprentice's capability and readiness to excel in the education field.

b. By embracing these pillars, the Parties aim to create a supportive, structured pathway that empowers aspiring teachers, enriches the educational landscape, and upholds the integrity and quality of the teaching profession.

c. Collaboration is founded on mutual respect and a shared vision for the professional growth of Apprentices. The Parties are committed to fostering an environment that is both nurturing and rigorous, equipping future educators with the skills and knowledge necessary to excel in their teaching careers.

d. The Parties commit to working together to enhance innovation for the Program, aim to consistently enrich the educational journey and achievements of Apprentices, and seek to discover resource-sharing opportunities that can streamline Program delivery. This collaboration sets a benchmark for apprenticeship strategies that effectively integrate OJT with academic credit.

III. Term and Termination

a. This Agreement shall be effective on the date the last signature is executed and will remain in effect for a period of one (1) year. This Agreement may be extended for additional periods upon mutual written addendum executed by RTI Provider and Sponsor.

b. RTI Provider or Sponsor may terminate this Agreement, without penalty, for any reason on thirty (30) days' prior written notice to all other Parties.

c. Employer Partners may terminate at any time, provided that Employer Partner termination is only effective as to that individual Employer Partner.

d. In the event of termination, Sponsor shall pay RTI Provider any outstanding financial obligation pursuant to Section V(c) for each such Apprentice's then-current Academic Term as of the effective date of termination. For any Academic Terms following the Apprentice's then-current Academic Term, the Apprentice shall be personally responsible for all RTI Provider tuition and fees at the rates in effect for the applicable Academic Term in which the Apprentice enrolls, and Sponsor shall notify each affected Apprentice of such responsibility within fifteen (15) days of the effective date of termination. Notwithstanding the foregoing, RTI Provider may, at its sole discretion, offer the tuition benefit set forth in Section V of this Agreement for additional Academic Terms to any Apprentice who remains in good academic and financial standing.

e. Each Appendix shall terminate upon termination or expiration of this Agreement.

f. **Survival.** Sections V (Tuition, Billing and Payment Terms), VI (Logo Use and Branding), VII (Data Sharing), IX (Confidentiality), and XI (Miscellaneous) shall survive termination or expiration of this Agreement and remain in full force and effect until all obligations thereunder have been satisfied.

IV. Roles and Responsibilities of the Parties

The success of the Program hinges on clear communication, well-defined expectations, and the strong collaboration of all Parties involved. This section lays out the specific roles and responsibilities that each Party—the Sponsor, the Employer Partner, and the RTI Provider—will uphold. By explicitly delineating these duties, the Parties aim to foster a transparent and effective working relationship that facilitates the growth and development of our Apprentices.

a. Sponsor Role and Responsibilities

1. General Obligations. Serve as the Sponsor for each Employer Partner listed in an Appendix. Sponsor represents the interest of employers through an employer consortium ("Employer Consortium"). The Employer Consortium creates a more robust, efficient, and impactful Program that supports the development of a highly trained and prepared workforce.
2. Program Standards. Oversee the Program and facilitate a Program steering committee and apprentice committee within the Employer Consortium to ensure all Program standards and components reflect employer-driven strategies and training goals to establish high-quality talent pipelines for K-12 teacher preparation and development.
3. Registration and Compliance. Ensure the Program is registered with the appropriate state or federal apprenticeship agencies and complies with all applicable regulations and standards. This includes adherence to any federal and/or state reporting and compliance requirements, and accurate maintenance of program records to uphold the Program's integrity. Sponsor will ensure access to data tracking software and Registered Apprenticeship Partners Information Database System ("RAPIDS") for monitoring and managing all necessary information, including competency-based training requirements as required by the Department of Labor ("DOL") and applicable local workforce board. All data sharing by Sponsor will comply with Family Educational Rights and Privacy Act ("FERPA") regulations to maintain the confidentiality and security of Apprentice information.
4. OJT. The Sponsor serves as a provider of OJT-related training and, accordingly, will collaborate with Employer Partners for OJT implementation and facilitation. The Sponsor ensures that OJT microcredential training resources are readily accessible and aligned to competency program standards and can be effectively implemented by the Employer Partner.
5. Funding Eligibility Maintenance. Facilitate and coordinate the eligibility and maintenance process for Workforce Innovation and Opportunity Act ("WIOA") funding and communicate timelines, resources, and technical assistance to support completion of this process for each Apprentice. This includes providing and paying for training, tuition, and related expenses on behalf of eligible Apprentices to RTI Provider and Employer Partners to implement and facilitate OJT requirements with funds allocated per Apprentice within their training award from applicable workforce development boards.
6. Talent Acquisition. Collaborate with Employer Partner to facilitate Employer Partner's selection of Apprentices, as described in Section IV(b)(2) below, to enroll in a licensure or degree program provided by RTI Provider, provided, however, that RTI Provider has ultimate discretion on Apprentice enrollment in its licensure or degree programs. As part of this collaboration, Sponsor will provide resources and information to support Employer Partner-initiated recruitment strategies to support localized program goals. Specific licensure or degree programs available may vary by state and RTI Provider will communicate available licensure or degree programs in accordance with Section IV(c)(1) below.
7. Advocacy and Public Relations. Engage in legislative advocacy efforts related to teacher certifications and apprenticeship programs and engage in public relation efforts to elevate the teaching profession and share Program success.

b. Employer Partner Role and Responsibilities

1. Program Standards. Maintain compliance with Program standards and competencies to ensure Apprentices meet Program requirements and earn increased compensation for skill gains.

2. Talent Acquisition. Sponsor will collaborate with Employer Partner, as described in Section IV(a)(6) above, and Employer Partner will identify and select Apprentices to enroll in a licensure or degree program provided by RTI Provider, subject to RTI Provider's sole discretion on Apprentice enrollment pursuant to Section IV(c). Employer Partner will initiate and engage in recruiting and hiring Apprentices for employment and placement based on campus vacancies, ensuring a qualified pool of candidates for the Program that meets the Employer Partner's needs. The Sponsor will follow up with additional guidance regarding the talent acquisition process for subsequent years if applicable.

3. OJT, Placement & Mentorship. Collaborate with Sponsor to provide Apprentices with OJT aligned with the Program standards and competencies. OJT is tailored to the Apprentice's current role and complements the RTI Provider's courses. OJT is required on a monthly basis and proficiency must be demonstrated using a defined rubric. Each Apprentice will be assigned an on-ramp OJT level based on previously earned credit and college experience. There are a total of four (4) on-ramps that have OJT resources aligned to the Program standards. If an Apprentice accelerates the RTI requirements related to their degree program with RTI Provider, their on-ramp placement will only adjust at the start of each semester as defined by the Employer Partner and aligned to the Employer Partner's school year calendar. Employer Partner must provide each Apprentice with a mentor or success coach during on-ramps 1-3, with a recommended ratio of 50:1 to support continuous development and the implementation of the OJT microcredential training. During on-ramp 4, the Employer Partner will nominate a qualified mentor teacher to support the Apprentice. The assigned mentor teacher may additionally meet the definition of a Clinical Mentor Teacher, pursuant to the Appendix. For more information regarding Placement & Clinical Mentors, please see the Appendix.

4. Performance Evaluation & Program Progression. Evaluate Apprentice performance in the workplace and provide feedback to both the Apprentice and the Sponsor on progression within the Program to foster continuous improvement and development as necessary.

5. Communication: Maintain open communication with the Sponsor and RTI Provider. Notify Sponsor and RTI Provider regarding any Apprentice changes within 5 (five) calendar days to ensure transparency and effective management of the Program.

6. Program Records & Compliance**:** Adhere to state and federal reporting and compliance requirements and accurate maintenance of Program records to uphold the Program's integrity. Data management and training will be conducted in the designated software application provided by Sponsor and RAPIDS to track metrics required by the DOL and applicable workforce board. All data sharing by Employer Partner will comply with FERPA regulations to maintain the confidentiality and security of Apprentice information.

7. Sustainability & Economic Mobility. Ensure the sustainability of the Program by managing internal budgets and internal funding strategies that meet the talent acquisition needs of the Employer Partner, including low-cost/no-cost pathways for teacher certification. Support Apprentices in achieving economic mobility by providing opportunities for career advancement and increased earning potential through the Program.

8. Safety and Compliance. Maintain a safe working environment and adhere to all occupational safety and health laws and regulations, ensuring the well-being of all Apprentices.

c. RTI Provider Role and Responsibilities

1. Program Standards. Maintain sole responsibility for all aspects of any RTI Provider program, degree, certification, curriculum, and applicable accreditations, and retain sole discretion in

admission decisions. Specific program offerings are subject to state regulation. In a reasonably timely manner, RTI Provider shall communicate to Sponsor and Employer Partner available program offerings and changes to available programs based on Apprentice's state of residence.

2. Eligible RTI Provider Program Offering. RTI Provider shall have sole responsibility and discretion to determine which RTI Provider programs, degrees, certifications, and curricula are eligible offerings under this Agreement. RTI Provider may add, modify, or discontinue eligible offerings at any time, and shall notify Sponsor and Employer Partner of any such changes in a reasonably timely manner.

3. Admissions. While RTI Provider retains sole discretion in admission decisions, RTI Provider agrees to reasonably collaborate with the Sponsor and the Employer Partner to ensure Apprentices identified meet RTI Provider's eligibility requirements and demonstrate readiness to successfully complete the relevant certification program requirements. In accordance with its transfer credit policies, RTI Provider will review and approve applicable transfer credits as part of the admissions process in a timely manner. Apprentices who do not meet WGU's admission requirements will be provided the opportunity to start with WGU's Introductory Term prior to the commencement of the Program. All Apprentices will begin their Introductory Term or first Academic Term (as defined in Section V(a) below) with RTI Provider by May 1, 2027, unless otherwise mutually agreed upon in writing by the Parties.

4. Communication. Identify a single point of contact for both Sponsor and the Employer Partner to manage all aspects related to admissions, enrollment, advising, and billing. This designated point of contact will coordinate internally to ensure appropriate support and assistance. RTI Provider will also keep Parties informed of the certification progress of Apprentices.

5. Program Evaluation & Progression. Ensure curriculum alignment with the Program standards. RTI Provider assigns faculty to assist in navigating coursework, content exams, and any applicable field experience to all Apprentices. Additionally, the RTI provider assesses Apprentices' progress and, upon request and in compliance with FERPA obligations, communicates this to the Employer Partner and the Sponsor. RTI Provider will work closely with Employer Partners and Sponsor to support Program progression and completion.

6. Program Records & Compliance. Ensure accurate maintenance of Program records, compliance with legal and regulatory requirements, proper data management, and ensure all data sharing complies with FERPA regulations, safeguarding Apprentice information.

7. Clinical Experience. Apprentices enrolled in Master of Arts in Teaching ("MAT") programs may be eligible to participate in clinical experience upon successful completion of their first Academic Term or a minimum of eight (8) competency units. RTI Provider shall determine, in its sole discretion, whether an Apprentice has satisfied the requirements for entry into clinical experience. RTI Provider reserves the right to modify clinical experience eligibility criteria as necessary to maintain compliance with accreditation standards and Program requirements.

V. Tuition, Billing and Payment Terms

The Parties agree to the following payment and billing terms:

a. Billing and Payment. Sponsor agrees to pay RTI Provider for each six (6)-month academic term (each, an "Academic Term") for all enrolled Apprentices. RTI Provider will invoice Sponsor for each enrolled Apprentice after the completion of each Academic Term and within thirty (30) days of commencement of a subsequent Academic Term. Each invoice will include two (2) Academic Terms: the completed Academic Term and the current Academic Term. Sponsor shall remit payment for both Academic Terms in full within 30 days of invoice receipt. For an Apprentice's final Academic Term, RTI Provider will invoice Sponsor the final amount due within 30 days of the start of the final term and Sponsor will remit payment in full within thirty (30) days of invoice receipt. All Parties share the mutual objective of achieving low to no cost for Apprentices and are committed to working in good faith towards that goal, including by

coordinating available funding sources such as eligible financial aid, WIOA funds, Employer Contributions, philanthropic contributions, and Sponsor scholarship opportunities, as described in this Section V. Notwithstanding these efforts, if any outstanding tuition balance remains for an Apprentice's two (2) eligible Academic Terms under this Agreement after application of all other available funding sources, responsibility for the outstanding balance shall be borne solely by RTI Provider.

1. The Parties agree and are committed to seeking philanthropic partners to support the expansion and scaling of teacher apprenticeships under this Program. The Parties further agree that eligible financial aid (excluding loans) shall be applied first toward the Apprentice's program-related costs. Thereafter, available WIOA funds, Employer Contributions (as defined below), philanthropic contributions, and Sponsor scholarship opportunities may be applied to meet any financial need for approved program costs. All such funding shall be coordinated in alignment with program sustainability goals and applicable regulatory and compliance requirements, and shall be fully applied prior to any additional funding obligations on behalf of the Employer Partner as outlined in Section V(c) below.

b. Billing. Sponsor agrees to abide by the direct billing guidelines attached as Exhibit 2 with respect to invoices and payments of tuition and fees under this Agreement.

c. Payments by the Parties. The Parties agree to collaborate on payment as follows:

1. Tuition Cost, Eligible Terms, and Employer Contribution:

	MAT RTI Provider program offering	**Non-MAT RTI Provider program offering**
Tuition Cost per Academic Year	$6,500	$5,250
Number of Eligible Terms	Two (2)	Two (2)
Employer Contribution per Academic Year	$6,500	$1,000 to $3,500

2. **Appealable Term:** An additional Academic Term at the applicable Program Cost may be available on an appeal basis, subject to the sole discretion of the RTI Provider.

3. **Tuition Adjustment:** Tuition rates are subject to change at the end of each contractual year. RTI Provider shall provide Sponsor and Employer Partner with written notice of any tuition rate adjustment no fewer than sixty (60) days prior to the start of the next contractual year. If this Agreement is renewed through a written addendum, RTI Provider shall communicate any tuition rate adjustment to Sponsor and Employer Partner as part of such addendum. Continued participation in the Program following such notice constitutes acceptance of the adjusted tuition rates. In the event Sponsor or Employer Partner objects to the adjusted rates, either party may terminate this Agreement in accordance with Sections III(b) and (c). Tuition for any Apprentice already enrolled in an Academic Term at the time of termination shall be charged at the previously agreed-upon rate through completion of that Academic Term, in accordance with Section III(d).

4. The Sponsor agrees to pay for each enrolled Apprentice eligible for WIOA funding up to the allowable amount based on the applicable workforce board partners where Sponsor is approved as an Education & Training Provider, payable upon receipt of funding. Any WIOA funding received will be applied to the eligible Apprentice's tuition or fees.

5. **Employer Contribution:** The Employer Contribution amount shall be determined based on whether the Apprentice has received external funding, including but not limited to WIOA funding, grants, or other financial assistance. The Parties further agree that the Employer Contribution range may be adjusted or increased for subsequent academic years of the Program. No later

than April 1 of each year during the term of this Agreement, RTI Provider and Sponsor shall mutually notify Employer Partner of the Employer Contribution amount for an upcoming academic year.

i. The Employer Partner agrees to pay Program related costs to the Sponsor on an annual basis, with no more than $75.00 of that amount deducted directly from the Apprentice's paycheck on a monthly basis at Employer Partner's option, provided that any such deduction complies with all applicable federal, state, and local laws, including wage and hour requirements ("Employer Contribution"). An additional Employer Contribution of up to $2,500.00 per Apprentice may be payable in the event that the Employer Partner and/or the Apprentice do not complete all available funding opportunities presented by the Sponsor. If the Apprentice is not in compliance with these Sponsor requirements, this amount may be assigned to the Apprentice. This additional contribution is a requirement of the Sponsor, established to support long-term sustainability for Employer Partners and is not a requirement of WGU.

6. Any excess WIOA funding received by the Sponsor, after full application to the applicable eligible Apprentice fees, will be sent to the Employer Partner as reimbursement for Employer Partner contributions paid to the Sponsor per Section V(c), as part of the approved Program cost for each eligible Apprentice. The RTI Provider agrees that any funds collected for the purpose of and not applied to eligible program training costs will be sent back to the Sponsor for submission to the applicable workforce development board.

7. Scholarships may be awarded to Apprentices, if applicable, at RTI Provider's sole discretion.

d. WGU Introductory Term Fees: Apprentices who do not meet WGU's admission requirements will be provided the opportunity to start with WGU's Introductory Term prior to the commencement of the Program. WGU's Introductory Term offers pre-requisite courses to prepare Apprentices for success in their Program. The Sponsor will assume responsibility for all Introductory Term fees.

e. Refund of Tuition and Fees. If an Apprentice withdraws from WGU at any point, RTI Provider shall provide a refund to Sponsor in accordance with WGU's Institutional Withdrawal Refund Policy located at https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Institutional-Withdrawal-Refund-Policy/ta-p/87.

f. Apprentice Withdrawal from Program. The Employer Partner must provide communication to both RTI Provider and Sponsor for a withdrawn Apprentice within five (5) days of withdrawal from the Program. If an Apprentice withdraws from the Program at any point, Sponsor shall pay RTI Provider any outstanding financial obligation of such Apprentice within sixty (60) days of the Apprentice's withdrawal. If a withdrawn Apprentice continues enrollment at RTI Provider as a regular (i.e., non-Program) student, the Apprentice shall be personally responsible for all tuition and fees from the date of withdrawal from the Program, and Sponsor shall notify the Apprentice of such responsibility. The RTI Provider agrees to apply any unused tuition funds against any future Apprentice's tuition and fees. Any portion that was paid with WIOA funding will be submitted back to the local workforce development board by the Sponsor.

VI. Logo Use and Branding

Each Party reserves the right to control the use of its name, logo, trademarks, and any other identifying marks ("Marks") in every respect. Each Party agrees to obtain prior express written permission from the other before such usage, except as otherwise permitted under this Agreement. The use of Marks shall be consistent with any communicated guidelines or directions. In the event of termination or expiration of this Agreement, each Party shall remove the other Party's information from its website and cease use of the other Party's marks.

VII. Data Sharing

a. The Parties agree to share Apprentice information and data as necessary for the administration of the Program and for fulfilling reporting requirements to the DOL or other regulatory bodies ("Apprentice Data"). Apprentice Data sharing shall be conducted in full compliance with applicable laws and regulations.

b. The Parties acknowledge that Apprentice Data may include student education records protected by FERPA. For the purposes of this Agreement, Sponsor and Employer Partner may each be considered a "school official" with "legitimate educational interests" (as those terms have been defined under FERPA and its implementing regulations) in such education records as applicable. This designation is limited to the extent necessary for the Parties to fulfill their obligations under this Agreement.

c. Each Party agrees to implement and maintain appropriate and industry-standard safeguards to prevent unauthorized access to or use of Apprentice Data.

d. Each Party agrees to ensure that access to Apprentice Data is limited to individuals authorized by this Agreement and who require such information to perform their Program duties.

e. Each Party agrees to notify each other promptly of any breach or suspected breach of confidentiality or data security concerning Apprentice Data.

f. Each Party agrees to execute any additional agreements or documents as may be necessary to facilitate the lawful sharing of Apprentice Data in accordance with this Agreement.

VIII. Non-discrimination

The Parties will not discriminate against any individual based on race, religion, creed, color, gender, sexual orientation, age, disability, veteran status, national origin, or other protected status or characteristic.

IX. Confidentiality

All Parties agree to maintain the confidentiality of any proprietary or confidential information received from the other party during the term of this Agreement or in connection with the Program. Confidential information shall not be disclosed to any third parties without prior written consent, except as required by law.

X. Amendments

This Agreement may be amended only by a written agreement duly executed by authorized representatives of all Parties.

XI. Miscellaneous

a. **Licensing Jurisdiction.** WGU programs designed to lead to professional licenses will continue to meet the applicable requirements of the licensing authorities in the State of Utah. To the extent applicable, WGU's certification officers will work with Apprentices to obtain a license outside the State of Utah.

b. **Governing Law.** This Agreement will be governed by the laws of the State of Utah, without regard to its conflict of laws rules.

c. **No Relationship.** Sponsor, RTI Provider, and Employer Partner are independent contractors and nothing in this Agreement shall be construed to create an agency, employer/employee, partnership, joint venture, or any other relationship between the Parties.

d. **Entire Agreement.** This Agreement supersedes any prior agreements, whether oral or written, between the Employer Partner, Sponsor, and RTI Provider relating to the subject matter of this Agreement, including, without limitation, the Pilot Apprenticeship Pathway Related Technical Instruction Partnership Agreement previously executed by the RTI Provider and the Sponsor, with Appendices (the "Prior Agreement"). This Agreement may only be modified by a written amendment signed by all Parties.

e. **Transition from Prior Agreement.** Each Employer Partner that was a party to the Prior Agreement shall execute a new Appendix under this Agreement within sixty (60) days following the effective date of this Agreement. Upon execution of a new Appendix, such Employer Partner's participation shall be governed exclusively by the terms of this Agreement. Any Employer Partner that does not execute a new Appendix within such period shall no longer be a participating Employer Partner under either the Prior Agreement or this Agreement, effective upon the expiration of such period. All Apprentices enrolled under the Prior Agreement as of the effective date of this Agreement shall be transitioned to and governed by the terms of this Agreement upon execution of the applicable Employer Partner's new Appendix, and any remaining Academic Terms for such Apprentices shall be subject to the tuition, billing, and payment terms set forth in Section V.

f. **Assignment, Waiver and Severability**. The Parties may not assign this Agreement or any of its rights or obligations without each other Party's written consent. Neglect by a Party to enforce any rights under this Agreement shall not be deemed a waiver of that Party's rights. If any part of this Agreement is declared unenforceable or invalid, the remainder shall continue to be valid and enforceable.

g. **Force Majeure**. The Parties shall not be liable for performance delays nor for non-performance due to causes beyond its reasonable control, except for payment obligations.

h. **Dispute Resolution. I**n the event a dispute arises respecting this Agreement which cannot be resolved in the normal course of business, then upon written notice each Party agrees to promptly respond and make a good-faith effort to resolve the dispute via informal means. Each Party shall appoint a designated senior official to meet virtually for the purpose of resolving such dispute. No legal proceedings for the resolution of such disputes may be commenced until a Party reasonably concludes and notifies the other Party in writing that an acceptable resolution through continued discussion does not appear likely.

i. **Notices.** Any and all notices required or permitted in connection with this Agreement shall be in writing and shall be delivered by a nationally recognized express delivery service that provides a receipt, sent via certified or registered mail, return receipt requested, or sent via email to the designated representative of a Party with confirmation of receipt to the addresses set forth below or to such other address as either party may from time to time designate in writing.

For notice purposes:
Western Governors University
Attn: Office of General Counsel
Address: 4001 South 700 East, Suite 700
Salt Lake City, UT 84107-2533
Email: legal@wgu.edu

For notice purposes:
Edwell, Inc.
Attn: Kristi Kirschner
Address: PO Box 121, Lake Jackson, Texas 77566
Email: kkirschner@edwell.org

j. **Counterparts.** This Agreement may be signed by electronic means and in any number of counterparts, each of which shall be deemed to be an original and all of which constitute one instrument.

[Signature page to follow]

The parties have executed this Apprentice Related Training and Instruction Partnership Agreement as of the date of the last signature below.

Name: Jeff Borden
Role: Senior Vice President, School of Education
Date:
Western Governors University

Name: Stacey Ludwig Johnson
Role: Executive Director, Work-Based Pathways
Date:
Western Governors University

Name: Kristi Kirschner
Role: President
Date:
edwell, Inc.

Designated Primary Contact – RTI Provider

Name:
Title:
Email:

Program Contact – Sponsor

Name:
Title:
Email:

Exhibit1

Employer Partner Appendix

This Appendix ("Appendix") is incorporated into and forms a part of the Pilot Apprenticeship Pathway Related Technical Instruction Partnership Agreement ("Agreement") and is effective as of the date of the signature below between Western Governors University ("RTI Provider"), a Utah nonprofit corporation, located 4001 South 700 East, Suite 700, Salt Lake City, UT 84107 and edwell, Inc. ("Sponsor"), a nonprofit corporation doing business in Texas with a Federal Department of Labor Registered Apprenticeship Program and McAllen Independent School District, a Public School District in [Texas] ("Employer Partner"). Capitalized terms not otherwise defined shall have the meanings ascribed in the Agreement. In the event of any conflict or inconsistency between the terms of this Appendix and the terms set forth in the Agreement, the terms of this Appendix shall control and govern.

WHEREAS the Employer Partner acknowledges receipt of the Agreement and agrees to be bound by its terms a conditions, as if Employer Partner were an original party to the Agreement.

WHEREAS the Employer Partner further acknowledges and agrees to comply with the requirements of the Clinical Experience as outlined below for each Apprentice attending RTI Provider. RTI Provider is nationally accredited by the Northwest Commission on Colleges and Universities ("NWCCU"). RTI Provider Educator Preparation programs are further accredited by the Council for the Accreditation of Educator Preparation ("CAEP") and the Association for Advancing Quality in Educator Preparation ("AAQEP"). RTI Provider represents that each Apprentice assigned to Employer Partner for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two is validly enrolled in a current RTI Provider educator preparation program and meets Employer Partner's background requirements.

A. **Definitions**. For the purposes of this Appendix, capitalized terms not otherwise defined in the Agreement shall have the following meanings:
   1. **"Clinical Experience"** means the active participation by an Apprentice in a wide range of virtual and in-classroom experiences to develop the skills and confidence necessary to be an effective teacher and prepare for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two, as may be required for an Initial Licensure Program or Advanced Program
   2. "**Early Clinical**" means an Apprentice's first supervised opportunity to observe a classroom setting
   3. **"Advanced Clinical"** means supervised classroom-based activities in a classroom setting where Apprentices observe, collaborate, and reflect with a Clinical Mentor Teacher.
   4. **"Student Teaching One"** and **"Student Teaching Two"** (collectively "**Student Teaching**") means the active participation by an Apprentice in the duties and functions of classroom teaching under the direct supervision and instruction of a Clinical Mentor Teacher and a Clinical Supervisor.
   5. **"Clinical Mentor Teacher"** means an Employer Partner employee who is the teacher presiding in the classroom to which the Apprentice is assigned for Clinical Experience. Standards for Clinical Mentor Teachers are explained in Section E of this Appendix.
   6. **"Clinical Supervisor"** means a qualified individual who is an employee or independent contractor of RTI Provider. The individual will supervise the Apprentice in their Clinical Experience. Standards for Clinical Supervisors are explained in Section F of this Appendix.
   7. **"Initial Licensure Program"** means a program that results in a professional license.
   8. **"Advanced Program"** means an advanced licensure program that may result in an additional license.
   9. **"Embedded Work Based Learning"** means a series of courses preceding Advanced Clinical, Student Teaching One and Student Teaching Two, where Apprentices perform coursework tasks in a classroom setting and are evaluated by an individual (i.e., qualified teacher or other school administrator) identified by either the apprenticeship Sponsor or the Employer Partner.
   10. **"Practicum"** means the RTI Provider Clinical Experience requirements for advanced licensure programs.
   11. **"Professional Dispositions and Ethics"** means standards of behavior expected of Apprentices and RTI Provider faculty and staff, as follows:
       a. All Individuals Can Learn
       b. Communication
       c. Belonging

d. Integrity
e. Empathy
f. Professionalism
g. Growth Mindset
h. Intellectual Courage

12. **"LEA"** means Local Education Agency.
13. **"SEA"** means State Education Agency.

B. **Mutual Expectations.** The Clinical Experience with the Clinical Mentor Teacher will align with the Apprentice's licensure area with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Apprentices, and to share accountability for Apprentice outcomes. A Clinical Supervisor will be assigned to observe and provide support to the Apprentice. The Employer Partner and Clinical Mentor Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each experience.

C. **Mutually Beneficial Activities**. The Parties agree to participate, to the extent feasible, in the activities outlined below:

1. When available, RTI Provider staff may participate in Employer Partner employee events and conferences, as appropriate, and Employer Partner agrees to inform RTI Provider of such opportunities.
2. RTI Provider will provide Employer Partner with recruitment and talent acquisition planning and support from RTI Provider's Career & Professional Development service(s) team, based on Employer Partner compliance with RTI Provider's Employer Recruiting & Guidelines.
    a. Whenever possible, Employer Partner will respond to quarterly survey requests from RTI Provider's Career & Professional Development team about hiring plans and new hires from RTI Provider.
3. RTI Provider and Employer Partner employees will co-select Clinical Mentor Teachers and Clinical Supervisors based on RTI Provider requirements.
4. RTI Provider will notify Employer Partner of learning opportunities where RTI Provider will provide optional professional development to Employer Partner's employees for their career and skill enrichment.
5. RTI Provider may invite Employer Partner employees to participate in a focus group to:
    a. Provide feedback for improvement and continuous development of observation and evaluation instruments of Apprentices, Clinical Mentor Teachers, and Clinical Supervisors, criteria for selection of Clinical Mentor Teachers and Clinical Supervisors, and curriculum development;
    b. Review data on Clinical Experiences and Apprentice success to potentially modify selection criteria, determine future assignments of Apprentices, and make changes in Clinical Experiences;
    c. Review how the depth, breadth, diversity, coherence, and duration data on Clinical Experiences are linked to Apprentice outcomes and Apprentice performance.

D. **Recordings**. Employer Partner recognizes that RTI Provider requires the utilization of video recordings for both observations and teacher performance assessments. Employer Partner also recognizes that video recordings may be utilized for Educative Teacher Performance Assessment ("edTPA") in states where required. Employer Partner agrees to allow video recording and/or live streaming for completion of observations and teacher performance assessments for all RTI Provider programs consistent with the conditions set forth in **Exhibit 1.A** ("Video Recording").

E. **RTI Provider Responsibilities**. RTI Provider shall:

1. At RTI's discretion, Provide Clinical Mentor Teacher with an honorarium for participation in Clinical Experience as described in this Appendix. The Clinical Mentor Teacher may also receive professional development hours connected to the successful completion of RTI Provider, and any state required Clinical Mentor Teacher training.
2. Be responsible for the selection, assignment, training, and compensation of Clinical Supervisors.

3. Require Apprentices to have a current, fully cleared background check.
4. Where required by state regulation or Employer Partner policy, ensure Apprentices have a current tuberculosis ("TB") risk assessment and/or examination. Upon request, Apprentices will be required to provide documentation to Employer Partner prior to participating in a Clinical Experience.
5. Provide opportunities for feedback regarding improvement of RTI Provider Apprentice preparation.
6. Provide professional development training to Clinical Mentor Teachers regarding RTI Provider processes and procedures.
7. Maintain an online site for support, resources, and training for Clinical Mentor Teachers and Clinical Supervisor.
8. Facilitate course instruction and support for the Apprentices during their Clinical Experience. Including, the final performance assessment, specific task requirements and peer interactions in a weekly cohort seminar.
9. Maintain general responsibility for instruction, academic evaluation, and related academic matters concerning Apprentice participation in the Clinical Experience, including evaluation and grading.

F. **Employer Partner Responsibilities**. Employer Partner shall:
1. Nominate one or more qualified Clinical Mentor Teacher(s) by providing a completed copy of the Mentor Teacher Nomination Form to RTI Provider's Clinical Placement Team.
2. Allow the Clinical Supervisor access to the host school and classroom, including virtual settings, for the specific purpose of observing Apprentices.
3. Where applicable and where an Apprentice will serve as a contracted teacher, Employer Partner agrees to provide a Clinical Mentor Teacher during Clinical Experience.
4. Employer Partner must notify RTI Provider and Sponsor about any changes to the Apprentice's assigned Clinical Mentor Teacher or classroom placement.
5. Through the involvement of the Clinical Mentor Teacher, participate with the Clinical Supervisor and Apprentice in two evaluations pursuant to RTI Provider's grading rubric for Clinical Experience. RTI Provider shall be responsible for the format of evaluations.
    a. See Advanced Programs Practicum section below for evaluation requirements for Educational Leadership.
6. Provide Apprentices opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Clinical Experience.
7. Placement must align with the Apprentice's Program. Employer Partner must notify RTI about any changes to the Apprentice's assigned Clinical Mentor Teacher or classroom placement.
8. Provide Apprentices with any Employer Partner policies and procedures to which Apprentices are expected to adhere during the Clinical Experience and while on Employer Partner premises.
9. Provide opportunities, when possible and appropriate, for Apprentices to use technology to enhance student learning and monitor student progress and growth.
10. Provide opportunities, when possible and appropriate, for Apprentices to experience working with diverse student populations, including English language learners and students with exceptional learning needs.
11. Encourage Clinical Mentor Teachers to participate in RTI Provider's training to understand RTI Provider policies, processes, procedures, and how to effectively mentor adult learners.
12. Encourage administrators and Clinical Mentor Teachers to participate in RTI Provider feedback surveys (offered at the end of the Clinical Experience) to report on Apprentice quality and preparation and to provide program feedback to RTI Provider for continuous improvement.
13. Promptly report any concerns related to the Apprentice's performance, conduct, or attendance to RTI Provider. RTI Provider will then ensure timely communication of these concerns to Sponsor.
14. Adhere to any then-applicable state requirements related to training/professional development.
15. *For California Employer Partners Only*: Require Cooperating Teachers to complete and document training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to the program curriculum, and eight (8) hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices (as required by the CTC).

G. **Clinical Mentor Teacher Standards**. Employer Partner, in collaboration with RTI Provider, shall provide the Apprentice with an assignment for the Clinical Experience under the direct supervision and instruction of a Clinical Mentor Teacher who meets the following minimum requirements:

1. Holds a teaching credential or license: (i) for the subject area and/or grade level being taught; and (ii) in the state where the Clinical Experience occurs.
2. Has: (i) a minimum of three (3) years of content area teaching experience, with (ii) two (2) or more years teaching in the placement school and/or Employer Partner, and (iii) demonstrated record of strong performance.
3. Documented evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective (or equivalent) when a state, Employer Partner, or school provides such ratings.
4. Has positively impacted and mentored student teachers, colleagues, and/or other adults.
5. Competently uses technology for communicating via email and completing online evaluation forms.
6. Demonstrates and models Professional Dispositions and Ethics.
7. Completes RTI Provider and Sponsor training to understand policies, processes, procedures, and how to mentor adult learners, and completes any required State training.
8. *For California Employer Partners Only*: As required by the California Commission on Teacher Credentialing ("CTC") Program Sponsor Alert ("PSA") 19-05, Clinical Mentor Teacher has documented completion of training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to program curriculum, and eight (8) hours training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

H. **Clinical Supervisor Standards**. The RTI Provider, in collaboration with Employer Partner, shall select a Clinical Supervisor who provides guidance, support, on-site and/or virtual assistance, assessment, and feedback to an Apprentice throughout Advanced Clinical, Student Teaching One and Student Teaching Two of the Clinical Experience. To act in this role, a Clinical Supervisor must have:

1. A minimum of three (3) years teaching experience in K-12.
2. A master's degree in education or related field.
3. A current teaching license in the content area of supervision.
4. Experience teaching in the content area of supervision.
5. Successfully completed a background clearance.
6. Ability to consistently demonstrate and model Professional Dispositions and Ethics.

I. **Insurance**.

1. RTI Provider Insurance. RTI Provider represents and warrants that it provides and maintains general liability insurance with limits of at least $1,000,000 per occurrence and $2,000,000 annual aggregate and, upon Employer Partner's request, shall provide a certificate of insurance as evidence of coverage. RTI Provider shall maintain, at its sole expense, workers' compensation insurance as required by law.
2. Professional Liability Insurance. Apprentices will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Clinical Experience with minimum limits of either: (i) $1,000,000 per occurrence and $3,000,000 annual aggregate, or (ii) $2,000,000 per occurrence and $2,000,000 annual aggregate.

[Signature page follows.]

NOW, THEREFORE, in recognition of our mutual commitments and the shared vision to foster a transformative educational experience, the Parties hereby agree that the McAllen Independent School District will become an Employer partner under this Agreement as of the date of latest signature below.

RTI PROVIDER

Name:
Role:
Date:

SPONSOR

Name:
Role:
Date

EMPLOYER PARTNER

Name: Ms. Lucia Regalado
Role: Board President
Date:

Approved as to form

by: JOHNATHAN BALL (Jul 16, 2026 11:25:30 CDT)
Johnathan Ball, Staff Attorney

Designated Primary Contact – Employer Partner

Dr. Albert Canales
Name

Chief Human Resources Officer
Title

albert.canales@mcallenisd.net
Email

Exhibit 1.A

Video Recording

1. Teacher Performance Assessment. Employer Partner acknowledges that Apprentices must complete a teacher performance assessment, which includes the submission of real artifacts (such as lesson plans and student work samples). Employer Partner also recognizes that in states where the edTPA is required, video recordings of the Apprentice teaching in the classroom will be utilized and included in the submission.

2. Clinical Observation / Evaluation. RTI Provider utilizes a secure, interactive, online, cloud-based platform to accommodate for the changing classroom environment and protect the health and safety of participants. Apprentices upload recorded video submissions or participate in livestreams for feedback, scoring, and critiquing of video assignments, and Clinical Supervisors leave time-stamped feedback.

3. Guidelines. The following guidelines are provided to Apprentices. Employer Partner understands that Apprentices are not employees or agents of RTI Provider and that any further precautions regarding the privacy of Employer Partner students should be agreed directly between the Employer Partner and Apprentices.

   Teacher Apprentice Guidelines for Video Recordings:

   a. Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
   b. To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the Employer Partner") for your state, school, Employer Partner, and Clinical Mentor Teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
   c. You must follow appropriate protocol to submit recordings to RTI Provider.
   d. You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
   e. You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
   f. You must destroy all video recordings once the evaluation is complete.

Exhibit 2

Direct Billing Guidelines

1. **Initial Requirements**
    a. A valid and correctly formatted Letter of Credit (LOC) must be provided. Please refer to the sample LOC below.
    b. WGU must have permission to share the student's protected information (FERPA).
        i. Students will complete this in their WGU Student Portal, and we will provide the students with instructions.
    c. The student must officially accept their course registration (set term enrollment).
        i. Please note: The earliest this can occur is the first of the month in which the student's term begins.
    d. Once these requirements have been completed, the student's documentation will be placed into a queue for invoicing.
        i. If all requirements are completed within the first month of the term, the invoice is typically issued before the end of that month.
        ii. All invoices are issued directly by WGU, not the student.

Please note: Submission of a Letter of Credit does not guarantee immediate invoicing. All required steps, including student enrollment, must be completed before an invoice can be issued.

2. **Letter of Credit**
    a. The Letter of Credit must include all of the following:
        i. Student's Name (must match WGU records)
        ii. Student's WGU ID number
        iii. Third-party sponsor's name, contact phone number, contact person, billing address, and clear invoicing instructions (including where and how invoices should be sent via email address).
            1. If there are any changes, the third-party sponsor must provide an updated Letter of Credit with revised details.
        iv. Tuition amount(s) and academic term(s) covered by the Letter of Credit/Billing Authorization
        v. IMPORTANT: Third-party billing authorizations must unconditionally guarantee payment. Payments cannot be contingent upon student performance, including grades.
    b. A sample is provided on the next page.
    c. Letters of Credit must be submitted to thirdparty@wgu.edu for review.
3. **Family Education Rights and Privacy Act (FERPA)**
    a. FERPA guidelines are set by the Code of Federal Regulations.
4. **Invoicing Options**
    a. Individual and Itemized Student Tuition Invoice
        i. A detailed document that includes registered courses and a cost breakdown based on Competency Units (CUs), if required by the sponsor.
5. **Payment**
    a. For questions about payment methods, remittance, or to request WGU's Form W-9, please contact thirdparty@wgu.edu.
6. **Questions**
    a. For questions about the direct billing process or documentation requirements, please contact thirdparty@wgu.edu.
    b. If you would like to schedule a meeting to discuss the direct billing process in more detail, please contact sandra.rojas@wgu.edu and cj.sneddon@wgu.edu.

Sample Corporation Letterhead

Dear Western Governors University Account Partnerships Department:

This letter authorizes Western Governors University to bill the following third-party sponsor on behalf of the student:

Sample Corporation

This letter acknowledges that funds are unconditionally guaranteed to Western Governors University. This is a one-time-use document. Any changes require a new Letter of Credit. Payment will be made upon receipt of the invoice. Specific details for this billing are as follows:

Name: Sample Student

WGU ID: 000000000

Term month and year: January 2025

Approved Amount: $4025

Refunds (if applicable) should be returned to:

Sample Corporation

1 Sample Drive

Sample, UT 00000

You may invoice us as follows:

accountspayable@samplecorporation.com

Sincerely,

Sample Sponsor

Sample Sponsor

ADDENDUM A – FOR EMPLOYER PARTNERS LOCATED IN TEXAS ONLY

PREP Grow Your Own Memorandum of Understanding 2026-2027

This Memorandum of Understanding ("Memorandum") is incorporated into and forms a part of the Pilot Apprenticeship Pathway Related Technical Instruction Partnership Agreement ("Agreement") between Western Governors University ("RTI Provider" or Institution of Higher Education ["IHE"]), a Utah nonprofit corporation, located 4001 South 700 East, Suite 700, Salt Lake City, UT 84107 and McAllen Independent School District, a Public School District in Texas ("Employer Partner" or "School System") and is effective as of the date of the signature below (the "Effective Date") . Each entity is a "Party" and collectively they are the "Parties". Capitalized terms not otherwise defined shall have the meanings ascribed in the Agreement. In the event of any conflict or inconsistency between the terms of this Memorandum and the terms set forth in the Agreement, the terms of this Memorandum shall control and govern.

This Memorandum shall be effective on the date the last signature is executed and will remain in effect for a period of one (1) year. This Memorandum may be extended for additional periods upon mutual written addenda executed by the Parties.

WHEREAS the Employer Partner acknowledges receipt of the Agreement and agrees to be bound by its terms and conditions, as if Employer Partner were an original party to the Agreement.

WHEREAS the State of Texas has established the Preparing and Retaining Educators through Partnership (PREP) Grow Your Own (GYO) Partnership Program to enable qualified institutions of higher education and educator preparation programs, as determined by the Texas Commissioner of Education, to form partnerships with school districts or open-enrollment charter schools to establish innovative staffing pipelines to ensure the availability of high-quality classroom teachers to benefit future district or school students.

WHEREAS the School System desires to form a partnership with the RTI Provider in which the RTI Provider will serve as the designated IHE for purposes of the PREP GYO Partnership Program.

NOW THEREFORE, the Parties agree to abide by the terms of this Memorandum.

1. School System and IHE shall collaborate to implement the PREP GYO Partnership Program in compliance with Texas Education Code §§ 21.906 and 48.157 and relevant Texas Administrative Code sections.
2. School System shall complete all its obligations under the PREP GYO Partnership Program in compliance with Texas Education Code §§ 21.906 and 48.157 and relevant Texas Administrative Code sections.
3. IHE shall support PREP GYO Partnership Program participants in their pursuit of a higher education degree.
4. Governing Law and Venue – This Memorandum is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts located in __Hidalgo_____ County, Texas, in any action arising out of or relating to this Memorandum.

[Signature page to follow]

Signatures

IN WITNESS WHEREOF, the Parties to this Memorandum, through their duly authorized representatives, have executed this Memorandum and certify that they have read, understood, and agreed to its terms. This Memorandum may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

School System (Superintendent or Designee)

Signature: _____

Name: Ms. Lucia Regalado

Title: Board President

Date: _____

Approved as to form

by: JOHNATHAN BALL (Jul 16, 2026 11:25:30 CDT)

Johnathan Ball, Staff Attorney

School System (PREP GYO Partnership Program Manager/Designated Contact Person)

Signature: Alberto Canales (Jul 16, 2026 11:22:29 CDT)

Name: Dr. Albert Canales

Title: Chief Human Resources Officer

Date: 07/16/2026

IHE (WGU School of Education)

Signature: _____

Name: _____

Title: _____

Date: _____

IHE (PREP GYO Partnership Program Designated Contact Person)

Signature: _____

Name: _____

Title: _____

Date: _____

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: July 23, 2026

SUBJECT: Discussion and Possible Action on No. 2027-067 PREP Grow Your Own Memorandum of Understanding between McAllen Independent School District and University of Texas Rio Grande Valley "UTRGV"

REFERENCE: Goal 2 People Development, Strategy 5 Partnership with Business/Civic/Educational Organization

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

This agreement supports the development and implementation of a high-quality educator preparation pathways designed to strengthen K-12 teacher talent pipelines through Registered Apprenticeship Programs ("RAP") registered with the United States Department of Labor Office or Apprenticeships. The apprentices participating in the PREP Grow Your Own ("GYO") pathway must satisfy applicable PREP statutory and program requirements.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

The purpose of this MOU is to articulate the nature and expectations of the partnership between the School System and the EPP associated with implementing the Preparing and Retaining Educators through Partnership Grow Your Own Program (hereinafter "PREP GYO Program") in compliance with Texas Education Code §21.906 and 48.157 and relevant Texas Administrative Code sections.

LEGAL REVIEW:

MOU has been approved by legal.

BUDGETARY CONSIDERATIONS:

None

RECOMMENDED BOARD ACTION:

Administration recommends that the Board of Trustees approves MOU No. 2027-067 PREP Grow Your Own Memorandum of Understanding (2026–2027) between McAllen Independent School District and University of Texas Rio Grande Valley ("UTRGV") through July 31, 2027.

Attachment: ☑

SUBMITTED BY: Alberto Canales (Jul 16, 2026 14:34:37 CDT)

SUPERVISOR: Lorena Garcia (Jul 16, 2026 14:42:20 CDT)

For further information contact:
Name: Dr. Albert Canales, Chief Human Resource Officer
Office: 956-618-6000
eMail: albert.canales@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 14:56:36 CDT)

Superintendent of Schools

PREP GYO MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made by and between the University of Texas Rio Grande Valley ("University") with McAllen ISD ("School District" and intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.906, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

WHEREAS, McAllen ISD ("School District") has been awarded funding to participate in the Preparing & Retaining Educators through Partnership Grow Your Own Program (hereinafter "PREP GYO Program") in compliance with Texas Education Code §21.906 and 48.157 and relevant Texas Administrative Code sections.; and

WHEREAS, McAllen ISD ("School District") and University wish to collaborate with The PREP GYO Program which enables school systems, through partnering with qualified IHEs and educator preparation programs, to establish innovative staffing pipelines that prepare and retain educators and thereby, increase student access to high-quality classroom teachers. The PREP GYO Program provides funding through participating school systems to support eligible school system employees (hereinafter "GYO participants") in completing a bachelor's degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the school system.

Authority & Citations

This Agreement is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.906, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

Term & Renewal

This Agreement begins on __August 1, 2026_____ and ends on _____July 31, 2027_____ (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

NOW THERERORE, in consideration of the mutual covenants herein contained and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

Parties Responsibilities:

School District agrees to:

1. Recruit and select identified eligible staff, to participate and complete conditions of the PREP GYO Program.
2. Secure an MOU between School District and candidate , defined by the Texas Education Agency (TEA).
3. Attend all program related trainings and/or meetings, including those required by TEA.
4. Gather, compile, and report data as outlined in the TEA Program Guidelines, as well as any other TEA fiscal or data requirements.

5. Identify appropriate staff needed to support the implementation of the PREP GYO Program.
6. Require GYO participants to, as a condition for participation, earn a bachelor's degree and enroll in an educator preparation program within three years of beginning participation in the partnership.
7. Employ GYO participants in a job assignment that spends at least 25% of their day focused on instructional support, including the requirement to practice teaching under the supervision of a cooperating teacher.
8. Ensure that GYO participants attain an Educational Aide III certificate within the first year of beginning participation in the PREP GYO Program.
9. Pair GYO participants with a trained cooperating teacher who agrees to participate in that role in a PREP GYO program at a school.
10. Funding:
    - The school district will provide a stipend between $8,000 and $12,000 for each GYO participant disbursed over the 3 years. The exact amount for each employee is set by the high-needs and rural factor at the campus where the employee is assigned.
    - GYO employees generate HB 2 PREP GYO funding.
    - High school students do not generate funding.
    - School districts are required to use funding to support the GYO Program (for example, implementation of the high school education and training program, tuition for aspiring teachers, wrap-around and transition supports, costs associated with employee preparation in a PREP Preservice Program, defined as a Preparing and Retaining Educators through Partnership Preservice Program established under Section 21.902 of the Texas Education Code (TEC), and local salaries for program implementation support).
    - School districts receive 50 percent of the funding upfront and the remaining 50 percent for every GYO participant that completes a bachelor's degree and enrolls in an Educator Preparation Program (hereinafter "EPP") within three years.

University agrees to:

1. Enroll qualified teacher candidates in University courses that meet the requirements of the program.
2. Invoice the candidates for the tuition and fees associated with the University's services.
3. Offer School District ideas on how to promote persistence in the educator preparation program.
4. Assist School District in gathering, compiling, and reporting data as permitted by applicable data privacy laws.
5. Serve as a resource for School District through consultation.
6. Work closely with School District to build a long and sustainable partnership that continues after the Program ends.
7. Assure that all students selected for participation in Program have satisfactorily completed all portions of the University curriculum that

are a prerequisite for participation in the Program.

8. Develop criteria for the evaluation of the performance of University students participating in the Program and provide those criteria, with appropriate reporting forms, to the School District personnel and University personnel who are responsible for supervising those students.
9. Assign grades to students participating in the Program on the basis of the performance evaluations submitted in the reporting forms.
10. Inform all University students and personnel participating in the Program that they are required to comply with the rules and regulations of Facility while on premises of Facility and to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by Facility.
11. Provide information requested by Facility related to students participating in the Program unless prohibited by federal or state law.
12. Remove a student from the Program when the Facility determines that the student has violated the rules and regulations of the Facility; has disclosed information that is confidential by law; or has engaged in conduct that disrupts the activities carried on by the Facility or threatens the safety of Facility personnel or patients.
13. Provide key faculty member(s) to support the implementation of the PREP GYO Program.
14. Ensure that GYO participants earn their bachelor's degree within three years of beginning participation in the PREP GYO Program.
15. Provide GYO participants with ongoing support necessary to complete coursework and program requirements.

Allocation of Costs & Resources

- Allocating costs and resources accordingly, including:
    - Each party bearing its own expenses in connection with its obligations pursuant to this Agreement.
    - Acting with fiduciary responsibility to ensure compliance with the requirements set forth in PREP GYO Program guidelines (TEC §21.906(e)).
    - Developing a plan surrounding programmatic costs that enable support for GYO participants and overall PREP GYO Program implementation.

Progress Monitoring of Program Quality

- Cadence: The Parties will meet at an agreed upon cadence.
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; key University leadership and faculty) and roles within the governance structure.
- Scope: Parties agree to review successes, opportunities for growth, discuss changes for additional years, and partnership viability.
- Data-Sharing Framework: Establish processes to share non-identified School District performance data between the Parties for monitoring and evaluation of GYO participants preparation and effectiveness.

Collaborative Responsibilities between the School District and the University:

- Establishing structures for quality of implementation, including:
    - Establish and communicate compliance procedures associated with participation in the PREP GYO Program.
    - Selection of GYO participants according to a set of mutually determined criteria. Prerequisites will include a minimum of 50 hours of college coursework.
    - Establish regular communications processes and expectations to ensure information and feedback is shared on an ongoing basis.
    - Develop processes and data sharing agreements to support continuous improvement efforts, including monitoring and evaluating the GYO participants' progress in applying to the Teacher Residency program, (which is the clinical experience that GYO participants will be expected to complete as a part of their participation in the GYO Program), during year two and completion of degree requirements, earning a bachelor's degree and completing all educator preparation program requirements within three years of beginning participation in the PREP GYO Program.
- Ensuring GYO participants complete all necessary coursework, training, and requirements in compliance with PREP GYO Program, by providing GYO participants with:
    - Completion of the bachelor's degree and acceptance into an EPP within three (3) years.
    - Monthly scheduled release time to support the completion of their bachelor's degree, including time to complete field-based experiences, course assignments, and targeted activities.
    - Authentic opportunities to practice teaching under the supervision of one or more cooperating teachers, including small group instruction, leading instructional routines, and lesson planning.
    - On-the-job training aligned with the standards for educator certification established by the State Board for Educator Certification (SBEC).
    - Guidance and other transition supports as the GYO participant begins a program to satisfy the teacher preparation requirements under Section 21.04421, 21.04422, or 21.04423 of the TEC).
- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing GYO candidates to positively impact PK–12 student learning and for the continuous improvement of the EPP.
- The parties will share information related to GYO participant progress to support monitoring and participant success.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the School District designates Domingo Ramos ("FERPA Designee") as a school official with a legitimate educational interest to the extent required to fulfill obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.

- Ensure candidates have a "Consent to Ongoing Release of Student Information Under FERPA" on file with the university with specified designees who can request information on their behalf or participate in meetings regarding the candidates progress while enrolled in PREP GYO and EPP Programs.

General Provisions

1. This Memorandum of Understanding constitutes the entire agreement between the parties and supersedes any and all prior GYO agreements, arrangements, and understanding, oral or written between the parties relating to this MOU.
2. In signing this MOU, the individuals acknowledge that they are authorized representatives of each party, permitted to legally bind the entity for the terms and conditions herein.
3. This MOU may not be modified except by mutual written agreement of the parties executed subsequent to this agreement.
4. The Program and all related activities shall be conducted in a manner that does not discriminate against any person on a basis prohibited by applicable law, including but not limited to: race, color, national origin, religion, sex, age, veteran status, or disability.
5. The term of this MOU ("Term") shall be from the date of execution listed below through July 31, 2027. The Term may be extended upon mutual agreement between School District and University.
6. This MOU shall be governed by the laws of the State of Texas and is performable in Hidalgo County, Texas.

Termination

Except as otherwise provided, this Agreement may be terminated by either Party upon six (6) months' written notice. The Parties will use best efforts to allow sufficient opportunity for Residents to complete the year prior to the effective date of termination. Upon termination, the School District will notify appropriate TEA staff of the termination of this Agreement.

Dispute Resolution

The dispute resolution process provided in Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business

Signatures

IN WITNESS WHEREOF, the Parties to this Agreement, through their duly authorized representatives, have executed this Agreement and certify that they have read, understood, and agreed to its terms. This Agreement may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

EPP (The University of Texas Rio Grande Valley:Leadership)

Signature:_____
Name: Dr. Can Saygin
Title: Interim Provost and Executive VP for Academic Affairs Senior Vice President for Research Dean of the Graduate College
Date:

Signature:_____
Name: Dr. Christine Shupala
Title: Vice Provost for Institutional Accreditation, Program Development, and Analysis
Date:

EPP (Legal Authority)
Signature: _____
Name: _____
Title: _____
Date: _____

EPP (GYO Program Leadership)
Signature: _____
Name: _____
Title: _____
Date: _____

UTRGV CONTRACT ID: _____

McAllen ISD

School District (Superintendent's Designee)
Signature: _____
Name: Ms. Lucia Regalado
Title:Board President
Date:_____

School District (Program Manager)
Signature: Alberto Canales (Jul 16, 2026 12:28:30 CDT)
Name:Dr. Albert Canales
Title:Chief Human Resource Officer
Date: 07/16/2026

Approved as to form:

By: JOHNATHAN BALL (Jul 16, 2026 11:24:57 CDT)
Johnathan Ball, Staff Attorney

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: July 23, 2026

SUBJECT: Discussion and Possible Action on Memorandum of Understanding (MOU) No. 2027-088 Preparing & Retaining Educators through Partnership Grow Your Own (PREP GYO) Program between McAllen Independent School District and South Texas College (STC).

REFERENCE: Goal 2 People Development, Strategy 5 Partnership with Business/Civic/Educational Organization

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:
This MOU is intended to satisfy applicable requirements of the PREP GYO Program under Texas Education Code Chapter 21, Sub chapter R, and Section 48.157, together with any final Texas Education Agency rules or guidance implementing PREP, including 19 TAC Chapter 153,Sub chapter FF, and Chapter 228, as applicable.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

The purpose of this MOU is to articulate the nature and expectations of the partnership between McAllen Independent School District and STC associated with implementing the PREP GYO Program in compliance with Texas Education Code §21.906and 48.157 and relevant Texas Administrative Code sections.

LEGAL REVIEW:

MOU has been approved by legal.

BUDGETARY CONSIDERATIONS:

None

RECOMMENDED BOARD ACTION:

Administration recommends that the Board of Trustees approve MOU No. 2027-088 Preparing & Retaining Educators through PREP GYO Program between McAllen Independent School District and STC through July 31, 2027.

Attachment: ☑

SUBMITTED BY: Alberto Canales (Jul 16, 2026 16:04:39 CDT)

SUPERVISOR: Lorena Garcia (Jul 16, 2026 16:14:58 CDT)

For further information contact:
Name: Dr. Albert Canales, Chief Human Resource Officer
Office: 956-618-6000
eMail: albert.canales@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 16:17:13 CDT)

Superintendent of Schools

STC Grow Your Own Memorandum of Understanding

2026-2027

This Memorandum of Understanding ("Agreement") is entered into on August 1, 2026 between McAllen Independent School District (hereinafter "School System") and South Texas College Institution of Higher Education (hereinafter "IHE").

1. Purpose

- The purpose of this Agreement is to articulate the nature and expectations of the partnership between the School System and the IHE associated with implementing the Preparing & Retaining Educators through Partnership Grow Your Own Program (hereinafter "PREP GYO Program") in compliance with Texas Education Code §21.906 and 48.157 and relevant Texas Administrative Code sections.
- The PREP GYO Program enables school systems, through partnering with qualified IHEs and accredited educator preparation programs, to establish innovative staffing pipelines that prepare and retain educators and thereby, increase student access to high-quality classroom teachers. The PREP GYO Program provides funding through participating school systems to support eligible school system employees (hereinafter "GYO participants") in completing a bachelor's degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the school system.

2. Authority & Citations

This Agreement is intended to satisfy applicable requirements of the PREP GYO Program under Texas Education Code Chapter 21, Subchapter R, and Section 48.157, together with any final Texas Education Agency rules or guidance implementing PREP, including 19 TAC Chapter 153, Subchapter FF, and Chapter 228, as applicable.

3. Term & Renewal

This Agreement begins on August 1, 2026 and ends on July 31, 2027 (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

4. Collaborative Goals

- Establishing structures for quality of implementation, including:
    - Establish and communicate compliance procedures associated with participation in the PREP GYO Program.
    - Selection of GYO participants according to a set of mutually determined criteria.
    - Establish regular communications processes and expectations to ensure information and feedback is shared on an ongoing basis.
    - Develop processes and, if needed, a separate data-sharing exhibit to support continuous improvement efforts, including monitoring and evaluating GYO participants' progress toward earning a bachelor's degree and enrolling in an accredited Texas educator preparation program within three years of beginning participation in the PREP GYO Program.

- Supporting GYO participants in completing applicable coursework, training, and requirements under the PREP GYO Program, including by providing GYO participants with:
    - Academic advising, degree planning, and transition support designed to help GYO participants complete a bachelor's degree and enroll in an accredited Texas educator preparation program within three (3) years, subject to participant eligibility and institutional requirements.
    - Monthly scheduled release time to support the completion of their bachelor's degree, including time to complete field-based experiences, course assignments, and targeted activities.
    - Authentic opportunities to practice teaching under the supervision of one or more cooperating teachers, including small group instruction, leading instructional routines, and lesson planning.
    - On-the-job training aligned with the standards for educator certification established by the board.
    - Guidance and other transition supports as the GYO participant begins a program to satisfy the teacher preparation requirements under Section 21.04421, 21.04422, or 21.04423.

5. Progress Monitoring of Program Quality

- Cadence: The Parties will meet at an agreed-upon cadence.
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; key IHE leadership and faculty) and roles within the governance structure.
- Scope: Parties agree to review successes, opportunities for growth, discuss changes for additional years, and partnership viability.
- Data-Sharing Framework: Establish processes, and if needed a separate data-sharing exhibit, to share de-identified School System performance data between the Parties for monitoring and evaluation of GYO participant preparation and effectiveness.

6. Allocation of Costs & Resources

- Allocating costs and resources accordingly, including:
    - Except as expressly provided in a separate written payment or implementation exhibit, each Party will bear its own expenses in connection with its obligations under this Agreement.
    - Using PREP GYO Program funds in accordance with applicable law, rule, grant guidance, and written local procedures.
    - Developing a written plan addressing programmatic costs, billing, payment timing, withdrawal and refund handling, and contingencies if program funding is reduced or unavailable.
    - Nothing in this Agreement requires the IHE to waive institutional policies, front unfunded tuition or fee amounts, or provide services beyond those expressly described in this Agreement and any written exhibits.

7. Data Sharing & FERPA

- Subject to FERPA, the Texas Public Information Act, and other applicable law, the Parties may share and co-analyze de-identified PK–12 performance data for the purpose of preparing GYO participants to positively impact PK–12 student learning and for continuous improvement of the PREP GYO Program.
- The Parties will separately define, in this Agreement or an exhibit, the categories of participant data to be shared, permitted uses, access restrictions, security requirements, retention and destruction requirements, and breach-notification procedures.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the School System may designate the IHE and/or Domingo Ramos ("FERPA Designee") as a school official with a legitimate educational interest to the extent required to fulfill obligations under this Agreement. Any recipient of such educational records shall comply with FERPA and shall not redisclose such records except as permitted by law.

8. Additional School System Specific Obligations

- Identify appropriate staff needed to support the implementation of the PREP GYO Program.
- Require GYO participants to comply with applicable PREP GYO Program participation requirements, including the requirement to earn a bachelor's degree and enroll in an accredited Texas educator preparation program within three years of beginning participation in the partnership.
- Employ GYO participants in a job assignment that spends at least 25% of their day focused on instructional support, including the requirement to practice teaching under the supervision of a cooperating teacher.
- Pair GYO participants with a trained cooperating teacher who agrees to participate in that role in a PREP GYO program at the school system.
- Provide GYO participants with monthly scheduled release time to support completion of a bachelor's degree while remaining employed in the school system. The School System must work with the IHE to establish a release time schedule that addresses the participants' needs.
- Ensure that GYO participants attain an Educational Aide III certificate within the first year of beginning participation in the PREP GYO Program.
- Except as expressly permitted by applicable law for supervised clinical experiences or other allowable assignments, ensure that GYO participants do not serve as teacher of record while participating in this pathway.

9. Additional IHE Specific Obligations

- Provide key faculty member(s) and academic advising personnel to support the implementation of the PREP GYO Program.
- Provide academic advising, degree planning, and reasonable support designed to help GYO participants complete an applicable bachelor's degree within three years of beginning participation in the PREP GYO Program, subject to admission requirements, transfer-credit evaluation, satisfactory academic progress, conduct standards, tuition and

fee obligations, and course availability.

- Provide GYO participants with ongoing support regarding coursework and transition to an accredited Texas educator preparation program; however, the IHE does not guarantee degree completion, educator preparation program enrollment, certification, employment, or continued eligibility for PREP funding.

10. Miscellaneous

10.1 Governing Law & Venue

This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas. Venue for any action arising out of or relating to this Agreement shall lie in Hidalgo County, Texas, subject to applicable law.

10.2 Termination

Except as otherwise provided, this Agreement may be terminated by either Party upon six (6) months' written notice. The Parties will use best efforts to allow sufficient opportunity for Residents to complete the year prior to the effective date of termination. Upon termination, the School System will notify appropriate Texas Education Agency staff of the termination of this Agreement.

10.3 Dispute Resolution

The dispute resolution process provided in Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business

10.4 Governmental Immunity; Funding

Nothing in this Agreement waives any governmental or sovereign immunity, defense, or jurisdictional limitation of the IHE or College under Texas law. The College's obligations are subject to the availability of current revenues and funds lawfully appropriated or otherwise available for this purpose.

Signatures

IN WITNESS WHEREOF, the Parties to this Agreement, through their duly authorized representatives, have executed this Agreement and certify that they have read, understood, and agreed to its terms. This Agreement may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

School System (Superintendent's Designee)

- Signature: _____
- Name: Ms. Lucia Regalado
- Title: Board President
- Date: _____

Approved as to form
by: JOHNATHAN BALL (Jul 16, 2026 14:59:15 CDT)
Johnathan Ball, Staff Attorney

School System (Program Manager)

- Signature: Alberto Canales (Jul 16, 2026 13:00:49 CDT)
- Name: Dr. Albert Canales
- Title: Chief Human Resources Officer
- Date: 07/16/2026

IHE (Legal Authority)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

IHE (Program Leadership)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: June 23, 2026

SUBJECT: Report Regarding Bond 2026

REFERENCE: Goal 4, Strategy 7 - Financial Priorities

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

Voters in McAllen ISD have approved the district's $335 million bond program in the May 2 election, supporting investments in modernizing campuses, expanding Career and Technical Education opportunities, strengthening school safety and security, enhancing fine arts facilities, and addressing critical infrastructure needs across the district.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

Administration is bringing forward an update on Bond 2026.

LEGAL REVIEW:

Not Applicable.

BUDGETARY CONSIDERATIONS:

Not Applicable.

RECOMMENDED BOARD ACTION:

This item is for information purposes only.

Attachment: ☑

SUBMITTED BY: _____

SUPERVISOR: Lorena Garcia
Lorena Garcia (Jul 16, 2026 09:06:52 CDT)

For further information contact:
Name: Lorena Garcia, Deputy Superintendent for Business and Operations
Office: 956-688-5445
Email: lorena.garcia@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 11:22:56 CDT)

Superintendent of Schools

Bond Project Management / Owner's Agent Services
2026 Bond Program RFQ Scope of Services

McAllen ISD, the Owner, is requesting statements of qualifications from firms with demonstrated experience providing professional Bond Project Management services for the 2026 Bond. The selected firm will serve as an independent agent and representative of McAllen ISD and will act in the District's best interest throughout the estimating, planning, design, construction, and closeout of the 2026 Bond projects assigned. The consultant shall provide professional leadership, management, and advisory services necessary to ensure the project achieves the scope, quality, schedule, and budget objectives established by the District. Respondents must demonstrate the qualifications, experience, and capability to perform the services described below, which include, but are not limited to, the tasks set forth in the Pre-Construction, Construction, Closeout and Board/Community Communication phases.

PRE-CONSTRUCTION PHASE

1. **Communication & Coordination**
    a. Establish and maintain communication protocol between the Owner, Architect, and General Contractor.
    b. Manage coordination and correspondence between the Owner, Architect, and General Contractor.
2. **Procurement & Contractor Selection**
    a. Assist in development of the procurement process and aid in selection of the General Contractor for infrastructure and renovation projects.
    b. Assist in developing procurement solicitation documents for procurement of the General Contractor for infrastructure and renovation projects.
    c. Assist District in evaluating proposals, making recommendations, and ensuring best-value options for individual projects are recommended for approval by the Board of Trustees.
    d. Assist in development of the contract negotiation process and aid in review, approval, or disapproval of General Contractor numbers.
    e. Provide a detailed analysis to describe differences between final estimates and bidders' prices.
3. **Scheduling, Budget, and Cost Management**
    a. Contribute to the milestone schedule for overall program design and construction.
    b. Monitor and maintain all parties' efforts for conformance to schedule and budget. Notify the Owner of design and budget concerns throughout the design process.
    c. Develop detailed cost estimates at various phases of design.
    d. Assist in development of value engineering options as required.

4. **Design Review & Preconstruction Activities**
    a. Review design documents, drawings, and specifications for constructability, scheduling, consistency, and coordination.
    b. Assist in facilitating the preconstruction conference.
    c. Prepare a detailed project schedule and staging.
    d. Provide constructability reviews.
5. **External Coordination**
    a. Coordinate with local utilities, cities, and other entities on the Owner's behalf.

CONSTRUCTION PHASE

6. **Communication & Coordination**
    a. Employ and provide qualified, experienced construction managers capable of representing the District's best interests; the construction manager(s) shall coordinate contractors, design professionals, vendors, district staff, authorities having jurisdiction over the projects, and others.
    b. Establish and maintain communication protocol between the Owner, Architect, and General Contractor.
    c. Attend, arrange, and conduct meetings as requested by the Owner.
7. **Budget, Schedule, and Cost Control**
    a. The consultant must have in-house capabilities to provide detailed and accurate cost estimates at different stages of the work, and for various purposes, such as analysis of alternatives.
    b. Monitor the overall budget and schedule and advise the Owner of trends affecting timely and cost-effective completion of the Project.
    c. The consultant must employ expert construction negotiators who can successfully resolve potential claims from contractors or other consulting firms.
    d. Review the General Contractor's schedule of values, cost breakdown, and construction schedule and recommend approval, changes, or disapproval.
    e. Provide cost loading schedules to allow the District's Finance Department to manage cash flow projections.
    f. The consultant is expected to provide constructability reviews, value engineering, and associated cost saving strategies during all phases of the work.
    g. Develop a master program schedule to track all program projects.
    h. Schedule required testing services.
8. **Document Familiarity & Observation**
    a. Maintain thorough knowledge of the plans and specifications.
    b. Review shop drawings.

c. Personally observe major assemblies placed in the construction for general compliance with the contract documents, supplemental instructions from the Architect, and in support of the quality assurance efforts of the Inspector(s).

9. Payment & Change Management

a. Perform quality surveys and review and verify the contractor's monthly applications for progress payments.
b. Review and analyze proposed change orders and make recommendations to the Owner.
c. Assess and evaluate pricing on all change order requests, taking the lead in negotiating fair and equitable resolutions and managing schedule impacts.

10. Submittals, RFIs, and Reporting

a. Review requests for information (RFI) and Architect's Supplemental Instructions (ASI) and track submittals through completion of the process.
b. Generate weekly site visit reports describing general events and noting problems and unusual events.
c. Manage all construction administration tasks on behalf of the District, including but not limited to: project correspondence, project documentation, meetings, submittals, requests for information, proposal requests, progress documentation, review and approval of payment requests, schedule review, project coordination
d. Take photographs documenting construction progress and conformity with the Contract Documents.

11. Record Documents

a. Review and verify that the General Contractor's Project record drawings and schedules are updated to reflect all changes and work completed prior to each progress payment.

12. Inspections & Quality Assurance

a. Frequently inspect the work for progress, workmanship, and conformance with the Contract Documents.
b. Coordinate and track all Owner testing.
c. Review special inspection and material testing reports to verify conformance with the Contract Documents.
d. When work is found to be non-conforming, document deficiencies and promptly provide written notification to the Architect, Owner, and General Contractor.
e. Verify that deficiencies have been corrected and/or approved by the applicable party.
f. Issue inspection deficiency lists and track deficiencies through correction.
g. Coordinate preparation of the punch list and monitor corrective work to successful completion.
h. Coordinate Owner activities, including occupancy, FF&E procurement, and technology.

CLOSEOUT PHASE

13. Project Documentation & Turnover

a. Verify all Project Record Documents are complete and turned over to the Owner.
b. Verify all Operations and Maintenance manuals are complete and turned over to the Owner.
c. Verify all warranties are submitted and in accordance with the Contract Documents.

14. Training & Warranty Support

a. Ensure staff has received all necessary training for operation of the new building and systems.
b. Maintain a presence and provide support, follow-up, and tracking of warranty requests.

BOARD AND COMMUNITY COMMUNICATIONS

15. Marketing and Promotion

a. The selected firm will maintain a robust marketing plan to inform district stakeholders and the community at large of the project list, progress, and completion of projects.
b. The firm should at the minimum:
    i. Prepare a website to inform the community of budgets, timelines, change orders, and any other particulars at each site.
    ii. Integrate community events to include open community forums, ribbon-cutting ceremonies, and other events.
    iii. Maintain social media accounts for community outreach.
    iv. Include new construction and integrate other bond components as listed in the master project list.

16. Board Reports

a. Provide regular progress reports to the Board of Trustees.

Advisory Role Only: The Construction Manager/Owner's Agent will provide professional advisory services only and shall not act as a construction manager-at-risk, general contractor, or subcontractor, nor shall it be responsible for construction means and methods or the performance of construction work.

McAllen ISD
Evaluation Rubric – Bond Project Management / Owner's Agent Services
2026 Bond Program RFQ

Maximum Points: 1,000

Purpose
This rubric is intended to evaluate statements of qualifications submitted by firms seeking to provide **Bond Project Management / Owner's Agent Services** for McAllen ISD's 2026 Bond Program. The selected firm will serve as an **independent advisor and representative of the District** and must demonstrate the experience, staffing, systems, and capacity necessary to support the District's projects through **pre-construction, construction, and closeout**.

The evaluation committee will score each submittal using the criteria below. Points should be awarded based on the degree to which the respondent demonstrates qualifications, relevant experience, understanding of the District's needs, and ability to successfully perform the scope of services.

I. Evaluation Criteria and Point Allocation

No.	Evaluation Category	Maximum Points
1	Firm Experience and Qualifications	200
2	Key Personnel and Staffing Plan	100
3	Project Understanding and Technical Approach	175
4	Cost Estimating, Budget, Schedule, and Change Management Capability	100
5	Quality Assurance, Field Observation, Reporting, and Closeout Systems	100
6	References and Overall Confidence in Firm's Ability to Deliver	50
7	Other Relevant Factor	25
8	Board Interviews (The District may short list firms)	250
Total		**1,000**

II. Detailed Evaluation Rubric

1. Firm Experience and Qualifications – 200 Points
Evaluate the firm's overall qualifications and demonstrated experience providing **Bond Project Management / Owner's Agent / Program Management / Construction Administration advisory services** for public-sector capital projects, preferably K-12 bond programs.
Subcriteria

Subcriteria	**Points**
A. Demonstrated experience serving as Owner's Agent / Bond Project Manager for public construction programs of similar scope and size for K-12	50
B. Demonstrated experience serving as Owner's Agent / Bond Project Manager for public construction programs of similar scope and size for non-K-12	25
C. Proximity of firm's local office and familiarity with MISD and RGV (10 pts each)	20
D. Experience coordinating FF&E, owner move-in/occupancy, technology coordination, and operational turnover for school facilities	25
E. Experience working with public procurement, CSP/design-build delivery, and school district governance/reporting environments	25
F. Experience managing projects in occupied school environments with attention to safety, phasing, campus operations, and minimizing disruption	25
G. Number of years the firm has been in business	20
H. Past relationship with the District within the past ten (10) years	10
Total	**200**

Scoring Guidance

- **Excellent (90–100% of available points):** Firm demonstrates extensive, highly relevant experience with multiple comparable school bond or public capital programs and a strong record of owner representation.
- **Good (75–89%):** Firm demonstrates relevant experience and qualifications with minor gaps.
- **Fair (50–74%):** Firm demonstrates some relevant experience but lacks depth, scale, or direct alignment to the District's scope.
- **Poor (0–49%):** Limited evidence of comparable experience or inadequate qualifications.

Preference should be given to firms that demonstrate:

- Direct experience with **Texas public school districts**;
- Work on **bond-funded K-12 programs**;
- Success on **renovations and infrastructure projects** where campus operations remained active during construction.

2. Key Personnel and Staffing Plan – 100 Points

Evaluate the qualifications of the proposed project team and the firm's staffing strategy for supporting the District through all phases of the bond program.
Subcriteria

Subcriteria	Points
A. Qualifications, and direct relevant experience of the proposed project executive / principal in charge	25
B. Qualifications and direct relevant experience of the proposed day-to-day project manager / owner's representative	25
C. Qualifications of supporting staff in estimating, scheduling, constructability review, field observation, closeout, and document control	25
D. Clear staffing plan showing roles, responsibilities, reporting relationships, and level of effort for each project phase	25
Total	**100**

Scoring Guidance
High scores should be awarded to teams with:

- Clearly identified staff assigned to **pre-construction, field observation, budget/schedule control, change order review, and closeout**;
- Significant **K-12/public bond project manager experience** by the actual proposed personnel;
- A staffing plan that demonstrates **availability, depth, and continuity**, not just resumes.

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3. Project Understanding and Technical Approach – 175 Points
Evaluate the respondent's understanding of the District's needs and the strength of its proposed approach to delivering the services in the scope of work.
Subcriteria

Subcriteria	Points
A. Approach to communication, coordination, meeting management, and maintaining effective relationships among Owner, Architect, Contractor, testing agencies, and other stakeholders	25
B. Approach to procurement support, contractor selection support, procurement method selection7 assistance, and contract negotiation support	25
C. Approach to pre-construction services, including constructability reviews, design review, preconstruction conferences, staging, and milestone planning	25

Subcriteria	Points
D. Approach to construction phase services, including field observation, payment review, change management, RFI/submittal tracking, reporting, and deficiency tracking	25
E. Approach to closeout, turnover, training verification, warranty support, and completion of project record documents/O&M manuals/warranties	25
F. Use of systems, templates, software, dashboards, or reporting tools to track schedule, budget, changes, testing, observations, and closeout deliverables	25
G. History of successful completion of bond programs within budget and on schedule	25
Total	**175**

Scoring Guidance
A strong response should clearly describe **how** the firm will perform the scope—not just restate it. The response should demonstrate a practical methodology for:

- Establishing communication protocols;
- Coordinating owner/architect/contractor responsibilities;
- Reviewing schedules, estimates, shop drawings, RFIs, ASIs, and pay applications;
- Managing testing, inspections, deficiencies, punch lists, and turnover;
- Producing timely reports and advising the District when corrective action is needed.

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4. Cost Estimating, Budget, Schedule, and Change Management Capability – 100 Points
Evaluate the firm's demonstrated ability to control cost and schedule and advise the District on financial and timing risks throughout the life of the project.
Subcriteria

Subcriteria	Points
A. Capability to develop and validate detailed cost estimates during design and pre-construction	20
B. Ability to monitor milestone schedules and identify risks to timely completion	20
C. Experience reviewing schedules of values, cost breakdowns, construction schedules, and payment applications	20
D. Experience reviewing, negotiating, and recommending action on change orders and pricing proposals	20
E. Ability to provide value engineering support and budget reconciliation while protecting project quality and scope	20
Total	**100**

Scoring Guidance
High scores should be awarded where the respondent shows a disciplined process for:

- Estimating and reconciling costs through design;
- Tracking budget exposure and schedule risk;
- Reviewing change order pricing for fairness and necessity;
- Promptly notifying the District of budget and schedule concerns.

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5. Quality Assurance, Field Observation, Reporting, and Closeout Systems – 100 Points
Evaluate the respondent's systems and discipline for observing work, documenting findings, coordinating corrective action, and ensuring complete closeout.
Subcriteria

Subcriteria	Points
A. Approach to field observation of work for general conformance with plans, specifications, and architect instructions	20
B. Process for reviewing testing reports, special inspections, nonconforming work, deficiency lists, and corrective actions	20
C. Process for weekly site reports, photo documentation, issue logs, and communication of unusual events or project concerns	20
D. Process for review and tracking of project record documents, as-builts, Operations and Maintenance manuals, warranties, and training documentation	20
E. Approach to punch list, final completion, turnover, and warranty follow-up support	20
Total	**100**

Scoring Guidance
High scores should be awarded to firms that demonstrate robust systems for:

- Frequent field observation and issue documentation;
- Tracking nonconforming work through correction;
- Maintaining clear, consistent records and turnover documentation;
- Supporting owner occupancy and post-construction warranty follow-up.

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6. References and Overall Confidence in Firm's Ability to Deliver – 50 Points

Evaluate the quality of references and the committee's overall confidence in the respondent's ability to successfully perform the work.
Subcriteria

Subcriteria	Points
A. Quality of owner references from comparable projects, including satisfaction with communication, budget management, issue resolution, and closeout	25
B. Overall confidence in the firm's ability to represent the District's interests, work collaboratively, and successfully deliver assigned bond projects	25
Total	**50**

7. Other Relevant Factor – 25

Subcriteria

Subcriteria	Points
A. Arbitration, Judgements or Legal Concerns	20
B. District Community Involvement	5
Total	**25**

III. Scoring Scale for Each Criterion

Committee members may use the following scoring scale when assigning points within each category:

Rating	Description	Points to Award
Excellent	Response is comprehensive, highly relevant, and demonstrates exceptional capability with little to no weakness.	90%–100% of category points
Good	Response is solid and relevant, with only minor weaknesses or omissions.	75%–89% of category points
Fair	Response is adequate but contains notable weaknesses, gaps, or limited comparable experience.	50%–74% of category points
Poor	Response is minimally responsive, lacks key experience, or raises concerns about the firm's ability to perform.	1%–49% of category points
Non-Responsive	Information not provided or does not address the criterion.	0 points

IV. Interview / Presentation Scoring (The District May Shortlist Firms)

Interview / Presentation – 355 Points
Subcriteria

Subcriteria	Points
Demonstrated understanding of District needs and bond program challenges	35
Experience with Project Management experience with successful Bond Programs that were completed on-time and within budget in K-12 field	40
Quality of proposed communication and issue-resolution approach	35
Strength and preparedness of proposed key personnel	35
Quality of marketing plan to inform district stakeholders and the community at large of the project list, progress, and completion of projects.	35
Quality of plan for communicating with the Board of Trustees	35
Responsiveness to committee questions and overall confidence in team	35
Total	**250**

V. Scoring Sheet for Each Evaluator

Respondent Name: _____
Evaluator Name: _____
Date: _____

Evaluation Category	Maximum Points	Evaluator Score
1. Firm Experience and Qualifications	200	_____
2. Key Personnel and Staffing Plan	100	_____
3. Project Understanding and Technical Approach	175	_____
4. Cost Estimating, Budget, Schedule, and Change Management Capability	100	_____
5. Quality Assurance, Field Observation, Reporting, and Closeout Systems	100	_____
6. References and Overall Confidence in Firm's Ability to Deliver	50	
7. Other Relevant Factor	25	_____
TOTAL SCORE	**750**	_____

VI. Scoring Sheet for Board Interviews

Respondent Name: _____
Evaluator Name: _____
Date: _____

Evaluation Category	Maximum Points	Evaluator Score
1. Demonstrated understanding of District needs and bond program challenges	35	_____
2. Experience with Project Management experience with successful Bond Programs that were completed on-time and within budget in K-12 field	40	_____
3. Quality of proposed communication and issue-resolution approach	35	_____
4. Strength and preparedness of proposed key personnel	35	_____
5. Quality of marketing plan to inform district stakeholders and the community at large of the project list, progress, and completion of projects.	35	_____
6. Quality of plan for communicating with the Board of Trustees	35	
7. Responsiveness to committee questions and overall confidence in team	35	_____
TOTAL SCORE	**250**	_____

Tentative Timeline for the bond project manager

- July 31, 2026 – 1st Advertisement
- August 7, 2026 – 2nd Advertisement
- August 14, 2026 – Closing Date
- September 8, 2026 – Board Interviews and Board Approval of Ranking

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: July 23, 2026

SUBJECT: Discussion and Possible Action Regarding the Selection of Senior Underwriter and Co-Managers for the 2026 Bond

REFERENCE: Goal 4, Strategy 7 - Financial Priorities

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

On June 23, 2026 the Board of Trustees approved Request for Qualifications No. 2026-1039 Bond Underwriting Services, and approved the firms listed on the attachment as qualified vendors for the duration of the 2026 Bond Program which is currently anticipated to be through 2031.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

Administration met with the district's financial advisor, on July 15, 2026 to select the senior underwriter and Co-Managers for the 2026 Bond. Administration is recommending approval of these designations as noted on the attachment.

LEGAL REVIEW:

Not Applicable.

BUDGETARY CONSIDERATIONS:

Not Applicable.

RECOMMENDED BOARD ACTION:

That the Board of Trustees approve the selection of Senior Underwriter and Co-Managers for the 2026 Bond as attached.

Attachment: ☑

SUBMITTED BY: _____

SUPERVISOR: Lorena Garcia
Lorena Garcia (Jul 16, 2026 16:58:07 CDT)

For further information contact:
Name: Lorena Garcia, Deputy Superintendent for Business and Operations
Office: 956-688-5445
Email: lorena.garcia@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 16:59:48 CDT)

Superintendent of Schools

	Firm Name	Point	Ranking	Designation	Tranche
1	Frost Bank	95	1	Co-Manager	#1 - $100M
2	RBC USA Holdco Corporation DBA RBC Capital Markets LLC	95	1	Co-Manager	#1 - $100M
3	SAMCO Capital Markets, Inc	95	1	Senior	#1 - $100M
4	BOK Financial Securities, Inc	90	2	Co-Manager	#1 - $100M
5	The PNC Financial Services Group Inc DBA PNC Capital Markets LLC (20-3719138)	90	2	Co-Manager	#1 - $100M
6	TCBI Securities, Inc DBA Texas Capital Securities	90	2		#2 - $120M
7	Hilltop Securities Inc	87.5	3		#2 - $120M
8	Piper Sandler & Co	87.5	3		#2 - $120M
9	Stifel, Nicolaus & Company, Incorporated	87.5	3		#2 - $120M
10	UMB Bank, N.A.	87.5	3		#2 - $120M
11	Southwest Business Corporation DBA SWBC Investment Services, LLC	84.5	4		#2 - $120M
12	Cabrera Capital Markets LLC	82.5	5		#3 - $60M
13	Siebert Williams Shank & Co., LLC	82	6		#3 - $60M
14	D.A. Davidson & Co	79.5	7		#3 - $60M
15	Academy Securities, Inc	75	8		#3 - $60M

Tranche #4 - $55M: Update the evaluation criteria and re-rank before selecting the firms.

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: July 23, 2026

SUBJECT: Discussion and Possible Action Regarding Creating a Bond Oversight Committee

REFERENCE: Goal 4, Strategy 7 - Financial Priorities

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

The Board of Trustees will discuss the creation of a Bond Oversight Committee to provide independent community oversight of the District's voter-approved bond program, utilizing the Bond Oversight Committee Charter and Bylaws. The committee would serve in an advisory capacity by reviewing bond project progress, expenditures, timelines, and overall implementation to help promote transparency, accountability, and public confidence throughout the life of the bond program.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

Administration will present the Bond Oversight Committee with information regarding the committee's purpose, composition, responsibilities, membership criteria, meeting schedule, and reporting expectations.

LEGAL REVIEW:

None Required.

BUDGETARY CONSIDERATIONS:

None. Required.

RECOMMENDED BOARD ACTION:

That the Board of Trustees approve the creation of a Bond Oversight Committee.

Attachment: ☑

SUBMITTED BY: _____ **SUPERVISOR:** Lorena Garcia
Lorena Garcia (Jul 16, 2026 14:52:26 CDT)

For further information contact:
Name: Lorena Garcia, Deputy Superintendent for Business & Operations
Office: (956) 688-5445
Email: lorena.garcia@mcallenisd.com

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 14:55:29 CDT)

Superintendent of Schools

Bond Oversight Committee

Board Member	Name	Address	Phone Number	Email Address
Erica De La Garza	Eric Wolfe			Ewolfe717@gmail.com
	Dr. Thomas Gonzalez			tgonzalezmd@gmail.com
Aaron Rivera	Armando Salinas			asalin64@aol.com
Roberto Haddad	JJ Avila			
	Kenny Hausenfluck			kwhausenfluck@gmail.com
Robert Carreon	Gabe Puente			gabrielpuente1869@gmail.com
	Mark Hanna			mark.hanna@svn.com
Professional Organizations:				
JPCC:	Juan De La Torre			
	Kelsey Martin-Alternative			

Charter of the 2026 Bond Oversight Committee
McAllen Independent School District

I. Purpose and Charge

The 2026 Bond Oversight Committee (BOC) is established as a citizen advisory committee to the McAllen Independent School District Board of Trustees (Board), according to board policy BDF Local.

The purpose of the BOC is to receive information regarding the implementation of the 2026 Bond Program, review reports concerning bond-funded projects and expenditures, and provide observations and recommendations to the Board.
The Committee is advisory only and has no authority to direct procurement, design, contracting, construction administration, or district operations.

The committee's responsibilities are limited to the following:

- Review reports, presentations, and other information concerning the planning, budgeting, procurement, and implementation of bond-funded projects.
- Receive information regarding the selection and engagement of architects, engineers, contractors, and other professionals participating in Bond Program.
- Review information regarding project schedules, budgets, expenditures, and procurement processes associated with the Bond Program.
- Conduct site visits and observations of bond-funded projects to better understand project progress and implementation.
- Evaluate the status and progress of bond-funded projects in relation to the voter-approved bond propositions.

- Identify and communicate questions, concerns, or observations to the Board regarding matters reviewed by the committee.
- Report and recommend to the Board the committee's observations and recommendations concerning the status and implementation of the Bond Program.
- Promote public understanding of the Bond Program by communicating factual information regarding project status and progress as reported to committee.

II. Committee Structure & Governance

Reporting Structure. The BOC serves in an advisory capacity to the Board of Trustees and shall report its observations and recommendations directly to the Board.

Composition & Selection. The committee shall consist of up to fifteen (15) members. Each member of the Board of Trustees may appoint up to two (2) members to serve on the committee; and the Board may appoint one (1) member from the Joint Professional Consultation Committee (JPCC), who shall be exempt from the general prohibition against appointing McAllen ISD employees.

Terms of Service. Term Length. Each committee member shall be appointed for a two-year term for a maximum of two consecutive terms (four years total).

Initial Staggered Terms. For the initial appointments made by each Trustee, one appointee shall serve an initial one-year term and the other shall serve an initial two-year term. Thereafter, all appointments shall be for two years. The JPCC appointee shall serve only one-year, non-consecutive terms.

Vacancy. In the event of a vacancy, the Trustee occupying the seat for the original appointment shall appoint the successor to serve the remainder of the expired term. Attendance. Members should make reasonable efforts to attend all scheduled meetings. A member that missed two consecutive meetings may be replaced by the appointing Trustee.

Frequency. The committee shall meet frequently enough to fulfill its responsibilities, but no less than quarterly unless otherwise directed by the Board.

Quorum. A majority of the appointed members then serving on the committee shall constitute a quorum for the transaction of business.

Public Access. In alignment with the district's commitment to transparency, all BOC meetings are open to the public unless otherwise permitted by law. Any closed consultation, if permitted by law, shall occur only upon advice of legal counsel and only to the limited extent authorized by law.

Deliverables. The Committee shall prepare and submit periodic reports and recommendations to the Board of Trustees concerning matters reviewed by the Committee. Any member may participate in drafting formal progress reports; however, only reports approved by the Committee shall be submitted to the Board as the official report of the Committee .

III. Membership Criteria & Eligibility

To be considered for appointment to the BOC, candidates must fulfill and maintain the following strict requirements:

Criterion	Requirement
Residency	Must permanently reside within the McAllen ISD geographic boundaries.
Voter Status	Must be a registered voter within the district.
Age	Must be at least 18 years of age.
Taxpayer Status	Must be current on all district property tax payments.
Vetting	Must successfully pass a standard district background check.

IV. Ethics Policy

This Ethics Policy establishes the standards of conduct for BOC members in carrying out their duties. Members shall act with integrity, impartiality, independence, confidentiality where required, and compliance with this Charter, applicable board policies, and conflict-of-interest disclosure requirements.

Ineligibility. To preserve the independence and integrity of the committee, the following individuals are strictly ineligible to serve on the BOC:

1. Current McAllen ISD employees.
2. Immediate family members of current McAllen ISD employees.
3. Active district bond-related vendors, and immediate family members of active district bond-related vendors, including but not limited to commercial contractors, architects, engineers, or financial consultants currently doing business with the district.

A vendor is defined as someone with a substantial interest, as defined by Local Government Code 171.002.

Conflict of Interest and Post-Service Restrictions. Neither a Committee member, nor an immediate family member of the BOC member, nor any entity in which the member or an immediate family member has a material interest shall, during the member's service on the Committee and for a period of one (1) year thereafter, enter into, participate in, or hold a material interest in any contract funded by the 2026 Bond Program with respect to a matter considered by the Committee during the member's tenure.

For purposes of this Charter, a "material interest" means any ownership interest, employment relationship, compensation arrangement, consulting relationship, management position, investment, or other economic interest that could reasonably be expected to influence a member's judgment regarding a matter before the committee.

A committee member shall, at least annually, and promptly as necessary before a meeting or as it arises, disclose any actual or potential material interest related to a matter before the Committee.

In the event of a dispute regarding the existence of a material interest or the application of this provision, the Board shall make the final determination and may require recusal, disqualification, removal from the committee, or such other action as it deems appropriate under this Charter.

Commitment to Standards. A BOC member shall conduct himself or herself in a lawful and ethical manner and shall comply with applicable federal and state law, Board policy, and committee procedures in the performance of committee responsibilities.

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: July 23, 2026

SUBJECT: Discussion and Possible Action on Human Resources Recommendation(s) for School Year 2026-2027

REFERENCE: Goal 2: People Development; Strategy 2: Attract/Retain High Quality Staff

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

McAllen Independent School District utilizes a comprehensive hiring system that screens, evaluates and recommends the "best" candidates with the skill sets to maximize student learning. All recommended candidates meet compliance with State Law requirements, that is to increase the academic achievement of all students by helping campuses and district improve teacher quality.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

Considerations are made in accordance with Board Policy DC (LEGAL) and District Staffing Guidelines. Individual(s) to be identified under separate cover.

LEGAL REVIEW:

Not Applicable.

BUDGETARY CONSIDERATIONS:

Provided with individuals identified under separate cover.

RECOMMENDED BOARD ACTION:

That the Board of Trustees approve Human Resources Recommendation(s) for School Year 2026-2027.

Attachment: ☐

SUBMITTED BY: Alberto Canales
Alberto Canales (Jul 16, 2026 08:14:38 CDT)

SUPERVISOR: Lorena Garcia
Lorena Garcia (Jul 16, 2026 08:59:15 CDT)

For further information contact:
Name: Dr. Albert Canales, Chief Human Resources Officer
Office: (956) 618-6009
Email: albert.canales@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 11:21:38 CDT)

Superintendent of Schools

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: July 23, 2026

SUBJECT: Discussion of Human Resources Employee Resignation(s) and Retirees for School Year 2025-2026

REFERENCE: Goal 2: People Development; Strategy 2: Attract/Retain High Quality Staff

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

Employees desiring to voluntarily separate from the school district for reasons such as retirement, relocation or other such reasons provide written notice to their immediate supervisor and the Human Resources Department. All resignations include current position, work site and date resignation is to be effective.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

Human Resources Department shall notify all appropriate personnel of the resignation, including the Payroll Department. All vacant positions will be closely reviewed by corresponding department administration, along with aligning to staffing guidelines and addressing staffing needs in determining position status.

LEGAL REVIEW:

Not Applicable

BUDGETARY CONSIDERATIONS:

Not Applicable

RECOMMENDED BOARD ACTION:

This item is for information only. No Board action required.

Attachment: ☐

SUBMITTED BY: Alberto Canales
Alberto Canales (Jul 16, 2026 08:14:11 CDT)

SUPERVISOR: Lorena Garcia
Lorena Garcia (Jul 16, 2026 08:58:28 CDT)

For further information contact:
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Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 11:21:21 CDT)

Superintendent of Schools

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: July 23, 2026

SUBJECT: Discussion of Human Resources Employee Resignation(s) and Retirees for School Year 2026-2027

REFERENCE: Goal 2: People Development; Strategy 2: Attract/Retain High Quality Staff

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

Employees desiring to voluntarily separate from the school district for reasons such as retirement, relocation or other such reasons provide written notice to their immediate supervisor and the Human Resources Department. All resignations include current position, work site and date resignation is to be effective.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

Human Resources Department shall notify all appropriate personnel of the resignation, including the Payroll Department. All vacant positions will be closely reviewed by corresponding department administration, along with aligning to staffing guidelines and addressing staffing needs in determining position status.

LEGAL REVIEW:

Not Applicable

BUDGETARY CONSIDERATIONS:

Not Applicable

RECOMMENDED BOARD ACTION:

This item is for information only. No Board action required.

Attachment: ☐

SUBMITTED BY: Alberto Canales
Alberto Canales (Jul 16, 2026 08:13:33 CDT)

SUPERVISOR: Lorena Garcia
Lorena Garcia (Jul 16, 2026 08:57:34 CDT)

For further information contact:
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Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 11:21:01 CDT)

Superintendent of Schools

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: July 23, 2026

SUBJECT: Discussion and Possible Action of Recommendation for the Principal at Homer J. Morris Middle School for the 2026-2027 School Year

REFERENCE: Goal 2: People Development; Strategy 2: Attract/Retain High Quality Staff

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

The position of Principal at Homer J. Morris Middle School is a vacancy for the 2026-2027 school year.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

The middle school principal pool vacancy was posted on June 8, 2026 and interviews were conducted on July 20, 2026. The interview committee made their recommendation to the Superintendent.

LEGAL REVIEW:

Not Applicable

BUDGETARY CONSIDERATIONS:

This is a budgeted position.

RECOMMENDED BOARD ACTION:

That the Board of Trustees approve the Superintendent's recommendation for the Principal at Homer J. Morris Middle School for the 2026-2027 School Year.

Attachment: ☐

SUBMITTED BY: Alberto Canales
Alberto Canales (Jul 16, 2026 08:15:30 CDT)

SUPERVISOR: Lorena Garcia
Lorena Garcia (Jul 16, 2026 09:01:51 CDT)

For further information contact:
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Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 11:22:15 CDT)

Superintendent of Schools

BOARD AGENDA REPORT
MCALLEN INDEPENDENT SCHOOL DISTRICT

MEETING DATE: July 23, 2026

SUBJECT: Discussion and Possible Action of Recommendation for Principal at Theodore Roosevelt Elementary for 2026-2027

REFERENCE: Goal 2: People Development; Strategy 2: Attract/Retain High Quality Staff

BACKGROUND INFORMATION/REASON FOR BOARD CONSIDERATION:

The position of Principal at Theodore Roosevelt Elementary is a vacancy for the 2026-2027 school year.

ADMINISTRATIVE CONSIDERATIONS/FACTS AND ANALYSIS:

The elementary principal pool vacancy was posted on July 14, 2026 and interviews were conducted on July 27, 2026. The interview committee made their recommendation to the Superintendent.

LEGAL REVIEW:

Not Applicable

BUDGETARY CONSIDERATIONS:

This is a budgeted position.

RECOMMENDED BOARD ACTION:

That the Board of Trustees approve the Superintendent's recommendation for the Principal at Theodore Roosevelt Elementary for 2026-2027.

Attachment: ☐

SUBMITTED BY: Alberto Canales
Alberto Canales (Jul 16, 2026 08:15:08 CDT)

SUPERVISOR: Lorena Garcia
Lorena Garcia (Jul 16, 2026 09:01:14 CDT)

For further information contact:
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eMail: albert.canales@mcallenisd.net

Approved for presentation to the Board of Education:

RENE GUTIERREZ (Jul 16, 2026 11:21:57 CDT)

Superintendent of Schools