



# Agenda of Called Meeting / Work Session

## Thursday, May 14, 2026

### The Board of Trustees

### Richardson ISD

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A Called Meeting / Work Session of the Board of Trustees of Richardson ISD will be held Thursday, May 14, 2026, beginning at 6:15 PM in the Administration Building, 400 S. Greenville Ave, Richardson, TX 75081.

Prior to or during consideration of agenda subjects, the board will hear public comments from any member of the public who has complied with District procedures for signing up to speak. The notice for this meeting was posted on May 8, 2026.

Public Comments: - Persons wishing to address the Board must complete an online Public Comment form by signing up at <https://web.risd.org/board/public-comments/> beginning when the meeting agenda is posted through 12:00 p.m. on the day of the meeting. RISD will not accept submissions after 12:00 p.m. on the posted meeting date. Persons who do not have access to a computer to complete the Public Comment form online may contact the Board Office during normal business hours at 469-593-0403 (español 469-593-0312) for assistance. Persons wishing to speak must complete the online registration form in full and be present at the meeting to make his/her own comments during the designated time for Public Comment to be eligible to speak. Any registered speaker who is absent from the meeting at the time for Public Comment forfeits the opportunity to address the Board at that meeting.

Disruptions. Disruptive behavior will not be tolerated during a meeting. After providing at least one warning to a disruptive visitor, the presiding officer may request assistance from law enforcement officials to remove from the meeting any person who continues to disrupt the meeting by utterances or actions. A visitor who exhibits disruptive behavior in a subsequent meeting may be issued a trespass warrant. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance. The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

- I. **CALL TO ORDER**
- II. **PUBLIC COMMENT SECTION**  
Comments from visitors who submitted the form requesting to address Board Members.
  - A. Agenda Related Topic
- III. **ACTION / INFORMATION ITEMS**
  - A. Instructional Technology Update  
Information Item

B.	ParentSquare - New Mass Communications Tool Implementation	35
	Information Item	
C.	2026 - 2027 Budget Discussion	47
	Information Item	

**IV. CLOSED MEETING**

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, including but not limited to Section 551.071 - Consultation with Attorney and 551.074 - Personnel Matters and Duties of Public Officer.

**V. RECONVENE**

Open Meeting to vote on matters considered in Closed Meeting, if applicable.

**VI. 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 or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]



# BOARD OF TRUSTEES RICHARDSON INDEPENDENT SCHOOL DISTRICT

## Procedures for Public Comments During Board Meetings

The Board of Trustees of the Richardson Independent School District welcomes members of the public to its meetings. The purpose of meetings is to allow trustees to conduct the business of the District. Although Board meetings are held in public, they are not public meetings and the public does not have a right to participate except as provided by the Board. The Board offers a limited open forum at meetings through its Public Comment Sections to provide opportunities for members of the public to convey information to the Board.

The Board adopted the following procedures concerning public comments to facilitate the efficient operation of meetings:

### Public Comment Section

- The Board of Trustees will include a Public Comment Section on the posted Agenda for each meeting. The Board holds regular monthly business meetings each month of the year, excluding July. Business meetings typically are scheduled for the first Thursday of the month. The Board schedules work sessions to address topics of study or as other needs arise. The Board reserves the third Thursday of each month for work sessions, but they also may be scheduled at any other time when a need arises. The Board reserves the right to schedule or reschedule meetings as necessary to meet the operational needs of the District. A written Agenda is posted for each Board meeting at least 72 hours before the meeting is scheduled. If an Emergency Meeting is authorized, an agenda will be posted at least one hour before the meeting is scheduled.

The Public Comment Section for agenda-related topics ordinarily will be placed on the Agenda just prior to the first business item on the Agenda. Where appropriate for efficient meeting management, the section for comments related to non-agenda topics may be placed on the Agenda after other action and information items. A speaker who attempts to address a non-agenda related topic during any period reserved for agenda-related topics is engaging in disruptive behavior. The speaker must stop his or her comments when directed.

- When necessary for effective meeting management, to accommodate large numbers of individuals wishing to address the Board at a meeting, or when otherwise advisable to accommodate specific circumstances, the Board delegates to the presiding officer the authority to make adjustments to these public comment procedures. Such adjustments may include, without limitation, adjusting when public comment will occur during a meeting, reordering agenda items, deferring public comment on non-agenda items, continuing an agenda item to a later meeting, temporarily revising public comment procedures as necessary if a meeting is conducted via videoconference, providing expanded opportunity for public comment, or establishing an overall time limit for public comments and adjusting the time allotted to each speaker.

### Speaker Topics

- Regular Business Meetings. Speakers may comment on specific Agenda items, as well as matters not on the posted Agenda (i.e. non-agenda items), during the Public Comment Section at regular business meetings.
- Work Sessions or Other Called Meetings. Speakers may comment only on specific agenda items during the Public Comment Section at work sessions and other called meetings.
- Public Hearings. When RISD gives notice of a public hearing, speakers may complete a separate online public comment form for the public hearing. Speakers may only comment on the specific topic noticed for the public hearing. All other rules noted herein apply to comments during a public hearing.

### Public Comment Form

- Persons wishing to address the Board must complete an online Public Comment form by signing up at the designated registration form link on the District's website beginning when the meeting agenda is posted through 12:00 p.m. on the day of the meeting. RISD will not accept submissions after 12:00pm on the posted meeting date. Persons wishing to speak must complete the designated registration form in full and be present at the meeting to make his/her own comments during the designated time for Public Comment to be eligible to speak. Any registered speaker who is absent from the meeting at the time for Public Comment forfeits the opportunity to address the Board at that meeting.
- In addition to identifying information, each speaker must indicate the specific Agenda item about which he or she wishes to comment and/or identify the non-Agenda topic of the comments.
- If RISD gives notice of a public hearing, it will provide a separate designated registration form link on the District's website for the public hearing that persons who wish to speak must complete. Individuals will be able to register beginning when the meeting agenda for

the public hearing is posted through 12:00 p.m. on the day of the meeting. RISD will not accept comment cards after 12:00pm on the posted meeting date.

- Persons who do not have access to a computer to complete the Public Comment form online may contact the Board Office at 469-593-0403 for assistance. The online form is required to be completed by no later than 12:00 pm on the day of the posted meeting.

### Written Materials

- A speaker who wishes to provide written materials to the Board of Trustees must bring at least nine (9) copies of the materials to the Board meeting. A copy of the materials will be provided to the trustees before the speaker is called. The speaker may not distribute materials when he or she is called to speak.

### Time

- Each speaker is limited to a total of three\* minutes and a speaker may not use time of another speaker to extend his or her comment period. Note: A speaker who addresses the Board through a translator will have six\* minutes to present comments to ensure that non-English speakers receive the same opportunity to address the Board.
- Staff will set a three\*-minute digital timer for each speaker. The speaker shall end his or her comments when the timer expires. Any speaker who fails to stop speaking and yield the podium at the end of his or her allotted time is considered out of order and may be escorted from the podium and/or asked to leave the meeting.

(\*Unless the comment period has been limited as provided herein.)

### Single comment

- A speaker may complete one online Public Comment form for each meeting. A speaker who comments during a public hearing is not ineligible to speak during the regular public comment period.

### Protocol for Speakers

- The Board Secretary will call the name of each speaker who has submitted a public comment card and state the topic(s) on which the individual has registered to speak.
- Each speaker should approach the podium when his or her name is called. An adjustable microphone is affixed to the podium in the Auditorium. The speaker should clearly state his or her name and the school or school(s) the speaker's children attend or have attended before beginning to comment.
- The Board will not engage in dialogue with a speaker. Specific factual information or reference to an existing policy may be furnished in response to inquiries or statements. The Board cannot deliberate or make a decision on any subject that is not on the Agenda.
- The public comment period is not the appropriate forum for presentation of formal complaints. RISD maintains a formal grievance policy to address complaints. The Board will only consider formal complaints that remain unresolved after they have been addressed through proper administrative channels and when they have been placed on the Agenda. Attacks of a personal nature against Board members, RISD staff, students, or other citizens by name or unique title will not be allowed or tolerated. Speakers who wish to make a complaint regarding an employee should comply with the appropriate complaint policy. (DGBA – Employee Complaints; FNG – Student/Parent Complaints; GF – Public Complaints). Complaint policies are available on the RISD website.
- Remarks or other conduct that disrupt the meeting are considered out of order and will not be allowed. Visitors and staff must listen quietly and respectfully during the public comment section whether they agree or disagree with a speaker's message. It is not appropriate for staff or visitors to clap, cheer, boo, display banners, or otherwise engage in disruptive conduct. Persons who disrupt the meeting will be cautioned to observe meeting rules. Persons who persist in disrupting the meeting may be removed from the meeting.

### Consent for Online Publication

RISD may audio and video record its meetings. A person who chooses to speak during the Public Comment Section is consenting to the online audio/video publication of his or her comments.

### Reasonable Accommodation and Translation

Persons desiring to make a public comment who need reasonable accommodations of a disability or who require a language translator should contact the Board office at 469-593-0403 in advance of the meeting to request assistance.

Approved: September 15, 2022



# JUNTA DIRECTIVA DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON

## Procedimientos para los comentarios del público durante las reuniones de la Junta Directiva

La Junta Directiva del Distrito Escolar Independiente de Richardson da la bienvenida a los miembros del público a sus reuniones. El propósito de las reuniones es permitir a los miembros de la Junta conducir los negocios del Distrito. Aunque las reuniones de la Junta Directiva se celebran en público, no son reuniones públicas y el público no tiene derecho a participar, salvo lo dispuesto por la Junta. La Junta ofrece un foro abierto limitado en las reuniones a través de su Sección de Comentarios Públicos para proporcionar oportunidades a los miembros del público para transmitir información a la Junta.

La Junta Directiva adoptó los siguientes procedimientos relativos a los comentarios del público para facilitar el funcionamiento eficiente de las reuniones:

### Sección de comentarios del público

- La Junta Directiva incluirá una sección de comentarios del público en el orden del día de cada reunión. La Junta celebra reuniones mensuales de trabajo todos los meses del año, excepto julio. Las reuniones de trabajo suelen celebrarse el primer jueves de cada mes. La Junta Directiva programa sesiones de trabajo para tratar temas de estudio o cuando surgen otras necesidades. La Junta se reserva el tercer jueves de cada mes para las sesiones de trabajo, pero también pueden programarse en cualquier otro momento cuando surja una necesidad. La Junta se reserva el derecho de programar o reprogramar las reuniones según sea necesario para satisfacer las necesidades operativas del Distrito. Se publica una agenda por escrito para cada reunión de la Junta Directiva al menos 72 horas antes de su realización. Si se autoriza una reunión de emergencia, se publicará una agenda al menos una hora antes de la fecha de la reunión.

La sección de comentarios del público para los temas relacionados con la agenda se incluirá normalmente en la agenda justo antes del primer punto de la misma. Cuando sea conveniente para una gestión eficaz de la reunión, la sección de comentarios relacionados con temas no incluidos en la agenda podrá incluirse después de otros puntos de acción e información. Un orador que intente abordar un tema no relacionado con la agenda durante cualquier período reservado para los temas relacionados con la agenda está incurriendo en un comportamiento perturbador. El orador deberá interrumpir sus comentarios cuando se le indique.

- Cuando sea necesario para la gestión eficaz de la reunión, para dar cabida a un gran número de personas que deseen dirigirse a la Junta en una reunión, o cuando sea aconsejable para adaptarse a circunstancias específicas, la Junta delega en el presidente la autoridad para hacer ajustes a estos procedimientos de comentarios del público. Dichos ajustes pueden incluir, sin limitación, la adaptación del momento en que se producirán los comentarios del público durante una reunión, la reordenación de los puntos del orden del día, el aplazamiento de los comentarios del público sobre los puntos no incluidos en el orden del día, la continuación de un punto del orden del día para una reunión posterior, la revisión temporal de los procedimientos de comentarios del público según sea necesario si una reunión se lleva a cabo a través de videoconferencia, la ampliación de las oportunidades para los comentarios del público, o el establecimiento de un límite de tiempo general para los comentarios del público y el ajuste del tiempo asignado a cada orador.

### Temas de los oradores

- Reuniones ordinarias de trabajo. Los oradores podrán hacer comentarios sobre puntos específicos de la agenda, así como sobre asuntos que no figuren en la agenda (es decir, puntos no incluidos en la agenda), durante la sección de comentarios del público en las reuniones ordinarias de trabajo.
- Sesiones de trabajo u otras reuniones convocadas. Los oradores sólo pueden comentar puntos específicos de la agenda durante la sección de comentarios del público en las sesiones de trabajo y otras reuniones convocadas.
- Audiencias públicas. Cuando RISD notifica una audiencia pública, los oradores pueden completar un formulario de comentarios públicos en línea separado para la audiencia pública. Los oradores sólo pueden hacer comentarios sobre el tema específico anunciado para la audiencia pública. Todas las demás normas indicadas aquí se aplican a los comentarios durante una audiencia pública.

### Formulario de comentarios públicos

- Las personas que deseen dirigirse a la Junta deben llenar un formulario de comentarios públicos en línea inscribiéndose en el enlace del formulario de registro designado en la página web del Distrito a partir del momento en que se publique la agenda de la reunión y hasta las 12:00 p.m. del día de la reunión. RISD no aceptará presentaciones después de las 12:00 p.m. de la fecha de la reunión publicada. Las personas que deseen hacer uso de la palabra deben completar el formulario de registro designado en su totalidad y estar presentes en la reunión para hacer sus propios comentarios durante el tiempo designado para los Comentarios Públicos para tener derecho a hablar. Cualquier orador registrado que se ausente de la reunión a la hora de los Comentarios Públicos perderá la oportunidad de dirigirse a la Junta en esa reunión.
- Además de la información de identificación, cada orador debe indicar el punto específico del orden del día sobre el que desea

comentar y/o identificar el tema no incluido en el orden del día de los comentarios.

- Si RISD avisa de la celebración de una audiencia pública, proporcionará un enlace a un formulario de registro designado por separado en el sitio web del Distrito para la audiencia pública que las personas que deseen intervenir deberán rellenar. Las personas podrán inscribirse a partir del momento en que se publique el orden del día de la audiencia pública hasta las 12:00 horas del día de la reunión. El RISD no aceptará tarjetas de comentarios después de las 12:00 p.m. de la fecha de la reunión anunciada.
- Las personas que no tengan acceso a una computadora para completar el formulario de comentarios públicos en línea pueden comunicarse con la Oficina de la Junta al 469-593-0403 para obtener ayuda. El formulario en línea debe completarse antes de las 12:00 p.m. del día de la reunión publicada.

### Materiales escritos

Un orador que desee proporcionar materiales escritos a la Junta Directiva debe traer al menos nueve (9) copias de los materiales a la reunión de la Junta. Se proporcionará una copia de los materiales a los miembros de la Junta antes de que el orador sea convocado. El orador no podrá distribuir materiales cuando sea llamado a hablar.

### Tiempo

- Cada orador está limitado a un total de tres\* minutos y un orador no puede utilizar el tiempo de otro orador para extender su período de comentarios. Nota: Un orador que se dirija a la Junta a través de un traductor dispondrá de seis\* minutos para presentar sus comentarios a fin de garantizar que las personas que no hablan inglés tengan la misma oportunidad de dirigirse a la Junta.

- El personal pondrá un reloj digital de tres\* minutos para cada orador. El orador terminará sus comentarios cuando el tiempo expire. Cualquier orador que no deje de hablar y ceda el podio al final de su tiempo asignado se considerará fuera de lugar y podrá ser escoltado del podio y/o se le pedirá que abandone la reunión.

(\*A menos que el período de comentarios se haya limitado según lo dispuesto en el presente documento).

### Un solo comentario

Un orador puede completar un formulario de comentarios públicos en línea para cada reunión. Un orador que comente durante una audiencia pública no podrá intervenir durante el periodo de comentarios públicos regular.

### Protocolo para los oradores

- La secretaria de la Junta llamará por su nombre a cada orador que haya presentado una tarjeta de comentarios públicos e indicará el tema o temas sobre los que se ha inscrito para hablar.
- Cada orador deberá acercarse al podio cuando se diga su nombre. En el podio del Auditorio hay un micrófono ajustable. El orador debe decir claramente su nombre y la escuela o escuelas a las que asisten o han asistido sus hijos/as antes de comenzar a comentar.
- La Junta no entablará un diálogo con el orador. En respuesta a las preguntas o declaraciones, se puede proporcionar información específica sobre los hechos o hacer referencia a una política existente. La Junta no puede deliberar ni tomar una decisión sobre ningún tema que no figure en la agenda.
- El período de comentarios públicos no es el foro apropiado para la presentación de quejas formales. El RISD mantiene una política de quejas formales para atenderlas. La Junta sólo considerará las quejas formales que queden sin resolver después de que se hayan abordado a través de los canales administrativos adecuados y cuando se hayan incluido en el orden del día. No se permitirán ni tolerarán los ataques de carácter personal contra los miembros de la Junta, el personal de RISD, los estudiantes u otros ciudadanos por su nombre o título. Los oradores que deseen presentar una queja sobre un empleado deberán cumplir con la política de quejas correspondiente. (DGBA - Quejas de empleados; FNG - Quejas de estudiantes/padres; GF - Quejas del público). Las políticas de quejas están disponibles en la página web de RISD.
- Los comentarios u otras conductas que perturben la reunión se consideran fuera de lugar y no se permitirán. Los visitantes y el personal deben escuchar en silencio y con respeto durante la sección de comentarios del público, tanto si están de acuerdo como si no lo están con el mensaje del orador. No es apropiado que el personal o los visitantes aplaudan, chiflen, abucheen, muestren pancartas o adopten cualquier otra conducta perturbadora. Las personas que perturben la reunión serán amonestadas para que respeten las normas de la misma. Las personas que persistan en perturbar la reunión podrán ser expulsadas de la misma.

### Consentimiento para la publicación en línea

RISD puede grabar sus reuniones en audio y video. Una persona que elija hablar durante la Sección de Comentarios Públicos está consintiendo la publicación en línea de sus comentarios en audio y video.

### Acomodación razonable e interpretación

Las personas que deseen hacer un comentario público y que necesiten adaptaciones razonables de una discapacidad o que requieran un traductor de idiomas deben ponerse en contacto con la oficina de la Junta al 469-593-0403 antes de la reunión para solicitar asistencia.

**BOARD OF TRUSTEES**  
**Richardson Independent School District**  
**Richardson, Texas**

**Date:** May 14, 2026

**Department:** Technology

**Submitted by:** Henry Hall, Assistant Superintendent of Technology

## **INFORMATION ITEM**

**TOPIC: Instructional Technology Update**

The Instructional Technology Department will present technology expectations. Topics will include: Aligning classroom guidelines to district expectations, using technology in learning, types and limits of screen time, safety, and supports.

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent presents the information concerning the District's compliance with the Child Internet Protection Act and its Internet safety policies for your information and review.



# Technology with Purpose

May 14, 2026



OUR NORTH STAR GOAL: EVERY STUDENT, TEACHER, AND LEADER WILL MEET OR EXCEED THEIR ACADEMIC GROWTH GOALS.

# Presenters



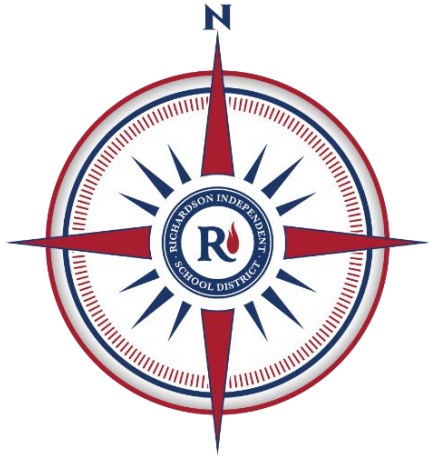
- Robin Gunter, Executive Director of Instructional Technology
- Morgan Cave, Director of Instructional Technology
- Lisa Steward, Director of Elementary Reading & Language Arts
- Ashley Gideon, iTeam Specialist
- Kelsey Ord, iTeam Specialist



# Overview

- Foundation of Technology Beliefs
- Activity
- Screen Time Awareness
- Support
- Next Steps





# **RICHARDSON ISD'S** **NORTH STAR GOAL**

Every student, teacher, and leader will meet or exceed their academic growth goals.

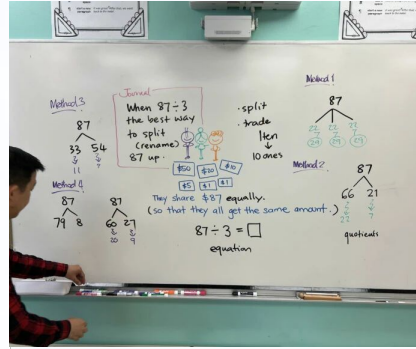
# The Evolution of Instructional Displays

While teacher technology has advanced significantly to increase efficiency and real-world clarity, the fundamental need for didactic instructional visuals remains the core of the classroom.



## Chalkboard

The foundational "shared screen."  
Provided the first collective visual space for direct instruction through manual modeling and sketching.



## Whiteboard

Improved visual contrast and reduced mess. Supported rapid brainstorming and cleaner color-coded instructional modeling.



## Overhead

Allowed teachers to face the class while modeling. Enabled the use of complex transparencies and step-by-step visual "reveals."



## Interactive Panel

**MODERN STANDARD**

Delivers 4K real-world imagery, instant connectivity, and unprecedented efficiency for didactic instruction. Capture, save, and store lessons and notes.

**The goal is to learn  
*with* technology, not  
learn *from* it.**



# Monitoring and Safety




## Active Monitoring Tools

Instructional visibility is key to digital citizenship. Resources teachers can leverage for real-time monitoring, management, and student focus:

 Apple Classroom

 JAMF Teacher

 GoGuardian

## District Resource Review Process

- Review of the terms of service
- Alignment to TEKS
- Approval from Teaching & Learning
- Focus on productive screen time
- Initiate a data privacy agreement with RISD Legal
- Ensure there is no overlap

**Network Security:** Keeps students safe by actively securing classroom devices, blocking inappropriate content, protecting personal information, and monitoring online activity.



# Instructional Technology Beliefs








Technology in RISD is not just about access to devices - it's about transformational learning.



OUR NORTH STAR GOAL: EVERY STUDENT, TEACHER, AND LEADER WILL MEET OR EXCEED THEIR ACADEMIC GROWTH GOALS.

# Technology Applications TEKS, K-8



<u>Computational Thinking</u>	<u>Creativity and Innovation</u>	<u>Data Literacy, Management, and Representation</u>	<u>Digital Citizenship</u>	<u>Practical Technology Concepts</u>
<p>Students break down the problem-solving process into four steps: decomposition, pattern recognition, abstraction, and algorithms.</p> 	<p>Students use innovative design processes to develop solutions to problems. Students plan a solution, create the solution, test the solution, iterate, and debug the solution as needed and implement a completely new and innovative product.</p> 	<p>Students collect, organize, manage, analyze, and publish various types of data for an audience.</p> 	<p>Students practice the ethical and effective application of technology and develop an understanding of cybersecurity and the impact of a digital footprint to become safe, productive, and respectful digital citizens.</p> 	<p>Students build their knowledge of software applications and hardware focusing on keyboarding and use of applications and tools.</p> 



# Technology Applications TEKS: Vertical Alignment



## Creativity & Innovation

- K.3A: Practice personal skills, including following directions, needed to successfully implement design processes.
- 1.3A: Practice personal skills and behaviors, including following directions and mental agility, needed to implement a design process successfully.
- 2.3A: Practice personal skills and behaviors, including effective communication, following directions, and mental agility, needed to implement a design process successfully.
- 3.3A: Explain the importance of and demonstrate personal skills and behaviors, including metacognition, effective communication, following directions, and mental agility, needed to implement a design process successfully.
- 4.3A: Explain the importance of and demonstrate personal skills and behaviors, including problem solving and questioning, metacognition, effective communication, following directions, and mental agility, needed to implement a design process successfully.
- 5.3A: Explain the importance of and demonstrate personal skills and behaviors, including persistence, problem solving and questioning, metacognition, effective communication, following directions, and mental agility, needed to implement a design process successfully.
- 6.3A: Resolve challenges in design processes independently using goal-setting and personal character traits such as demonstrating courage and confidence.
- 7.3A: Resolve challenges in design processes independently using goal-setting and personal character traits such as demonstrating responsibility and advocating for self appropriately.
- 8.3A: Demonstrate innovation in a design process using goal setting and personal character traits including demonstrating calculated risk-taking and tolerance.



# Graduate Profile Alignment

- **Data collection & literacy:** students use technology to analyze (ex: financial reports and scenarios)
- **Design process:** Students engage in problem-solving and undertake risks, exhibit curiosity, resourcefulness, innovation
- **Computational thinking:** Students break down problems to analyze and find solutions
- **Communication:** Selecting the right tool and medium for the message, effectively communicate using presentations and/or multimedia
- **Collaboration:** Throughout the problem-solving and design processes
- **Emotional Intelligence:** Advocating for oneself

## THE RISD GRADUATE PROFILE

To ensure academic success for all RISD students, we believe...

- In creating a safe learning environment that empowers every student in RISD to take risks, be creative, find acceptance, and grow.
- That education is an effective tool that can prepare every student in RISD for life after high school including teaching life skills.
- That every student in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

Students in RISD will develop competencies in the areas of:



### FINANCIAL LITERACY

- Comprehend financial skills and available resources such as earning, spending, saving/investing, borrowing, and protecting money.
- Apply knowledge of financial skills to real life situations learned through simulations/experiences.
- Demonstrate the use of critical thinking, math skills and technology as tools to analyze financial reports/scenarios.



### CRITICAL THINKING/PROBLEM-SOLVING

- Undertake risks with thoughts and ideas and learn through mistakes in a supported environment.
- Analyze problems, evaluate options and apply solutions.
- Exhibit curiosity, tenacity, resourcefulness, and innovation in and out of school.



### REAL-WORLD CONNECTIONS

- Communicate and collaborate effectively.
- Advocate for self and others.
- Adapt and be flexible.



### EFFECTIVE COMMUNICATION

- Engage in multiple methods of communication including oral, written, and non-verbal, where all participants feel heard, valued, and understood.
- Understand the audience and the situation and identify the appropriate response.
- Communicate professionally using a variety of methods and technologies.



### EMOTIONAL INTELLIGENCE

- Develop a positive self-worth and increase belief in one's self and one's capacity to thrive in different situations.
- Advocate effectively for self and form resiliency in the face of adversity.
- Value others (cultural awareness, being open-minded).

FOR MORE INFORMATION: [www.RISD.org/GRADUATEPROFILE](http://www.RISD.org/GRADUATEPROFILE)

powered by engage2learn

## GRADUATE OUTCOMES

THROUGH CULTIVATION OF THESE COMPETENCIES,  
RISD GRADUATES WILL BE EQUIPPED WITH...



Problem-solving, critical thinking, and creativity skills that have been developed and applied in real-world scenarios and experiences to achieve individual goals.



Meaningful and effective communication skills to address audiences appropriately in a variety of ways.



Tools to succeed in their choice of college, post-secondary training, or career post graduation.

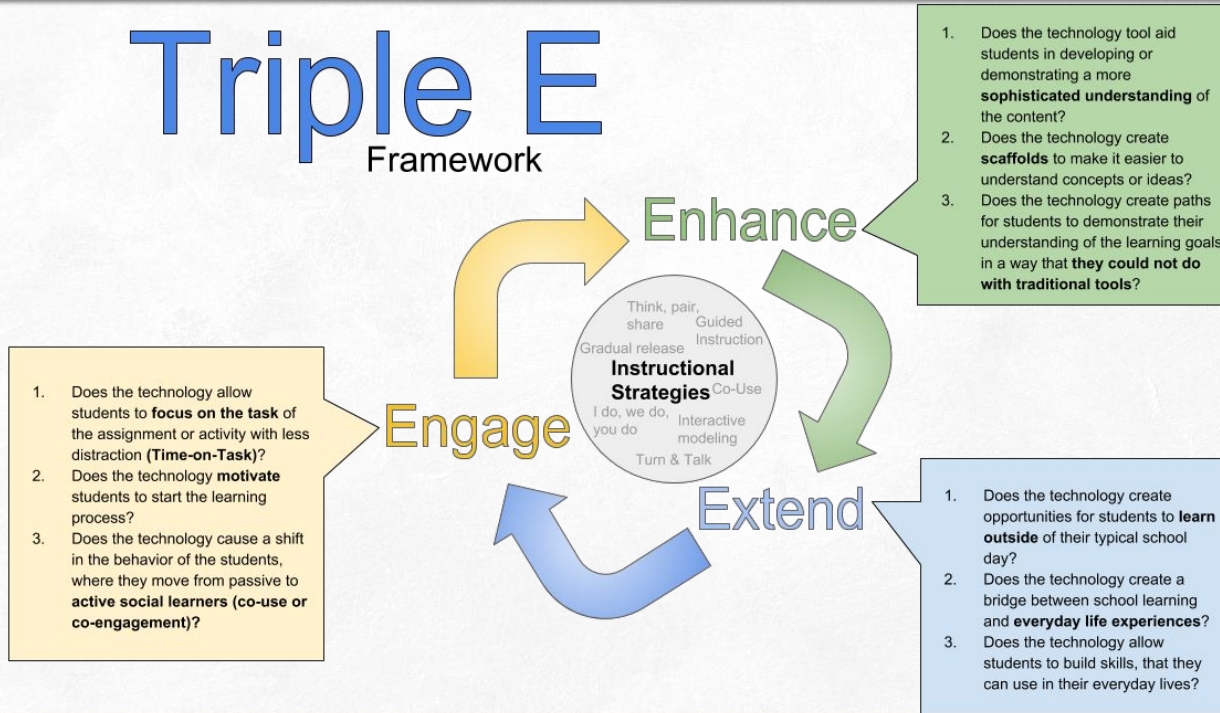


OUR NORTH STAR GOAL: EVERY STUDENT, TEACHER, AND LEADER WILL MEET OR EXCEED THEIR ACADEMIC GROWTH GOALS.

# The Triple E Framework



## Triple E Framework



**Roll your number** 🎲



**Write it** ✍️

**Build it** 🛠️



**Read it** 🎤

**Math 2.2A**

Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.

**Math 2.2B**

Use standard, word, and expanded forms to represent numbers up to 1,200.

**Tech Apps 2.10A**

Select and use a variety of applications, devices, and online learning environments to create and share content.

**Tech Apps 2.6**

Use a digital tool to individually or collaboratively create and communicate data visualizations.

**Tech Apps 2.3A**

Demonstrate personal skills and behaviors, including effective communication, following directions, and mental agility needed to implement a design process successfully.



# Screen Time Awareness



## Passive Use

Watching videos or consuming content, interactive skill rehearsal platforms. This offers limited engagement and should be used intentionally, keeping in mind purpose and time.

## Productive Use

Creating, designing, and collaborating. This is where students become thinkers and makers through digital tools. Student may be working independently or in groups.



# Screen Time Research



- Current research on negative impacts of screen time focus on entertainment, recreational, and social media uses of technology
- Research and guidance on educational use of technology focuses on the purpose and context
- Student technology use should be active, engaging, student-centered
- Adaptive platforms have potential for reinforcing instruction through personalization, differentiation, and immediate feedback



Sources: American Academy of Pediatrics (AAP), National Association for the Education of Young Children (NAEYC), Organisation of Economic Co-Development (OECD) PISA 2022, American Academy of Child & Adolescent Psychiatry (AACAP), American Academy of Ophthalmology (AAO), International Society for Technology in Education (ISTE)



# Research: Technology + Instructional Practices



John Hattie's Visible Learning research shows that technology has a moderate to high potential to enhance learning, provided it is used to empower student ownership, provide immediate feedback, and personalize instruction. "How does technology change the nature of the learning task?"

**Feedback (Effect Size: 0.70):** Digital tools are highly effective when they provide immediate, actionable feedback to the learner.

**Assessment-Capable Learners (Effect Size: 1.44):** Technology supports students in understanding their learning intentions and success criteria.

**Collaboration:** When students work in pairs or small groups at a device, the impact on learning increases to an effect size of 0.51. This shift transforms the screen from a passive silo into a hub for Classroom Discussion (ES: 0.82) and Peer Tutoring (ES: 0.53).

**Student Self-Efficacy (Effect Size 0.92) :** Accessibility features and multimodal tools remove barriers, allowing students to experience success and fostering independence, increasing their beliefs in their own abilities



# Daily Instructional Recommendations for Screen Time During Content Blocks

*Passive*



Grade Level	Max Passive Time	Recommended Format
PK – Kindergarten	10–15 Minutes	Single Session
1st – 4th Grade	15–20 Minutes	In Chunks
5th – 6th Grade	20–30 Minutes	In Chunks
Secondary (7-12)	15–20 Minutes	Per Class Period



# WIN Time



## WIN: What I Need

- “ITime” rebranded as “WIN” time to reduce misconceptions.
- During “WIN” Time, students will engage in personalized and adaptive learning using district resources, including technology platforms.

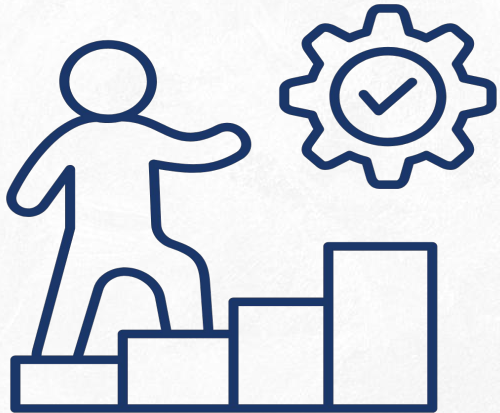


# Learner Growth Framework



OUR NORTH STAR GOAL: EVERY STUDENT, TEACHER, AND LEADER WILL MEET OR EXCEED THEIR ACADEMIC GROWTH GOALS.

# Instructional Practices



- Internalization is an Instructional Priority
- Authentic Literature rather than YouTube videos
- Explicit & systematic phonics instruction
- Explicit Handwriting Instruction
- Teacher-led rather than video instruction
- Good pedagogy modeled through professional learning, including intentional technology use





# Support for Campus Teachers & Leaders

## 25-26 iTeam Impact: By the Numbers

The iTeam recorded a grand total of 2,704 "happenings" during the 2025-2026 period. These interactions span across individualized educator support, group professional development, and strategic classroom technology integration.

### DIRECT EDUCATOR & CAMPUS SUPPORT

**907**

#### Teacher 1:1 Sessions

The most frequent activity, focusing on personalized support for individual educators.



**346**

#### Campus Support Actions

Direct assistance provided across school facilities to maintain instructional momentum.



**225**

#### Co-Teaching Engagements

Active collaboration where iTeam members work directly alongside teachers in the classroom.



**2,704**  
Total  
Happenings

### COLLABORATIVE LEARNING & PLANNING

**532**

#### PLC Engagements

Deep involvement in Professional Learning Communities to drive data-informed instruction.



**431**

#### PD Sessions/Training

Formalized group training and professional development workshops for staff.



**148**

#### BenQ Specialized Sessions

Focused support and training specifically for BenQ interactive display integration.



NotebookLM



OUR NORTH STAR GOAL: EVERY STUDENT, TEACHER, AND LEADER WILL MEET OR EXCEED THEIR ACADEMIC GROWTH GOALS.

# Community Feedback & Concerns



**Passive Usage** - Concerns regarding too much time spent watching videos or non-interactive content.

Next Steps:

- Review and clarify screen time recommendations.
- YouTube restrictions extended beyond elementary and into secondary.
- No required minutes for instructional platforms.



# Community Feedback & Concerns



Rewards/Unstructured Time - Technology being used as behavior incentives or 'busy work' rather than purposeful learning tools.



Next Steps:

- Technology will not be used as behavior incentive or as a reward.
- iPads will not be used as an indoor recess activity.
- When technology is used during independent learning, teachers will use district tools to monitor students and keep them focused.

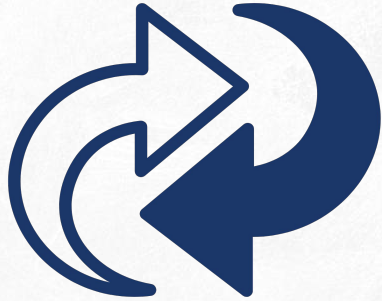


# Community Feedback & Concerns



**Substitution** - Over-reliance on digital tools for tasks that do not enhance the learning experience, including as a replacement for teaching or peer collaboration.

Next Steps:



- Review and clarify types of screen time and screen time recommendations.
- Targeted work with teachers based on campus need and feedback, including alignment to Triple E and Technology Applications TEKS.
- Instructional Technology team publishing a new resource with clear examples by grade level to further support bridging content and training.



# Community Feedback & Concerns



**Accountability** - There is a gap in expectation/guidelines and student technology use.

## Next Steps:

- Campuses will reinforce guidelines and recommendations, ensuring accountability.
- The teacher and campus principal should be your first point of contact, as they have the most complete understanding of the classroom and instructional goals.



# Key Takeaways



- What students are doing when using technology matters.
- Technology is not a replacement for good teaching.
- Tighten expectations to ensure learning **with** technology, not **from** technology.
- Increased transparency:
  - Publish Facilitating Learning with Technology for the community.
  - Support campuses with promoting and sharing instructional practices, including technology.
  - Increase communication from elementary specials areas (PE, Art, Music).



# Thank You!



OUR NORTH STAR GOAL: EVERY STUDENT, TEACHER, AND LEADER WILL MEET OR EXCEED THEIR ACADEMIC GROWTH GOALS.

**BOARD OF TRUSTEES**  
**Richardson Independent School**  
**District Richardson, Texas**

**Date:** May 14, 2026  
**Department:** Strategy & Engagement

**Submitted by:** Dr. Melissa Heller - Assistant Superintendent Strategy & Engagement, Sandra Verduzco Executive Director, Communications & Marketing

## **INFORMATION ITEM**

**TOPIC:** ParentSquare - New Mass Communications Tool Implementation

**BACKGROUND INFORMATION:**

For two decades, the district has utilized Finalsite (formerly Blackboard) as its primary mass communication tool. To meet evolving needs, this has been supplemented by secondary programs such as Smore for newsletters and Talking Points for two-way messaging.

Following the successful passage of Bond 2025, the district is moving toward a streamlined communication model. We are currently implementing an enterprise communications software designed to unify all district, campus, and classroom-level messaging into a single, cohesive platform. This transition aims to improve consistency, reduce platform fatigue for families, and modernize our engagement strategy.

District staff will provide an overview of the new platform and share an implementation timeline leading into the 2026-2027 school year.

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent presents this information update for the Board's information.



# ParentsSquare Implementation

Dr. Melissa Heller | May 14, 2026





# **RICHARDSON ISD'S NORTH STAR GOAL**

Every student, teacher and leader will meet or exceed their academic growth goals.



## **Strategic Plan Goal 4: Community Engagement**

**RISD will create opportunities to ensure engagement with community members across the district.**



# What is a Mass Communications Tool?



# Mass Communication Tool



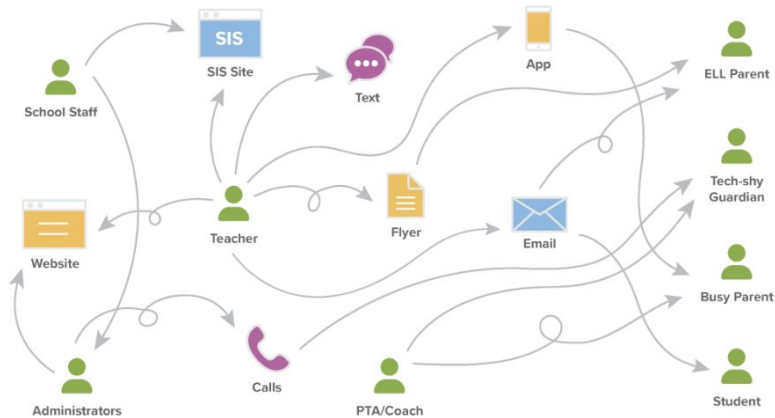
- Technology or platform used to send messages to large, diverse, audiences simultaneously, such as social media, email and text.
- Currently using multiple tools and programs:
  - Finalsite
  - Smore for newsletters
  - Talking Points for two-way texting
  - Various extracurricular apps and tools
- Current Contactability Rate = 96%



# Challenge = Opportunity



ParentSquare



**The challenge:**  
Too many tools,  
not enough  
engagement



# What is ParentSquare



## One Unified Platform:

- Mass Notifications (replaces Finalsite)
- Two-way messaging with translations (replaces Talking Points)
- Branded and accessible websites (replaces WordPress)



ParentSquare



# ParentSquare



“ParentSquare is passionate about better connecting schools with families to improve student outcomes and school success.”



# Phased Implementation



- June - Summer School Pilot
- Summer 2026 - Staff Training
- August - ParentSquare Comms Full Rollout
- Early Spring 2027 - District and Campus Websites



# Key Takeaways



## ParentSquare:

- New district communications tool beginning with the 26-27 school year
- Bond Funded purchase
- Enhances our goals for meaningful, two-way communication and family engagement
- Training and resources for a successful transition will be provided



**Thank you.**



**BOARD OF TRUSTEES  
Richardson Independent School District  
Richardson, Texas**

**Date:** May 14, 2026

**Submitted by:** David Pate, Assistant Superintendent of Finance and Support Services

## **INFORMATION ITEM**

**TOPIC:** 2026 - 2027 Budget Discussion

### **BACKGROUND INFORMATION**

The Texas Education Code and the Texas Education Agency Financial Accountability System Resource Guide require the district to prepare and adopt a budget prior to the start of the new fiscal year.

The budget process begins each July and concludes in June with the Board of Trustees adopting the budget.

The administration has prepared the General Fund multi-year forecast incorporating the raise recommendation. A first look at the Child Nutrition Fund and Debt Service Fund budgets are included. The presentation also includes additional information on the estimated impact of a VATRE.

The primary purpose of the presentation is to continue to provide updates on the 26-27 budget process.

### **SUPERINTENDENT'S RECOMMENDATION**

The Superintendent presents the information regarding 26-27 proposed General Fund budget reductions for the Board's Information and review.



# **2026-2027 Budget Presentation**

May 14, 2026



OUR NORTH STAR GOAL: EVERY STUDENT, TEACHER, AND LEADER WILL MEET OR EXCEED THEIR ACADEMIC GROWTH GOALS.

# Presentation Topics

1. Child Nutrition
2. Debt Service
3. General Fund
4. Next Steps
5. Questions



# Child Nutrition Fund



# Child Nutrition Fund Budget Highlights



- Raise - 2% Central/Campus Professionals, 3% Paraprofessional/Auxiliary
- 23 Community Eligibility Provision (CEP) Campuses - no changes
- CEP campus families will still need to complete the local income form
- Non-CEP campus families will complete the regular free/reduced lunch application form
- Student paid meal price unchanged from 25-26
  - Breakfast \$2.10
  - Elementary lunch \$3.05
  - Secondary lunch \$3.20



# Child Nutrition Fund Proposed Budget

Description	Adopted FY 25-26	Proposed FY 26-27	Variance
Local Revenue	\$3,570,500	\$3,535,000	(\$35,500)
State Revenue	\$75,000	\$81,000	\$6,000
Federal Revenue	\$13,582,619	\$15,720,415	\$2,137,796
<b>Total Revenue</b>	<b>\$17,228,118</b>	<b>\$19,334,415</b>	<b>\$2,108,296</b>
Child Nutrition Expenditures	\$19,950,901	\$19,281,870	(\$669,031)
Plant Maintenance and Operations	\$466,668	\$461,868	(\$4,800)
<b>Total Expenditures</b>	<b>\$20,417,569</b>	<b>\$19,743,738</b>	<b>(\$673,831)</b>
<b>Change in Fund Balance</b>	<b>(\$3,189,450)</b>	<b>(\$409,323)</b>	<b>\$1,434,465</b>

# Debt Service Fund



# Debt Service Fund Budget Highlights



- As previously presented, passage of Bond 2025 will increase the Interest and Sinking (I&S) tax rate from 35¢ to 39¢
- \$200,000,000 of Bond 2025 were be sold on May 13,2026
- Taxable property value growth of
  - 25-26 - (1.22%)
  - 26-27 - 0.0%
  - 27-28 and 28-29 - 1.0%
  - 29-30 - 2.0%
- State hold harmless funding is reduced dollar for dollar if tax collections and state funding exceed scheduled debt payments
  - More frequent new money and refunding bond issues to minimize loss of state funding
- Bond ratings - Aaa Moody's; AA+ S&P



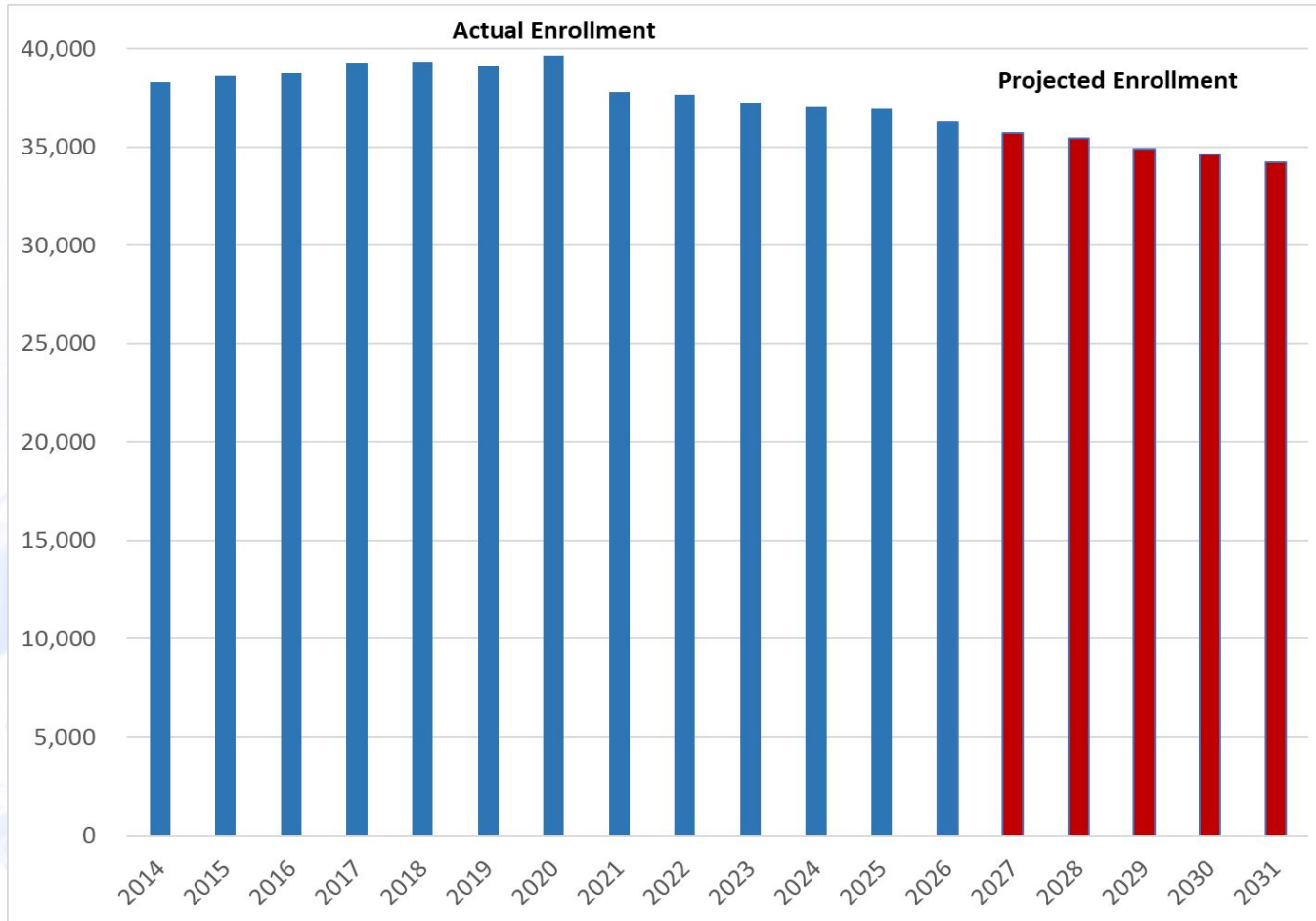
# Debt Service Fund Multi Year Forecast

	FY 25-26 Estimate	FY 26-27 Forecast	FY 27-28 Forecast	FY 28-29 Forecast	FY 29-30 Forecast
Local Revenue	\$111,022,614	\$123,737,192	\$123,727,818	\$123,567,853	\$124,623,818
State Revenue	\$15,789,011	\$9,123,617	\$9,139,577	\$9,228,998	\$9,111,193
Total Revenue	\$126,811,625	\$132,860,809	\$132,867,395	\$132,796,851	\$133,735,011
Debt Payments	(\$127,785,512)	(\$133,687,885)	(\$134,942,138)	(\$136,291,251)	(\$137,449,645)
Fees	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)	(\$20,000)
Total Expenditures	(\$127,805,512)	(\$133,707,885)	(\$134,962,138)	(\$136,311,251)	(\$137,469,645)
Change in Fund Balance	(\$993,887)	(\$847,076)	(\$2,094,743)	(\$3,514,400)	(\$3,734,634)
<b>Ending Fund Balance</b>	<b>\$43,933,574</b>	<b>\$43,086,498</b>	<b>\$40,991,755</b>	<b>\$37,477,355</b>	<b>\$33,742,721</b>

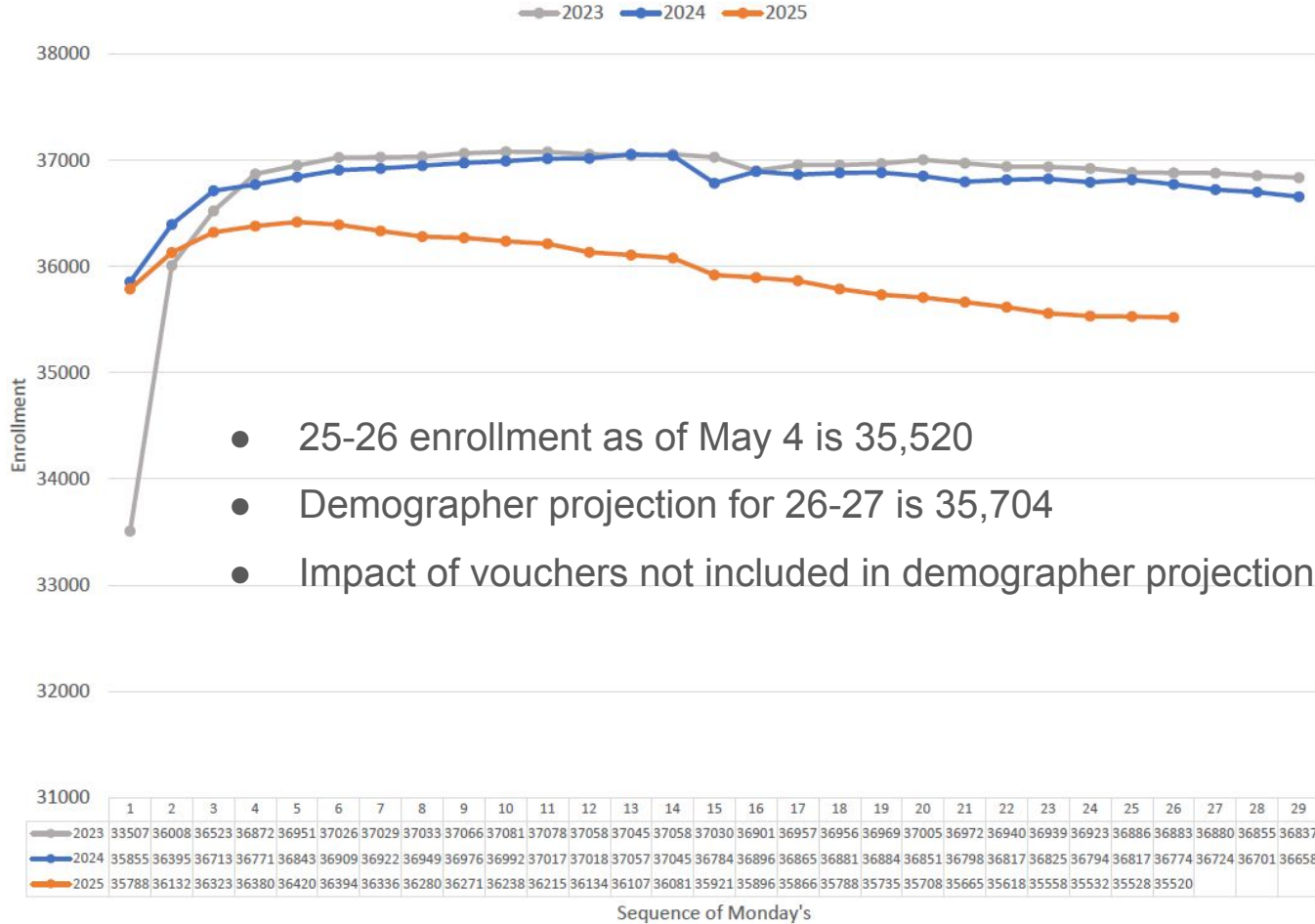
# General Fund



# Enrollment History and Projection



### Weekly Monday Enrollment



- 25-26 enrollment as of May 4 is 35,520
- Demographer projection for 26-27 is 35,704
- Impact of vouchers not included in demographer projection

# Expenditure Increases for 2026–2027



DESCRIPTION	AMOUNT
Advertising and marketing - recruitment, retention, and recovery of student enrollment	\$500,000
2 special education teachers and 4 central paraprofessionals	\$273,500
Voice over Internet Protocol (VoIP) phone bill	\$78,500
Property, auto, liability, cyber insurances	\$77,500
UIL officials and entry fees	\$43,000
Fine arts supplies	\$25,000
Additional crossing guard	\$2,500
Total excluding potential raise	\$1,000,000



# Summary of Budget Efficiency Considerations



Description	Amount
Non-Payroll Budget 13%, Travel and Food Reduction	\$2,750,000
Non-Payroll Expense Reduction Targeted	\$4,286,500
Implement Standard Staffing Model	\$1,637,000
Reduce Central Office Support Positions	\$2,572,800
Reduce Campus Support Positions	\$3,161,700
Middle School/Junior High Schedule Change to Traditional 8-Period Day	\$4,100,000
High School Schedule Change to Traditional 7-Period Day	\$7,200,000
<b>Total</b>	<b>\$25,708,000</b>



# Multi-Year Forecast Assumptions



- Taxable Property value growth
  - 25-26 - (1.22%)
  - 26-27 - 0.0%
  - 27-28 and 28-29 - 1.0%
  - 29-30 - 2.0%
- Enrollment - Zonda demographic study projections
  - 25-26 - 36,228 actual PEIMS
  - 26-27 - 35,704
  - 27-28 - 35,434
  - 28-29 - 34,874
  - 29-30 - 34,618
- 5% inflation factor on non-payroll expenditures



# General Fund Multi Year Forecast

	FY 25-26 Estimate	FY 26-27 Forecast	FY 27-28 Forecast	FY 28-29 Forecast	FY 29-30 Forecast
<b>Total Revenue</b>	\$420,328,301	\$403,777,603	\$398,265,018	\$389,707,102	\$381,941,836
<b>Transfer In from Local Permanent School Fund</b>		\$9,000,000			
<b>Recapture Cost</b>	(\$5,718,125)	(\$5,851,470)	(\$6,046,848)	(\$6,334,313)	(\$6,731,194)
Recurring Expenditures	(\$450,928,671)	(\$443,797,343)	(\$445,987,211)	(\$448,286,572)	(\$454,786,490)
Proceeds from property sales	\$10,500,000				
Raise Option A		(\$8,900,000)	(\$8,900,000)	(\$8,900,000)	(\$8,900,000)
Budget Increases		(\$1,000,000)	(\$1,000,000)	(\$1,000,000)	(\$1,000,000)
Budget Reductions		\$25,708,000	\$25,708,000	\$25,708,000	\$25,708,000
<b>Total Expenditures</b>	(\$440,428,671)	(\$427,989,343)	(\$430,179,211)	(\$432,478,572)	(\$438,978,490)
<b>Change in Fund Balance</b>	(\$25,818,495)	(\$21,063,210)	(\$37,961,041)	(\$49,105,783)	(\$63,767,848)
<b>Ending Fund Balance</b>	\$140,702,189	\$119,638,979	\$81,677,938	\$32,572,155	(\$31,195,693)
Fund Balance Target (25% of Expenditures)	\$110,107,168	\$106,997,336	\$107,544,803	\$108,119,643	\$109,744,622

# Pay Raise Modeling



Option A	Approx. Cost	Notes
<p>All teacher-types (Teachers, LITE, Counselor, Nurses)</p> <ul style="list-style-type: none"> <li>• 1-3 years = \$1,000</li> <li>• 4 + years = \$2,000                             <ul style="list-style-type: none"> <li>○ 26-27 Salary for 5-yr teacher - \$68,500</li> <li>○ 26-27 Salary for 10-yr teacher - \$71,000</li> <li>○ 26-27 Salary for 15-yr teacher - \$76,000</li> <li>○ 26-27 Salary for 20-yr teacher - \$81,000</li> <li>○ 26-27 Salary for 30-yr teacher - \$91,000</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• \$6.2 million</li> </ul>	<p>0-year starting salary (certified) - \$63,500</p> <p>0-year starting salary (uncertified) - \$63,000</p>
<p>All other employees</p> <ul style="list-style-type: none"> <li>• 2% increase - Central/Campus Professionals</li> <li>• 3% increase - Paraprofessional/Auxiliary</li> </ul>	<ul style="list-style-type: none"> <li>• \$2.7 million</li> </ul>	



# Estimated Impact of VATRE For Remaining 3.17¢

	FY 25-26 Estimate	FY 26-27 Forecast	FY 27-28 Forecast	FY 28-29 Forecast	FY 29-30 Forecast
NO VATRE					
Property Tax Revenue	\$241,151,030	\$238,515,436	\$234,711,029	\$231,717,417	\$229,140,986
State Revenue	\$126,521,271	\$121,062,167	\$119,353,989	\$113,789,685	\$110,892,260
Recapture	(\$5,718,124)	(\$5,851,471)	(\$6,046,848)	(\$6,334,313)	(\$6,731,164)
Net Revenue NO VATRE	\$361,954,177	\$353,726,132	\$348,018,170	\$339,172,789	\$333,302,052
WITH VATRE					
Property Tax Revenue		\$249,559,827	\$245,866,863	\$242,983,799	\$238,341,286
State Revenue		\$120,962,833	\$119,277,573	\$113,684,282	\$110,775,800
Recapture		(\$9,070,900)	(\$9,383,535)	(\$9,828,113)	(\$10,356,201)
Net Revenue WITH VATRE		\$361,451,760	\$355,760,901	\$346,839,968	\$338,760,885
Increase from VATRE		\$7,225,628	\$7,742,731	\$7,667,179	\$5,458,833

# 2029–30 VATRE Revenue Decline



**Key Point:** The projected decline in potential revenue in FY 2029–30 is not caused by a calculation error or the VATRE itself. It results from how current school finance law interacts with property value growth and taxpayer protections in the out years.

## What's Driving the Decline

- **Property values grow faster than taxable revenue** - In 2029–30, assumed property value growth (2%) exceeds the growth allowed in tax collections under state law.
- **Larger required reduction in the Maximum Compressed Rate (MCR)** - Under current law, the MCR is assumed to decline by **1.7¢** in 2029–30—larger than in prior years—reducing allowable M&O revenue even after VATRE passage.
- **Over-65 tax ceiling impact accelerates over time** - Approximately **29% of residential accounts** are subject to an Over-65 tax freeze. The revenue lost to this freeze grows faster than overall property values, increasing its impact in the out years.

## What this Means

- The VATRE continues to provide a net revenue benefit.
- Fluctuations in out-year projections are expected given current law assumptions.
- Results were reviewed by **TASBO leadership**, and no calculation errors were identified.



# VATRE Considerations



- 3.17¢ available
- Hire auditor to conduct an efficiency audit
- Current audit firm can conduct efficiency audit
- Cost of efficiency audit \$15,000
- Board meeting to discuss results of efficiency audit
- Important dates related to VATRE process on following slides
- Tax Rate Comparison for 26-27
  - With VATRE - M&O \$0.7869 + I&S \$0.39 = \$1.1769
  - Without VATRE - M&O \$0.7552 + I&S \$0.39 = \$1.1452



# 2026–2027 Budget Calendar – VATRE



- ➔ ● May 14, 2026 - Board of Trustee Work Session: Budget presentation
- May 25, 2026 - Publish notice of hearing to adopt budget and tax rate (no less than 10 and no more than 30 days prior to hearing)
- June 4, 2026 - Board of Trustee Meeting: Conduct public hearing on budget and tax rate, and adopt budget; *Last practical day to select auditor for efficiency audit*
- *July 3, 2026 - Last day to select auditor for efficiency audit*
- July 25, 2026 - Last day to receive certified value from Dallas Central Appraisal District
- August 1, 2026 - Last day to provide certified value to Texas Education Agency
- August 5, 2026 - Last day to for Texas Education Agency to provide Maximum Compressed Tax Rate

**Dates are subject to change**



# 2026–2027 Budget Calendar – VATRE



- August 7, 2026 - Publish notice of hearing on tax rate (no less than 10 and no more than 30 days prior to hearing); *We will have to publish a new notice*
- August 17, 2025 - Board of Trustees Work Session: Adopt tax rate, Call Voter Approval Tax Rate Election (*last day to call a VATRE*); *This is Monday before the Work Session on August 20*
- October 1, 2026 - Post results of efficiency audit on the District website and hold an open Board meeting to discuss the results; *This is a Thursday (no meeting scheduled currently)*
- November 3, 2026 - Voter Approval Tax Rate Election (General Election Date)
- November 17, 2026 - Last day to canvass election results
- November 18, 2026 - Mail tax bills with adopted tax rate

**Dates are subject to change**



# Thank You

