

Portland Public Schools 2025-26 Hearing Minutes

Tuesday June 10, 2025

4:30 P.M.

501 N Dixon St, (1st Floor, Board Room)

Portland, Oregon

Present:

TSCC:

Chair Harmony Quiroz,
Vice Chair Matt Donahue
Commissioner Tod Burton,
Commissioner Allison Lugo Knapp
Commissioner Dr. Rita Moore,
Allegra Willhite, Executive Director
Brittanie Abayare, Budget Analyst

Absent: None

Portland Public Schools (PPS) Staff:

Dr. Kimberly Armstrong, Superintendent
Michelle Morrison, District Financial Officer
Deborah Kafoury, Chief of Staff
Jon Franco, Chief of Schools
Kristina Howard, Chief Academic Officer
Dr. Renard Adams, Chief Accountability Equity Officer
Candice Grose, Chief of Communications
Jey Buno, Chief of Student Services
Stormy Shanks, Senior Director of the Office of School Modernization

Opening Remarks and Introductions

Chair Harmony Quiroz opened the hearing:

- TSCC was established more than 100 years ago to provide community oversight of member taxing districts' budgets.
- Annually reviews and certifies budgets for all member districts.
- Holds public hearings before budget adoption to allow direct engagement with district leadership and the public.
- Commissioners and TSCC staff introduced themselves, confirmed no conflicts of interest.
- Chair Quiroz acknowledged the district's receipt of the Meritorious Budget Award for the FY 2024–25 budget season, noting the clarity and transparency of the budget documents for TSCC and the public

Dr. Kimberly Armstrong, Superintendent for Portland Public Schools, gave remarks:

- Thanked everyone for being present and noted the team had received questions and prepared answers for a robust exchange.
- Expressed pride in having a full financial leadership team for the first time in five or six years, led by Michelle Morrison, an experienced CFO.

Public Comment

Executive Director Allegra Willhite confirmed public comments had been received.

- **Written Public Comment:** John Charles Jr, President of Cascade Policy Institute, submitted a comment discussing PPS's equity funding policy and its relationship to state and federal civil rights laws. Commissioners received the full comment, which is available on the TSCC website and included in the meeting minutes. [John Charles Jr Written Comment](#)
- **In-person Public Testimony:** Naomi Inman spoke on behalf of Cascade Policy Institute.
 - Stated that the PPS budget does not comply with state and federal civil rights law, specifically ORS 659.850 and Title VI of the 1964 Civil Rights Act.
 - Cited pages four and five of the draft budget volume two, which show a funding disparity between schools: Rosa Parks is allocated \$16,656 per student, while Richmond is allocated \$8,504 per student, a nearly 2:1 difference.
 - Noted a 3.5:1 disparity in students per FTE staff (Rosa Parks at 4.4:1 vs. Richmond at 14.4:1).
 - Stated this disparity is driven by the district's equity funding policy, which uses poverty and race as factors in weighting resources for K-8 schools.
 - Argued that ORS 659.850 prohibits discrimination in public schools based on race and that PPS funding is discriminatory as it involves "unreasonably differentiated treatment" based on race.
 - Mentioned that Abernathy Elementary lost its reading literacy partnership because it no longer qualified through the equity lens, questioning why its students should receive less than peers at other schools.
 - Urged the TSCC to withhold certification of the budget until PPS complies with all state and federal civil rights laws.

Chair Quiroz thanked Naomi Inman for her testimony, noting comments would be entered into the public meeting record and that written comments were also considered.

Commissioner Questions and District Responses

Question (Vice Chair Matt Donahue): The Community Budget Review Committee's (CBRC) report to the Board this year highlights one of PPS' biggest challenges - budget reductions. This is an ongoing, multi-year issue with no clear resolution in sight. The report warns that temporary fixes—such as incremental staffing cuts or one-time reserves—may provide short-term relief but fail to address the district's long-term financial stability. The committee further cautions that without a multi-year plan, PPS risks falling deeper into austerity, potentially compromising its commitments to equity, excellence, and innovation.

How do you respond to these concerns, and what is the district's comprehensive strategy for addressing its structural deficit?

- **Michelle Morrison (District Financial Officer):**

- Stated that PPS has taken a system-wide approach to budget planning over the last two years and will continue to do so, recognizing that resources are not keeping pace with requirements.
- Emphasized the need to review the overall system of support for schools and students while maintaining focus on student outcome goals.
- Mentioned that some system changes have been implemented with a focus on fiscal sustainability and school-based stability and flexibility.
- For 2024-25, the district reduced some supplemental staffing and adjusted the core enrichment staffing formula to maintain student experience and teacher planning time while reducing inconsistencies.
- For 2025-26, system-wide shifts will include:
 - Promoting blended classrooms at the 4th/5th grade levels and allowing flexibility for additional blended grade level classrooms.
 - Implementing high school class size minimum student counts of 15.
 - Reviewing and making changes to supplemental supports, including strategic school-based positions like Instructional Coaches and Academic Interventionists.
 - Removing supplemental allocations previously based on ESSA school designation and reducing supplemental FTE for Title I middle schools.
 - Implementing organizational structural changes (e.g., a new ERP system) to improve efficiency and reduce costs, and assessing contracted services for savings.
- Predicted another budgetary reduction of at least \$32 million beyond 2025-26 due to the expiration of one-time funds.
- Announced that the district will soon share enrollment and attendance campaign information, and staff are actively recruiting to improve enrollment estimates.
- Stated that with the passage of the 2025 Bond, the district will develop and share a "school optimization plan" in partnership with the community to address changes in student location and facility conditions.

- **Follow-up (Vice Chair Matt Donahue):** PPS is not the only school district struggling. Have you researched other schools facing funding challenges and declining enrollment? What have you learned from their approaches?

- **Michelle Morrison:**

- Stated that there is a tight network among state administrators and finance professionals, and PPS observes high-leverage strategies from other districts.
- Common successful practices include strong community partnerships and standardizing 4th/5th grade split classrooms.
- **Follow-up (Vice Chair Matt Donahue):** We know PPS has advocated for education funding at the state level - what's your perspective on the current status of state funding for education, and what's your strategy going forward?
 - **Michelle Morrison:**
 - Explained that the state revenue forecast shifted significantly, and while advocacy for additional special education funding was heard, no new funding was made available.
 - Noted that updates to current service level calculations were a strong improvement achieved through partnership and meetings.
 - **Follow-up (Chair Harmony Quiroz):** Summarized that no more state money is expected, structural deficits will continue, and incremental changes (like optimizing blended classrooms and reducing supplemental staff) are underway, with school optimization (including closures) as a potential next step. She asked if other big changes are being considered beyond these efforts
 - **Michelle Morrison:**
 - Suggested that solutions might involve gradual, small efficiencies throughout schools and systems over time, requiring flexibility.
 - **Deborah Kafoury (Chief of Staff):**
 - Agreed with Michelle Morrison, stating that changes aim for stability despite a projected \$32 million shortfall next year. Believes a strong financial team and commitment to financial literacy for the public will help retain students.
 - Reaffirmed commitment to lobbying the legislature for special education funding but acknowledged that the "skies are not going to be bluer tomorrow" and current conditions might be as good as it gets in the near future, also citing federal government uncertainty.

Question (Commissioner Rita Moore): PPS has faced similarly large budget shortfalls multiple times in the last 25 years. Faced with no good choices, the District has tried to preserve classroom educators and direct student services. Over time, multiple rounds of cuts to administration and other functions led to significant losses in institutional capacity that, over time, impacted classrooms and exacerbated the District's long standing problem of inequitable student experiences. The Superintendent in 2017 described PPS as "a district of schools, not a school district." Central Office positions have been cut significantly over the last three years. What impacts are you seeing in terms of support for schools and educators?

- **Kristina Howard (Chief Academic Officer):**

- Stated that while direct student services are preserved, Central Office must continue to support priority work that has the biggest impact on students and advances board goals.
- Explained that they are actively evaluating what support is essential to sustain and what is not.
- Highlighted key strategic investments made in recent years, including:
 - Implementation of a unified vision of teaching and learning.
 - Development of a culturally responsive and sustaining instructional framework.
 - Investment in high-quality learning materials for K-12 English language arts and mathematics.
 - Professional development for teachers and principals, with instructional coaches allocated to every PPS school site for job-embedded support.
- Affirmed that PPS continues to use an equity lens in resource allocation, operating programs for focal students and using a differentiated staffing formula.
- **Jon Franco (Chief of Schools):**
 - Noted that the budgeting process, informed by conversations with building leaders and stakeholders, prioritizes maintaining instructional coaches, interventionists, and non-formula assistant principals based on feedback.
- **Follow-up (Commissioner Rita Moore):** What percentage of the budget is now allocated to administration?
 - **Michelle Morrison:**
 - Stated that central office administration is between 5% and 6% of the budget.
 - She also mentioned a chart indicating 2.58% for administrative staff, highlighting the complexity of defining "administration".
 - Follow up documents sent to TSCC after the hearing, states that 11.1% of the operating and programs budget (General Fund 100 & Special Revenue 200) is allocated to all employee type positions assigned to the central office building, which is down from 12.06% from last year. It noted that some of these positions may be deployed to school sites or be itinerant staff members.
- **Follow-up (Commissioner Rita Moore):** Asked how this percentage has changed over time and how it compares to comparator districts.
 - **Michelle Morrison:**
 - Stated it is pretty similar to comparative districts and that data can be collected. She noted this topic would also arise in bargaining.

- **Follow-up (Commissioner Rita Moore):** How are you balancing the need to respond to the current crisis with the need to preserve a strong organizational infrastructure and centralized supports for principals, educators, and student services?
 - **Kristina Howard:**
 - Explained that the district is looking at its priorities for the next year, such as literacy, math, 9th-grade success, and attendance.
 - Central support is provided for professional learning, high-impact tutoring, and interventionists, funded by a combination of grants and the general fund.
 - Decisions are made through conversations with principals to balance central support with school-level needs.
 - **Jon Franco:**
 - Added that the Superintendent is clear on implementing mitigating steps for any positions potentially in line for reduction.
 - He highlighted the immense focus on K-12 math and language arts adoption and Tier 1 instruction, aiming for a consistent student experience that could potentially reduce the long-term need for as many interventionists or instructional coaches.
- **Follow-up (Chair Harmony Quiroz):** Asked about the district's curriculum adoption cycle, referencing "Wit and Wisdom" and teacher concerns about frequent new curricula.
 - **Kristina Howard:**
 - Stated that the district is on seven-year adoption cycles, working to align with the state adoption cycle and standards.
 - She confirmed that "Wit and Wisdom" is in its fourth year, and the process for future adoptions involves teachers, teacher leaders, families, and board presentations.

Question (Commissioner Allison Lugo Knapp): PPS reviews current kindergarten enrollment as part of developing enrollment forecasts. What about attrition at other points in the school pipeline, do you look at enrollment trends in other grades? What factors are driving the rapid decline in enrollment at later points in the pipeline?

Dr. Renard Adams (Chief Accountability Equity Officer):

- Confirmed that PPS reviews enrollment at all levels and looks at grade progression (students staying from one year to the next). Grade progression rates have been fairly stable, except during the COVID years.
- Stated that incoming kindergarten cohorts are now much smaller than pre-pandemic and current graduating senior cohorts, leading to an overall decrease in enrollment.

- Highlighted that the 5th to 6th grade progression has the lowest retention rate, while the 8th to 9th grade progression rate has improved.
- Noted that internal analysis does not show significant enrollment declines at higher grade levels due to students moving to other districts or private schools.
- **Follow-up (Commissioner Allison Lugo Knapp):** What trends are you seeing in terms of students starting at PPS and then later moving to other districts or to private schools? Have these trends increased or decreased over time? Asked if the 5th to 6th grade attrition trend is expected to continue or change.
 - **Dr. Renard Adams:**
 - Explained that PPS works with the Population Resource Center at Portland State University for enrollment projections and is currently projecting an overall enrollment decline.
 - The district is developing enrollment strategies and a campaign to disrupt this trend.
 - Acknowledged that PPS is often unaware of where formerly enrolled students go, especially for K-8.
 - Anecdotally, some families chose private schools for lower class sizes.
- **Follow-up (Chair Harmony Quiroz):** Inquired about the "culture of optioning" schools within the district, where families choose focus options over neighborhood schools, and what conversations PPS is having about this internal mechanism.
 - **Dr. Renard Adams:**
 - Stated that while there are no current direct conversations about focus options, the developing enrollment campaign aims to market the "brilliance and excellence of every school" to bring people back to PPS.
 - Described the strategy as building and branding the system with the idea that "legacies are made at PPS," alongside localized outreach targeting zip codes with high enrollment decline.

Question (Chair Harmony Quiroz): Can you provide more details about the district's Recruitment, Retention, and Recovery campaign aimed at increasing enrollment? What specific actions are being taken to bring students back to Portland Public Schools, and how will the district measure success?

- **Candice Grose (Chief of Communications):**
 - Stated they are gearing up for an enrollment campaign to start in the fall. Included in this campaign will be messaging and highlights from each school and overall highlights from the district regarding the array of great things that are happening.

- PPS is creating principal tool kits with some consistent best practices that schools can utilize to increase enrollment. They are going to apply a targeted approach first with schools and areas where they are seeing the lowest enrollment.
- The RRR campaign is being executed through two parallel strategies:
 - a global district-wide narrative, “Legacies Are Made at PPS” which is focused on reigniting public trust and brand pride;
 - a localized, school-specific outreach, “Opportunities in Your Community”, targeting neighborhoods with high student attrition to highlight the unique programs and supportive environments within their local schools.
- Explained that the campaign is rooted in enrollment trend data, ParentVue verification analytics, and geographic heat maps to pinpoint areas of greatest decline, guiding targeted digital ads, community canvassing, and multilingual outreach.
- Mentioned ongoing data and research, including parent surveys and feedback from community members, parents, and teachers on reasons for unenrolling or staying. Surveys are also sent to building leaders asking "what makes your school great".
- Outlined success metrics, both quantitative and qualitative:
 - Enrollment increases in targeted schools and across the district.
 - Reduction in the number of unverified students in ParentVue.
 - Family perception and satisfaction metrics collected through fall and spring surveys.
 - Campaign engagement metrics (e.g., website traffic, digital ad conversions, event attendance) to assess return on investment.
- **Jon Franco (Chief of Schools)**
 - Added that standardized principal toolkits are being created to help schools increase enrollment and attendance, based on focus groups with successful building leaders.
- **Follow-up (Commissioner Tod Burton):** Asked if new high school constructions (Franklin, Ida B. Wells, Lincoln) are showing any impact on attrition.
 - **Dr. Renard Adams:**
 - Explained that typically, there's an enrollment dip during construction, but then a "bump" in enrollment once the new building comes online for a few years, which then stabilizes.
 - He anticipates a similar positive trend for schools undergoing future improvements.
- **Follow-up (Commissioner Tod Burton):** Asked if an enrollment bump at a high school extends to its feeder schools.

- **Dr. Renard Adams:**

- Stated that an analysis of this specific trend has not been done yet, but it's a good question.

Question (Commissioner Allison Lugo Knapp): Stated that school closures remain a possibility, potentially in the near future. He asked why closing schools is an approach for addressing PPS's challenges and what the advantages and disadvantages of this approach are.

- **Jon Franco (Chief of Schools):**

- Acknowledged the emotional difficulty of engaging in school optimization or closure processes due to strong community connections to schools.
- Outlined the advantages, primarily focusing on budget savings and increasing program efficiency:
 - Reduced operational costs such as utilities, custodial, maintenance staff, and transportation.
 - Deferred maintenance savings, as older buildings are more expensive to maintain.
 - Consolidating schools would maximize enrollment, leading to more funding and potentially more robust programming (e.g., more elective offerings at the secondary level).
- Stated the main disadvantage is the significant ripple effect in school communities, emphasizing the need for a robust engagement process.

- **Follow-up (Commissioner Allison Lugo Knapp):** Do you have a timeline and a process for making decisions?

- **Jon Franco:** Stated that internal conversations about school optimization will begin towards the end of the current school year (June 2025) and become more refined in the fall. The process will involve assembling a team and multiple stakeholders, including the school board and superintendent.

- **Follow-up (Chair Harmony Quiroz):** Referencing her experience with contentious boundary change processes like the Southeast Guiding Coalition (SEGC), she asked what factors would be considered when weighing school closures and how the district plans to mitigate the emotional reaction.

- **Dr. Kimberly Armstrong:**

- Emphasized the importance of a thoughtful, intentional timeline that engages as many voices as possible, aiming for a process that could be a model for others.
- Stated that a resource group will be used to synthesize and analyze data on decisions.

- Explained that data on current offerings, such as Dual Language Immersion (DLI) programs where neighborhood enrollment might be low but DLI enrollment is high, will be considered.
- Stressed that the goal is to optimize learning and resources for future generations, not just save money, and that the outcome could be program reconfiguration rather than school closures.
- **Follow-up (Commissioner Rita Moore):** Asked if the district is learning lessons from past experiences like the SEGC process and from other school districts nationally.
 - **Dr. Kimberly Armstrong:**
 - Confirmed that the SEGC model will not be deployed for this process, acknowledging lessons learned.
 - She stated that PPS is looking at examples from other school districts, both successful (like San Antonio) and less successful (like San Francisco Unified), leveraging national information and resources with the aim of creating a model process.
- **Chair Quiroz** shared the community perspective that fluctuating enrollment has led to issues like staffing instability, class size variations, and loss of experienced staff, which could be stabilized by this process, benefiting both learners and employees.
- **Follow-up (Chair Harmony Quiroz):** Asked what was learned from San Antonio's community process.
 - **Dr. Kimberly Armstrong:**
 - Appreciated San Antonio's community process, specifically their approach of not beginning with the end in mind.
 - She emphasized the need to be open to hearing stories and understanding impacts for generations, planning for the next 50 to 60 years to optimize schools for families, students, and as a great place to work.

Question (Vice Chair Matt Donahue): We understand there has been a dramatic increase in students who are chronically absent, now over 36%. What are the drivers for this increase? What has the district done to improve attendance rates since the pandemic?

- **Jey Buno (Chief of Student Services):**
 - Described chronic absenteeism as a complex issue being addressed through three data-driven processes:
 - ASERT (Attendance Support and Engagement Response Team) at the school level: Each school has an ASERT team that addresses absenteeism data and develops individualized intervention plans for students.

- Continuous Improvement Plans (SCIPs): Each school supports attendance through its SCIP, with building leaders identifying attendance as a goal or action step.
- District-led workgroup: Implemented this year, focused on root cause analysis and evidence-based intervention strategies, providing recommendations to schools and ASERT teams.
- Identified root causes as including a lack of engaging instruction, students not feeling a sense of belonging, and weak relationships with peers or trusted adults.
- Explained that student service providers on ASERT teams target high-leverage family engagement strategies such as home visits, individual and group skill development, and student/family engagement opportunities, while monitoring intervention efficacy.
- Reported that several high-need schools, including Marysville Elementary (nearly 6% increase in Average Daily Attendance) and Roosevelt High School (over 4 points increase), have made significant gains in ADA due to intentional, student-centered strategies like family outreach, mentorship, and culturally specific practices.
- Concluded that the most impactful strategies are the relationship between the student and instructor and parent/family engagement.
- **Follow-up (Vice Chair Matt Donahue):** Asked how chronic absenteeism is defined and if it affects district funding.
 - **Jey Buno:**
 - Stated that the State defines chronic absenteeism as missing 10% of the school year, which equates to 16 to 18 days of instruction in a 180-day school year. He confirmed that it can affect funding.
- **Follow-up (Vice Chair Matt Donahue):** We have also heard about chronic absenteeism among teachers and staff and shortages among substitutes. What is the district doing to stabilize staff attendance?
 - **Deborah Kafoury (reading for Sharon Reese, Chief Human Resources Officer):**
 - Reported an increase in leaves of over 250% in the last six years, attributed to COVID, expanded leave laws, and Oregon's new paid family leave laws.
 - Stated that the teacher substitute fill rate averaged 92% each week this year, with 875 teacher substitutes available.
 - In October 2024, the district implemented a new subset of teacher substitutes who commit to a schedule in advance and are directed to highest-needs/lowest fill-rate schools.
 - Noted that the fill rate for substitute paraeducators averages only 50%, and the district is working on resources to fill these positions.

- Highlighted the Superintendent's prioritization of building and maintaining strong relationships, including holding 10 listening sessions with PAT (Portland Association of Teachers) to understand teacher needs and problems.
- **Follow-up (Chair Harmony Quiroz):** Asked if student absenteeism rates vary demographically by grade level or school type.
 - **Jey Buno:**
 - Confirmed that disparities exist and that more specific information can be provided.
- **Follow-up (Commissioner Rita Moore):** Asked what the Superintendent learned from teachers about the drivers of absenteeism during her listening sessions.
 - **Dr. Kimberly Armstrong:**
 - Explained that teachers felt a lack of concentrated effort to highlight the impacts on adults during COVID, feeling "invisible" compared to the focus on students.
 - Concerns included the well-being of individuals, family impacts, health sensitivities, and exposure to germs.
 - New leave laws also made access to leave easier. She is approaching this with an asset-based mindset, centering health and wellness, and aiming to understand why staff are not showing up to intervene and fix issues.
 - Mentioned that these insights are informing decisions around modernization, including HVAC systems, to create healthier and safer classrooms.
- **Follow-up (Vice Chair Matt Donahue):** This year you've made changes to start times for elementary schools, among others - do you have a sense of whether this is also impacting absenteeism?
 - **Jey Buno:**
 - Stated that data identifies more chronic absenteeism in secondary grades (middle and high school).
- **Follow-up (Commissioner Rita Moore and Chair Quiroz):** Asked about the impact of shortened or varied weekly schedules (e.g., only 16 out of 38 weeks are full five-day weeks) on absenteeism.
 - **Jey Buno:**
 - Confirmed that a committee, including labor partners and building leaders, works on the school schedule. He stated that significant feedback regarding attendance and interruption in instruction was gathered and considered in developing the schedule for the upcoming year.

Question (Commissioner Tod Burton): Congratulated the district on the passage of the May 2025

Bond. The PPS website reports the May 2025 Bond will prioritize seismic improvements at 8 to 10 schools that pose the greatest risk in a significant seismic event. However, a higher number of schools have been identified for seismic upgrades than 8-10 sites. How has/will PPS determine which schools pose the greatest risk?

- **Stormy Shanks (Senior Director of the Office of School Modernization):**

- Stated that PPS is currently in the process of prioritization and planning, which involves three steps:
 - Identify seismic deficiencies: This step is complete, with a report available on the website including a rough cost estimate of over \$1 billion to correct deficiencies across all buildings. [2024 PPS Seismic Assessments: All Schools](#)
 - Obtain priority recommendations from a structural engineer: This step is in process. The engineer is developing a prioritization based on criteria that include a structural risk score (calculated using FEMA standards, year of construction, structural system type, and existing improvements) and an importance factor (considering the occupancy of the space affected by the deficiency, such as a gym or classroom versus a storage room).
 - Evaluate recommendations using PPS priority criteria: This step is to be completed. Criteria are not yet defined but will include factors like planned school consolidations, feasibility of completing projects while schools are operating, and the potential need for swing sites.

- **Follow-up (Commissioner Tod Burton):** With over \$1 billion in identified needs and only 10-12% initially available from bond proceeds for seismic work, he asked if more bond funds could be used for additional seismic upgrades and what the trade-offs would be.

- **Stormy Shanks:**

- Noted that other funding sources, such as limited state seismic retrofit grants, are being pursued to augment bond funding.
- Confirmed that additional 2025 bond proceeds could be allocated towards more seismic improvements, but a 2021 Facility Condition Assessment (FCA) found the average PPS school facility to be in "poor" condition, with the cost to address all identified deficiencies exceeding \$1 billion.
- To merely *maintain* the current poor facility condition, staff estimate an annual investment of more than \$150 million is needed.
- The district's Long Range Facilities Plan identifies other high-priority improvements (e.g., cooling, athletics, classroom modernization) that do not address existing conditions, collectively representing a multi-billion-dollar challenge.
- The 2025 Bond planning documents allocate \$190 million for Deferred Maintenance and Priority Scope.

- Resolution 7109 directs that a \$100 million reserve fund be established for emergency repairs and urgent projects, with the highest priority for remaining funds being seismic deficiencies at the 8-10 schools with the greatest life-safety risk.
- **Follow-up (Commissioner Rita Moore):** Asked about consulting with county and city emergency management bureaus regarding strategic priorities for seismic resilience, given past collaborations.
 - **Stormy Shanks:**
 - Stated that this specific program does not currently include plans for such consultation, but collaboration on the level of resiliency for modernizations (especially high schools) has continued.
- **Follow-up (Commissioner Allison Lugo Knapp):** Asked if the facilities funding pool accounts for issues arising from natural disasters and climate change, such as ice storm damage.
 - **Stormy Shanks:**
 - Confirmed that the board's resolution prioritized a \$100 million set aside from the Deferred Maintenance and Priority Scope funds specifically for end-of-life replacements and urgent, unplanned projects, which would address issues that affect the building's ability to operate.

Closing Remarks

- Chair Quiroz thanked everyone for their transparency, thoughtfulness, and efforts to educate and discuss shared issues, then closed the hearing and opened the regular business meeting of the TSCC.

Staff Recommendations & Certification

- **Allegra Wilhite:**
 - Commended PPS budget and finance staff for producing an extremely informative and well-organized budget document and for their close partnership throughout the year on budget law questions.
 - Stated that staff found the budget estimates to be reasonable for the purposes stated and in substantial compliance with budget law.
 - TSCC staff had no recommendations or objections.

Vote to Certify

- A motion was made by Chair Quiroz to authorize the commission to sign the certification letter as recommended by staff.
- Commissioner Burton seconded the motion.

- All commissioners present voted "Aye".
- Portland Public School's 2025-26 approved budget was certified by the TSCC.

There being no other business, Chair Quiroz closed the meeting.