

Portland Public Schools 2026-27 Hearing Minutes

Tuesday June 23, 2026

4:30 P.M.

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

Portland, Oregon

Present:

TSCC:

Chair Matt Donahue,
Vice Chair Dr. Rita Moore,
Commissioner Tod Burton,
Commissioner Dr. Will Terry,
Commissioner Erik Kvarsten,
Executive Director Allegra Willhite,
Budget Analyst Brittanie Abayare

Absent: None

Portland Public Schools (PPS) Staff:

Dr. Kimberlee Armstrong, Superintendent
Michelle Morrison, District Financial Officer
Dr. Jon Franco, Senior Chief of Operations
Tom Odgers, Chief of Integrated Operations
Isaac Cardona, Chief of Schools
Dr. Renard Adams, Chief Accountability Equity Officer
Jey Buno, Chief of Student Services

Opening Remarks and Introductions

Chair Matt Donahue called the annual Portland Public Schools Budget Hearing to order and welcomed all attendees. He explained that the Tax Supervising and Conservation Commission is a community oversight commission established by the Oregon Legislature over 100 years ago to oversee the budgets of member taxing districts, conduct thorough budget reviews and certification processes, and hold public budget hearings to engage with district leadership and provide opportunities for public comment before formal budget adoption. Chair Donahue asked the TSCC commissioners and staff to introduce themselves.

Chair Donahue acknowledged that Portland Public Schools received the Meritorious Budget Award for its fiscal year 2025-26 budget and extended congratulations to district leadership.

Michelle Morrison, District Financial Officer, provided introductory remarks on behalf of the district. She thanked the community and leadership for their support throughout a very rigorous budget year. She expressed gratitude for the recognition of the Meritorious Budget Award, acknowledging the extensive staff work behind the comprehensive budget document. She gave a special acknowledgment

to Alexandra Martin, who supported the budget process and served the district for five years, as she transitions to an exciting new position in San Francisco. Michelle noted that administrative team members, school board members, and the superintendent would join the hearing incrementally following an off-site administrative event.

Public Comment

One member of the public, Scott Bailey, had signed up for testimony but was not present when called upon.

Commissioner Questions and District Responses

Question 1: Asked by Commissioner Erik Kvarsten: “This was a difficult year for budget decisions, and we know you dedicated considerable effort to community engagement and information-sharing. Now that you are nearing the end of the budget process, how did the process go from your perspective? What successes can you identify, and what lessons learned will you apply to next year?”

- **Michelle Morrison, District Financial Officer** answered that the budget cycle was continuous and robust, as discussions regarding fiscal deficits and necessary reductions for FY 2026-27 had been ongoing since the adoption of the prior year budget. Upon receiving October student enrollment benchmark counts and recognizing current-year revenue by late December, the district improved its forecasting capabilities for the upcoming year. Staff began working with administrators and principals on program redesign, recognizing that reductions would significantly impact schools, adjusting staffing levels, and determining where to remain flexible and focus targeted spending. By late January, results were shared with the community through live, on-site listening sessions to gather feedback, which directly informed the staffing approach in February, and the proposed budget document released in April.
- Michelle highlighted that when PPS experienced a mid-year budget shortfall in the current year, labor partners came together on short notice to negotiate unpaid furlough days, which helped inform negotiations for the FY 2026-27 period. Looking ahead to long-term projections beyond FY 2026-27, PPS anticipates another significant increase in PERS employer rates, creating a future gap that would otherwise leave the budget fully operationalized. Regarding lessons learned, Michelle noted that the Community Budget Review Committee faced a very short turnaround time to digest budget information and understand their reporting role to the Board. Moving forward, PPS intends to engage with the committee quarterly to maintain familiarity with operations and prevent surprises during budget development.

Question 2: Asked by Vice Chair Dr. Rita Moore: “This budget is the fourth year of reductions to central service functions. We understand your efforts to prioritize direct student services in the schools and acknowledge the difficult choices you have to make every year when balancing the budget. It appears that approximately one-third of the FTE reductions were made to instructional support staff. What classroom-level impacts are you anticipating as a result of these reductions, particularly in terms of Special Education support staff, improvements of instruction, professional development, and principal supports? And what are you doing to mitigate these impacts as much as possible?”

- **Isaac Cardona, Chief of Schools** emphasized that despite budget reductions, core focuses outlined in the District Continuous Improvement Plan (DSIP) remain unchanged through June 2028. The district holds itself strictly accountable to four longitudinal goal areas: increasing overall attendance from 67% to 82% post-pandemic while closing the 24% gap for historically underserved focal groups; ensuring 100% of PreK-12 language arts classrooms actively engage

students in grade-level standards-aligned literacy tasks daily; ensuring 100% of math classrooms integrate clear learning targets and district-approved instructional materials; and accelerating early high school success by raising 9th grade on-track rates from 75% to 95% districtwide.

- **Jey Buno, Chief of Student Services** addressed Special Education, highlighting that every special education student is a general education student first. To safeguard commitments to vulnerable learners, the budget explicitly maintains existing special education staff-to-student staffing ratios from the past two years without reductions or cuts.
- **Isaac Cardona, Chief of Schools** added that professional learning impacts are mitigated by focusing on depth over breadth with no new initiatives, leveraging existing structures such as Professional Learning Communities (PLCs), Instructional Leadership Teams (ILTs), and job-embedded professional learning centered on clear learning targets, success criteria, high-quality instructional materials, and formative data analysis within existing teacher meeting times. For principal supports, PPS operationalizes the school as the unit of change, principal as primary lever, and principal supervisors as direct facilitators. Despite principal supervisors decreasing from 10 to 8 to 7, PPS is aligning coaching, supervision, and leadership development to build capacity in school leaders.

Vice Chair Dr. Rita Moore asked a follow-up question regarding whether PPS uses an inclusion model for special education students.

- **Jey Buno, Chief of Student Services answered** that PPS focuses heavily on access to core instruction, exceeding state standards with approximately 85% of special education students spending over 80% of their day in general education classrooms, supported by a full continuum of services.

Vice Chair Dr. Rita Moore asked a follow-up question regarding professional development for teachers on inclusion.

- **Jey Buno, Chief of Student Services explained** that support is led primarily by principals working through PLCs to create access for all students, including multilingual learners and Tier 2 and Tier 3 students.

Vice Chair Dr. Rita Moore asked a follow-up question noting her past disappointment with university teacher training programs regarding inclusionary practices, asking if that has changed or if action is coming from the Oregon Department of Education (ODE).

- **Jey Buno, Chief of Student Services answered** that incoming staff still benefit from additional support, though local university partners are making concerted efforts to align curricula. He noted that ODE and the state have leaned in with coaching, support, and guidance on inclusion.

Chair Matt Donahue asked a follow-up question requesting specific details on how target classroom ratios are achieved and what those ratios are.

- **Jey Buno, Chief of Student Services** explained that focal or specialized elementary classrooms are staffed at 1 teacher to 11 students plus 3 paraeducators, while Learning Center programs for students spending the entire day in general education are staffed at 1 teacher to 26 students.

Commissioner Dr. Will Terry asked a follow-up question about whether there has been similar stability in general education ratios.

- **Jey Buno, Chief of Student Services and Isaac Cardona, Chief of Schools** answered that general education typical class sizes were maintained, though the current year saw increased reliance on mixed-grade blended classrooms (expanding from four or five blends to include 1-2 blends next year) to maintain ratios across two combined grade levels.

Vice Chair Dr. Rita Moore asked a follow-up question regarding what is driving the large increase in third-party contract costs and what options have been explored to reduce contract growth.

- **Michelle Morrison, District Financial Officer** explained that contract increases appear under purchased services, including student transportation, bond projects, and utilities. General Fund adjustments were necessary to correct prior underbudgeting in utilities and transportation. In Special Revenue funds like the Student Investment Account, certain partner contracts and special education educational assistance were shifted from the General Fund. Additionally, PPS entered an overarching management contract with Presidio for bond modernizations.
- In response to a follow-up from Vice Chair Moore regarding state transportation reimbursement delays, Michelle confirmed that state reimbursements follow a statewide reconciliation process occurring in May of the following year, representing an 18-month lag.

Question 3: Asked by Commissioner Dr. Will Terry: “Last year, PPS took the step of contracting out management of the district’s bond construction work that constitutes nearly half of your total budget. What cost savings, efficiencies, or improvements in quality control do you expect from this contract? How will you assess whether those expectations are being met?”

- **Michelle Morrison, District Financial Officer** explained that the contract represented a shift toward specialized program management for bond dollars to group consolidated work like roofing projects and execute them on time and within budget, rather than focusing purely on immediate cost reductions.
- **Dr. Jon Franco, Senior Chief of Operations** added that PPS is modernizing three high schools simultaneously (Jefferson, Cleveland, and Ida B. Wells) along with the Grace Adair Center. Specialized program management establishes unified processes, identifies deficiencies, and capitalizes on efficiencies, with any savings yielded from projects coming under budget being redirected to other district capital projects. Regarding accountability, Presidio submitted a Project Management Plan with specific Key Performance Indicators (KPIs). PPS presents monthly progress updates to the Board, meets quarterly with the citizen Bond Accountability Committee, and meets monthly with the Facility Improvement Oversight Committee.

Commissioner Dr. Will Terry asked a follow-up question inquiring how much of the 5-year \$61 million contract has been spent to date and how that burn rate compares to the forecast.

- **Dr. Jon Franco, Senior Chief of Operations** answered that \$4.56 million has been spent to date under the contract, which aligns with expectations.

Vice Chair Dr. Rita Moore asked a follow-up question regarding whether PPS retains in-house

staff to coordinate with Presidio.

- **Dr. Jon Franco, Senior Chief of Operations** answered that Presidio provides executive oversight over the three high school modernizations and Grace Adair Center, while in-house PPS staff directly oversee consolidated facility improvement projects such as seismic and HVAC upgrades funded via ballot language facility improvement allocations, coordinated by an executive director.

Question 4: Asked by Commissioner Dr. Will Terry: Student proficiency in essential skills is still relatively low in Oregon and PPS, and there are still significant disparities among student groups. What strategies is the district using to improve student outcomes? How are those strategies supported by this budget?

- **Dr. Renard Adams, Chief Accountability and Equity Officer** answered that PPS has met a critical benchmark by rebounding to pre-pandemic achievement levels in English Language Arts (nearly 58% proficient) and exceeding pre-COVID levels in Mathematics (~51% proficient) on the Oregon State Summative Assessment across grades 3 through 8 and 11. Core strategies supported by the budget include a multi-year Teaching and Learning Framework for a unified vision of engaging instruction, voter-backed bond funding for high-quality grade-level instructional materials, general fund support for aligned professional development, and collaboration between Racial Equity & Social Justice (RESJ) staff and teaching/learning teams to maintain high expectations for all students.

Commissioner Dr. Will Terry asked a follow-up question regarding what PPS did uniquely to rebound to pre-COVID reading and math levels ahead of much of the country.

- **Dr. Renard Adams, Chief Accountability and Equity Officer** attributed success to developing a unified instructional vision, ensuring grade-level rigor, and providing aligned professional learning.
- **Superintendent Dr. Kimberlee Armstrong** added that consistency and reduced leadership turnover were critical, noting that PPS maintained continuity with cabinet leadership and sustained the curriculum adopted in 2021 without changing priorities.

Vice Chair Dr. Rita Moore asked a follow-up question regarding whether specific professional development is provided for teachers in blended classrooms regarding grade-level standards.

- **Dr. Renard Adams, Chief Accountability and Equity Officer** answered yes, explaining that PPS started building leader guidance on student grouping and looping, scope-and-sequence curricular guidance, and structured blends based on research (effective at grades 1-2 and 4-5, while avoiding 2-3 or 3-4).
- Commissioner Terry and Vice Chair Moore noted positive experiences with blended classrooms, while Dr. Adams clarified that enrollment declines in early grades necessitated blending to manage staffing allocations.

Vice Chair Dr. Rita Moore asked a follow-up question inquiring if PPS is still providing professional development for teachers in the science of reading.

- **Dr. Renard Adams, Chief Accountability and Equity Officer** answered yes, explaining that PPS divided K-5 and K-8 schools into three cohorts of 20 schools over three years.

Training is mandatory during contractual early release times, PLCs, and staff meetings.

- **Superintendent Dr. Kimberlee Armstrong** added that state grant funds enabled the creation of reusable training units for long-term sustainability, with preliminary data showing substantial English Language Arts (ELA) gains in participating schools.

Question 5: Asked by Commissioner Tod Burton: Oregon ranks near the bottom of the country for the total number of instructional days offered. In your opinion, what impact does this have on student educational outcomes? And when making budgeting decisions, why has the district not prioritized adding additional instructional days - what are you choosing to fund instead?

- **Michelle Morrison, District Financial Officer** answered that more learning time with high-quality teachers directly improves outcomes. The proposed budget meets state seat-time requirements and Division 22 standards while protecting student experience from further reductions. However, adding school days costs approximately \$5 million per day and requires labor negotiations. With approximately 80% of the budget dedicated to personnel, adding days is financially unfeasible during a period of forced budget reductions, representing a resource constraint rather than a lack of intent.

Commissioner Tod Burton asked a follow-up question regarding whether the definition of instructional hours includes non-classroom time like professional development, conferences, and grading days, and whether altering that balance could yield more student learning days.

- **Michelle Morrison, District Financial Officer and Dr. Renard Adams, Chief Accountability and Equity Officer** answered that contractual agreements include November conference days, but PPS does not count dedicated professional development days toward student instruction hours. PPS counts days where teachers are directly in front of students, maintaining current instructional day levels.

Question 6: Asked by Chair Matt Donahue: One of the goals in your continuous improvement plan is to reduce student absenteeism. What is your diagnosis of the causes of chronic absenteeism and how does this budget support strategies to address them?

- **Dr. Renard Adams, Chief Accountability and Equity Officer** answered that focus groups with staff, families, and students identified key root causes: student sense of belonging, instructional engagement and rigor, family unawareness of attendance impacts on academics, youth mental health challenges, and boundary or transportation issues. Budget support strategies include funding the Multi-Tiered Systems of Support (MTSS) department to provide professional learning on engineering belonging and school culture and requiring school Attendance Support Teams to identify at-risk students early. Schools are required to implement two district-approved research-based strategies plus one optional strategy.

Chair Matt Donahue asked a follow-up question about what changes PPS would advocate at the state level to address absenteeism.

- **Dr. Renard Adams, Chief Accountability and Equity Officer** answered that state resources for wraparound family and community outreach are essential to strengthen relationships between school staff and neighborhood families.

Commissioner Tod Burton asked a follow-up question regarding success and barriers when working directly with families as opposed to students.

- **Dr. Renard Adams, Chief Accountability and Equity Officer**, explained that students are a captive audience at school, whereas family engagement requires overcoming language, cultural, and communication barriers. He stressed avoiding "assumicide" by learning what truly motivates families rather than imposing assumptions.

Chair Matt Donahue and Vice Chair Dr. Rita Moore asked a follow-up question comparing historical absenteeism root causes to present day, asking if factors shifted from socioeconomic barriers to culture and belonging.

- **Dr. Renard Adams, Chief Accountability and Equity Officer**, answered that conversations have evolved from poverty alone to encompass race, culture, and social constructs, noting that PPS achieved attendance gains across diverse racial and ethnic groups this year.

Question 7: Asked by Commissioner Erik Kvarsten: In the budget you note that although student enrollment is declining, the fixed cost to operate 81 schools continues to grow. One way to reduce costs is through closing school facilities and making boundary changes – controversial processes that we know you are already working on. What will the decision-making process for choosing impacted schools look like and what is the timeline for changes? In what ways will the community be involved?

- **Dr. Jon Franco, Senior Chief of Operations**, answered that PPS is undertaking the "Right Schools, Right Support" rightsizing process to align resources with declining enrollment, aging infrastructure, and fiscal constraints. The Board adopted four guiding principles in May 2026: well-resourced schools, healthy learning environments, educational options, and an all-encompassing equity lens. The work plan included six initial board engagement sessions. Community feedback on a decision framework and criteria will occur in coming months, followed by internal modeling and comprehensive scenarios presented in fall 2026, a Superintendent recommendation in November 2026, a Board vote in December 2026, and implementation beginning in fall 2027. Internal modeling is conducted across four workgroups: Operations, Schools, Data/Modeling, and Equity.

Commissioner Erik Kvarsten asked a follow-up question regarding how much money the district estimates saving from closures and consolidations.

- **Dr. Jon Franco, Senior Chief of Operations and Michelle Morrison, District Financial Officer** answered that research indicates approximately 15% to 20% savings in operational costs per closed site (excluding real property liquidation). However, rightsizing is pursued for educational consistency rather than cost savings. Initial operational savings will be redirected to community transition support activities.
- Vice Chair Dr. Rita Moore offered to share historical lessons learned from school closure processes dating back to 2008.

Question 8: Asked by Chair Matt Donahue: For years we have discussed the Center for Black Student Excellence with you, and we understand you've reached a big milestone in this project - you voted in December to purchase a physical space. How much of the dedicated 2020 bond funds are remaining after this purchase? And can you share what progress has been made on program design, or community partnerships for the Center so far?

- **Dr. Renard Adams, Chief Accountability and Equity Officer** reported that \$43.7 million in bond funds remain following the purchase of the One North property, now renamed the Grace Adair Center for Educational Excellence (honoring Dr. Grace Adair and Michael "Chappie"

Grace). PPS is working with architects and Presidio to code the building space. An internal educational programming framework was developed under the title "Birth to Brilliance" (cradle-to-career). Programming will combine classroom instruction with before-and-after school, weekend, and summer support at the center. No building partners have been selected yet.

Vice Chair Dr. Rita Moore asked a follow-up question regarding technical assistance and funding connections through the Harlem Children's Zone.

- **Superintendent Dr. Kimberlee Armstrong** emphasized the value of participating in a fully funded Harlem Children's Zone superintendent cohort, securing technical support and funder connections to power the cradle-to-career model long-term.

Question 9: Asked by Vice Chair Dr. Rita Moore: We're curious to hear the latest about student safety, which has been a concern we've discussed with you in the past. What are recent trends for the district? And given the proposed reductions to student support staff in this budget, do you anticipate any negative impacts on those safety trends?

- **Dr. Jon Franco, Senior Chief of Operations and Tom Odgers, Chief of Integrated Operations** emphasized that student safety remains priority number one. He highlighted that the campus security office plays a monumental role in district safety efforts, working hand-in-hand with school-based interventions such as positive behavior supports and building-level vigilance. In addressing the proposed budget reductions for Campus Security Associates (CSAs), Franco explained that PPS deliberately prioritized keeping positions as close to students as possible. Reductions were targeted furthest away from schools, such as at the PEC office, by restructuring supervisory roles, or by adjusting work-year schedules rather than cutting CSAs who operate directly inside school buildings.
- Regarding recent district safety trends, Franco reported very encouraging progress over the past year across both middle and high schools. The district has tracked noticeable declines in incidents, including reductions in graffiti, theft, transient activity, and trespassing concerns. He attributed a significant portion of this improvement to the deployment of more than 6,000 security cameras funded through the 2020 bond. These enhanced surveillance systems serve as a strong visual deterrent against vandalism while dramatically improving response capabilities and investigative support for campus security teams.

Vice Chair Dr. Rita Moore asked a follow-up question inquiring whether there have been any recent conversations about bringing back the student resource officer (SRO) program disbanded in 2020.

- **Dr. Jon Franco, Senior Chief of Operations**, confirmed that PPS relies on Campus Security Associates and stated unequivocally that the district is not considering returning to an SRO model. He acknowledged that any budget reduction is felt within school communities, but emphasized that PPS has developed robust mitigating strategies to minimize the impact. These strategies include reallocating CSAs across schools based on established risk criteria, adjusting work schedules and work locations to maximize coverage, cross-training security personnel across multiple operational roles for long-term sustainability, realigning job responsibilities so resources are focused where needs are highest, and amending the current private security contract through a zero-dollar Z-amendment focused strictly on asset protection and targeted support.
- **Dr. Jon Franco, Senior Chief of Operations and Tom Odgers, Chief of Integrated**

Operations praised Senior Security Director Molly Ramay for her leadership of the security team. He emphasized that recent safety gains stem from an integrated system combining cameras, prevention routines, and personnel to protect facilities and allocate resources based on site-specific risk. Franco shared key performance indicators used to evaluate security operations, noting that the security team resolves over 90% of incoming service tickets with immediate feedback within 24 to 48 hours. Furthermore, he highlighted a proactive strategy implemented this year where high school CSAs visited middle schools once a week to build relationships with incoming freshmen before they transition to high school.

Vice Chair Dr. Rita Moore asked a follow-up question regarding staff safety trends since the pandemic.

- **Dr. Jon Franco, Senior Chief of Operations**, answered that the staff safety situation has improved significantly, mirroring academic progress in returning toward pre-pandemic baseline levels. He recalled that during his first year as Chief of Schools, the district experienced several severe gun violence incidents near campuses, whereas over the past two years, PPS has happily not experienced any incidents at that severe level.

Vice Chair Dr. Rita Moore asked a follow-up question characterizing the district's relationship with the Portland Police Bureau.

- **Tom Odgers, Chief of Integrated Operations and Dr. Jon Franco, Senior Chief of Operations** characterized the relationship with the Portland Police Bureau as very positive. He explained that Senior Security Director Molly Romay holds frequent coordinating meetings with PPB officers, and while SROs are not stationed in school buildings, PPB remains a vital external partner for responding to severe safety and security emergencies.
- **Superintendent Dr. Kimberlee Armstrong** added that she was invited to sit on a mayor's office committee alongside the Portland Police Bureau to coordinate responses regarding ongoing ICE activity in the community. She also shared that she personally completed a police ride-along—believed to be the first taken by a Portland superintendent—to experience firsthand how officers navigate the city and to strengthen operational coordination between municipal law enforcement and Portland Public Schools.

Question 10: Asked by Chair Matt Donahue: The district strategically uses the PERS Rate Stabilization Fund to offset rising PERS rates using a portion of property tax revenue. In this budget, the fund balance is depleted entirely. What is the long-term plan for this fund?

- **Michelle Morrison, District Financial Officer**, explained that the district accessed the PERS Rate Stabilization Reserve during the current 2025-26 fiscal year and drew that balance all the way down to zero. As a result, there is no reserve balance remaining moving forward into the 2026-27 fiscal year. Michelle emphasized that losing this reserve creates a significant financial impact for FY 2026-27 because the district can no longer rely on that fund as an offsetting revenue source. She noted that this depletion represents the end of a long trail of utilizing one-time reserve funds to maintain direct instructional and operational services at the highest possible level.
- Michelle responded that district leadership is actively exploring all available administrative and financial options. She detailed that PPS's current budget projections are based on the 2024 PERS advisory rate released publicly on the PERS website for all participating employers. PPS will receive its official, finalized employer rates from PERS in October 2026. At that point, district

staff will examine specific financial mechanisms to help smooth the dramatic rate spike facing the district. However, Michelle explicitly cautioned that none of the internal smoothing options she can foresee will completely eliminate the substantial structural deficit facing PPS for the upcoming biennium.

- PPS is actively collaborating with education advocates and legislative partners across the state. She emphasized that Portland Public Schools is far from alone in facing this crisis, as nearly all school districts across the Portland metropolitan region are impacted in similar ways as their PERS side account rate credits expire.
- Vice Chair Dr. Rita Moore and Chair Matt Donahue concurred with Michelle's assessment, noting that the expiration of side account credits and rising PERS rates represent a pervasive challenge that has been raised by virtually every local government taxing district that appeared before the TSCC during this hearing season.

Closing Remarks

Chair Matt Donahue concluded the question-and-answer period by expressing appreciation to PPS leadership team for their engagement, thoughtful and detailed responses, and tolerance of all the commission's follow-up questions and extensive back-and-forth dialogue.

With no further questions from the commission, Chair Matt Donahue formally gavel-closed the annual Portland Public Schools budget hearing and opened the regular business meeting of the Tax Supervising and Conservation Commission.

Staff Recommendations & Certification

Executive Director Allegra Willhite presented the TSCC staff recommendations. She publicly extended a formal thank-you to the Portland Public Schools budget and finance team, and noted that TSCC staff noticed the extensive work and fine-tuning that went into the budget process this year. She specifically commended the district's continuous process improvements and thoughtful public outreach strategies discussed during the hearing.

She reported that TSCC staff reviewed the proposed budget and found the budget estimates to be reasonable for the purposes stated and in substantial compliance with Oregon Local Budget Law. She concluded by stating that TSCC staff suggested no recommendations or objections to the Portland Public Schools fiscal year 2026-27 approved budget.

Vote to Certify

- A motion was made by Chair Matt Donahue to authorize the commission to sign the certification letter as recommended by staff.
- Vice Chair Moore seconded the motion.
- All commissioners present voted "Aye".
- Portland Public School's 2026-27 approved budget was certified by the TSCC.

There being no other business, Chair Matt Donahue closed the meeting.