

DALLAS SCHOOL DISTRICT NO. 2
LRFP/FINANCE JOINT COMMITTEE MEETING MINUTES

Thursday January 15, 2026 at 5:30 p.m.
Lyle Elementary School Staff Lounge

Present: Rob Oglivie, Christy Perry, Jeffrey Hernandez, Robert Spivey, Lydia Hodge, Trista Girt, Tami Larson, Sara LeRoy, Kelli McGuire, Bob Archer

Absent: Michael McCollum, Tyler Ferrari, Emma Jackson, Austin Markee, Ed Dressel, Wendy Latta, Stephen Burroughs, Tyler Lalack

Guests: Pam Lybarger, Reed Langdon

Called to order at 5:30 p.m. by Chair Jeffrey Hernandez

1.0 Welcome and Introductions

2.0 Approval of the January 15, 2026 Agenda: Motion by Robert Spivey, seconded by Lydia Hodge.

3.0 Approval of the December 18, 2025 Minutes: Motion by Robert Spivey, seconded by Lydia Hodge.

4.0 Lyle Elementary School Principal Tour:

A school tour was led by Principal Reed Langdon. The discussion centers on a walkthrough and evaluation of the older elementary school building, emphasizing its strong maintenance, functional adaptability, and overall condition. Originally built in 1949, the facility has been well cared for, with recent upgrades including new LED lighting, drop ceilings, carpet, fire alarms, intercoms, cameras, roof replacements, and exterior repainting, all contributing to a high-quality learning environment despite the building's age.

The group reviewed how existing spaces are used and how they could be reconfigured to address changing needs, such as converting non-instructional or specialized rooms into classrooms if enrollment or programming demands increase. While modular classrooms are available and functional, space planning would require careful consideration of class sizes and the impact on specialized programs (e.g., special education, behavioral support, ELD, and therapy spaces), each of which serves specific student needs.

Accessibility was identified as a challenge, particularly for lower-level spaces, as the building lacks elevators or lifts. While workarounds exist, they are not ideal. Building systems were also discussed, with HVAC noted as the primary long-term concern due to aging equipment and limited air conditioning, which is largely unavailable except in select district buildings.

Overall, the building is viewed as a well-maintained, flexible, and effective educational facility, with staff care and thoughtful upgrades playing a key role in extending its usability. Future planning will need to balance space flexibility, accessibility, and major system upgrades while preserving support services essential to student care.

5.0 Staff Reports

5.1 Pam Lybarger, the district's Special Education Director presented a Special Education program report. This presentation provides an overview of the district's special education programs, the students served, and how facilities and space design support legally required services. Special education in the district serves a wide range of students—approximately 17% of the student population (about 480 students)—with needs ranging from mild, short-term supports (e.g., speech services) to intensive, medically fragile and functional life-skills programming. Services are driven by individualized education

plans (IEPs), which are developed first and then supported through appropriate programs, staffing, and facilities, not the reverse.

The district is legally required to provide a continuum of services and a free and appropriate public education (FAPE) to all students, regardless of disability severity. Rather than assigning students to predetermined spaces, the district adapts facilities and systems to meet individual needs. Key principles guiding space design include **access, dignity, regulation, and belonging**, ensuring students can learn safely, privately, and inclusively within the school community.

Special education spaces support multiple program types, including Educational Resource Centers (ERC), Structured Learning Programs (SLP/behavior), Developmental Learning Centers (DLC/life skills), sensory and personal learning environments (PLE), and post-high school transition services. Each program has distinct spatial needs related to safety, regulation, mobility, storage, medical equipment, and access to related services such as speech, occupational therapy, physical therapy, and evaluations. Adequate storage, proximity to restrooms, and flexible small-group or one-on-one spaces are critical to effective and safe service delivery.

Facility maps across elementary, middle, and high school buildings demonstrate that the district currently maintains a strong and flexible “Cadillac” model of special education space. While services could be consolidated if necessary, doing so would reduce effectiveness and student dignity. The current footprint is considered one of the strongest the presenter has seen in nearly 30 years across multiple districts. The district has capacity to serve additional students within existing facilities, with only minor scheduling or shared-space adjustments if enrollment increases.

Looking ahead, the greatest emerging need is expanded and rethought behavioral support. Post-COVID student needs have shifted, requiring more flexible, respectful, and dignified approaches to behavioral services that maintain safety while minimizing disruption to the broader learning environment. Overall, the district’s facilities are well-positioned to support current and future special education needs, with thoughtful space design playing a critical role in student success.

5.2 Christy Perry presented a building capacity update. The committee discussed district-wide classroom capacity, emphasizing a realistic and conservative assessment of available space that would not harm student programs. Most schools are currently under-enrolled relative to their physical capacity, with varying degrees of flexibility: some buildings could repurpose several classrooms with minimal impact, while others are more constrained. These estimates are intended for planning purposes only, not as immediate recommendations for consolidation.

6.0 Discussion

The discussion also explored strategic uses of excess space, including expanding preschool programs, enhancing behavioral health services, and potentially leasing space to external partners. Members noted that closing schools offers limited financial benefit and creates challenges around building reuse, community access, and regulatory requirements. Overall, the conversation focused on gathering information to support thoughtful, long-term decision-making, rather than signaling near-term changes, and highlighted opportunities to better align available space with evolving student and community needs.

7.0 Public Comment

There was no public comment.

8.0 Reports/Recommendations to Board

The discussion focused on potential reports or recommendations to share with the school board. No immediate items were identified, with the group agreeing to wait for the upcoming enrollment study, expected by the February meeting. Once that data is available, the committee can revisit topics such as the viability of pre-K programs and major support options, which may inform future decisions if current plans do not proceed as anticipated.

9.0 Future Agenda Items

The committee discussed future agenda items, prioritizing a follow-up on the enrollment study and financial projections. Plans were made for school site visits, starting with Oakdale as a smaller, at-capacity school, followed by the high school in a later meeting. Adjustments to meeting timing were considered to allow for thorough tours and discussion of related reports, such as the modular report. The committee emphasized the value of these visits for observing school facilities and recognizing staff efforts.

10.0 Adjourn at 7:00 pm: Motion by Lydia Hodge, seconded by Robert Spivey.

Proposed 2025-26 Proposed Meeting Schedule

February 19, 2026

March 19, 2026