

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

Thursday March 19, 2026 at 5:30 p.m.
District Office Board Room

Present: Rob Ogilvie, Christy Perry, Emma Jackson, Lydia Hodge, Tami Larson, Sara LeRoy, Bob Archer, Tyler Ferrari, Wendy Latta, Stephen Burroughs

Absent: Michael McCollum, Jeffrey Hernandez, Robert Spivey, Trista Girt, Kelli McGuire, Tyler LaLack, Ed Dressel, Austin Markee,

Called to order at 5:30 p.m. by Vice Chair Emma Jackson

1.0 Welcome and Introductions

2.0 Approval of the March 19, 2026 Agenda:

3.0 Approval of the January 15, 2026 Minutes:

4.0 Guest Report – Marlene Gillis & Megan Baker-Wilmes from Soderstrom Architects:

4.1 Woolpert Enrollment Projections: The presentation provides an overview of a school district demographic and enrollment study, focusing on historical trends and 10-year projections.

- **Enrollment Trends:** Over the past decade (since ~2016), student enrollment has shown a gradual decline, with a sharper drop during COVID-19. Projections for the next 10 years include low, medium, high, and a “recommended” scenario (slightly below the high estimate). The recommended forecast anticipates a **decline of ~350 students (~14%)**, representing a significant reduction in district enrollment.
- **Grade-Level Impacts:** Declines are uneven across grade levels. Early grades (K–3) show relatively small decreases, while **high school grades (9–12)** are expected to see the largest drop (over 200 students), indicating future pressure on upper-grade enrollment.
- **Methodology:** Projections are based on the **cohort survival method**, tracking students from birth through graduation. Key inputs include:
 - Birth rates
 - Housing development and building permits
 - Population trends
 - Historical enrollment patternsAdditional considerations include housing type (e.g., family-sized units) and timing of when new residents’ children enter the school system.
- **Uncertain Factors:** Charter, online, and homeschool enrollments are tracked but **not projected** due to variability. Forecasts also involve uncertainty, as prior studies slightly overestimated enrollment and could not account for disruptions like COVID-19.
- **Regional Comparison:** Declining enrollment is common across many Oregon districts, though the magnitude varies. This district’s projected **14% decline is relatively steep** compared to others (e.g., ~6% in some nearby areas). A few districts show growth, likely due to local factors such as industry, healthcare presence, or housing development.
- **Key Insight:** Enrollment changes are highly localized and influenced by economic conditions, housing patterns, and community characteristics. While the methodology is robust, projections remain partly uncertain and should be interpreted as informed estimates rather than precise predictions.

Overall, the district should prepare for a notable enrollment decline, particularly at higher grade levels, while recognizing that demographic shifts and development trends may alter outcomes.

4.2 Capacity Review: The discussion centers on using demographic data and planning assumptions to estimate school capacity and guide long-term facility decisions. Capacity is calculated based on idealized conditions—assuming full classroom utilization, standardized class sizes, and consistent use of all instructional spaces—resulting in a theoretical maximum that often exceeds real-world conditions.

Participants raised concerns about data accuracy, inconsistencies between reports, and subjective assumptions (e.g., what counts as a classroom, utilization rates, and class size targets). Adjustments to these assumptions—such as reducing class sizes or excluding certain spaces—can significantly lower capacity estimates.

Key insights include:

- The district is currently operating well below capacity (around mid-50% range), with projections declining further to under 50% by 2035.
- Enrollment trends suggest declining student populations at middle and high school levels, while elementary enrollment remains relatively stable.
- There is excess space across schools, particularly at the secondary level, but limited flexibility at elementary schools where class sizes and program needs are more sensitive.
- Capacity planning must balance aspirational goals (smaller class sizes, specialized programs) with financial and operational realities.

The conversation also highlights broader strategic considerations:

- Whether to consolidate schools, repurpose underutilized space, or invest in program enhancements.
- The importance of aligning facilities with desired educational programs (e.g., CTE, performing arts, special education).
- Uncertainty in enrollment projections due to variables like housing development and declining birth rates.

Overall, the capacity analysis is an initial planning tool—not a definitive measure—and will require refinement. The district’s next steps involve validating assumptions, exploring scenarios (e.g., consolidation vs. reinvestment), and aligning facility decisions with long-term educational priorities.

5.0 Staff Reports –

5.1 Budget and Financial Update -Tami Larson provided a brief update of current financial status as well as consideration for future budget planning and impact of enrollment decline.

5.2 Update on Special Projects – This report was tabled for the next meeting due to lack of time.

6.0 Discussion – There was a short discussion related to future topics, none were immediately identified.

7.0 Public Comment - There was no public comment.

8.0 Reports/Recommendations to Board – None at this time.

9.0 Future Agenda Items – None were identified.

10.0 Adjourn at 7:00 pm: Meeting adjourned at 7:00 PM

Proposed 2025-26 Proposed Meeting Schedule

April 16, 2026, May 21, 2026