

What question do you have for the school board and district leadership about possible school closures/consolidations?

The following are answers to an online questionnaire where respondents were asked to submit a question on possible OSD school closures or consolidations. The question, "What question do you have for the school board and district leadership about possible school closures/consolidations?", is listed at the top of the document in blue followed by all open-ended answers received. The questions have not been edited for spelling or punctuation, nor have questions been removed that were submitted more than once. For publication on our website, references that identify, or by the nature of the reference could lead to the identification of the respondent, and/or profanity, have been removed and noted in brackets.

What will happen to the buildings that close?

The programs at ORLA and Lincoln are essential for students who won't be able to thrive in a traditional classroom setting. How are you going to help these students continue to thrive instead of having many of them leave the district in favor of homeschooling?

Has the board considered the equity implications of closing small schools? Transportation? Rural equity? For a district that puts an emphasis on equity, these issues appear to be a massive oversight.

What can we be doing at the state level to advocate for OSD? For example, I believe in the power of small schools. If the state is pushing a large school only agenda, is that something we can help shift? Not to mention the issues with special education funding...

If there are school closures when do they plan to take place?

Please do not eliminate the JAMS Program. This is really the only reason we have not pulled our child out of OSD and sent them to private school. If middle schools are consolidated will the JAMS Program still exist?

Why was the district working with the city to open up a new middle school at the Yelm Spooner Berry location (with soccer fields and community park) recently due to crowded schools and not even 2 years later talking about closing down middle schools to consolidate??? This makes no sense to me and I am very concerned with the board's planning of our resources. At least withdrawal from the Yelm soccer fields and community park AND use the schools that already exist and important to our community.

Would you consider the possibility of starting this process in a measured way by closing the smallest elementary school on the east side of town, and the smallest elementary school on the west side of town? This would begin to address the declining enrollment where it is most pronounced – at the elementary level - thereby having the most impact where it is most needed and least disruptive to secondary schools, which are not yet feeling as fully the effects of this decline.

Instead of putting choice programs on the chopping block, especially when many of them have waiting lists, can we look at ways to provide more similar opportunities in neighborhood schools, with more sustained funding from the district, rather than relying on the parent orgs to do the bulk of the fundraising? Perhaps we'd see less interest in leaving neighborhood schools if there were opportunities for holistic, theme & community based learning in more buildings.

Has Olympia School District reached out to its neighboring school districts to see if an adjustment of district boundaries would better serve the students?

Has Olympia School District discussed potential property value changes with the Thurston County Assessor which will be an inevitable result of school closures?

How will the School Board make sure that all special programs, like the JAMS program at Jefferson Middle School, will continue if a school closure/consolidation happens?

How is closing schools the first option? There should be a hard look at administrative bloat or programs with excessive overhead. Closing schools and forcing people to commute longer distances should be the last resort. What about kids who walk or ride bikes to school who are now going to spend a long trip to an out of area school? What about parents who don't have cars and strategically moved near schools so that they can pick up their kids when sick or similar who would now have no convenient means of doing so? If you are now bussing entire schools populations to other areas your also going to have a massive increase in bus needs, more drivers, more busses, increased fuel costs, etc. It sounds like you would rather inconvenience every family in those areas that take a harder look at yourselves. If there is no solution that doesnt involve either a budget increase or a closure, give the population a chance to vote on in in the general elections where a Yes vote increases taxes to keep the schools open, and a no vote closes the schools. This should be a public discussion not ad admin back end deal to decide the fate of hundreds or thousands of families.

I REALLY liked the preschool idea that was discussed during the work session, but didn't realize it wasn't funded at the state level. What can we do to make a change here? This seems like a great opportunity. For example, Madison already has a program. If it were expanded to utilize the whole building and the k-5 students were moved to Roosevelt and Lincoln, there would be amazing opportunities to partner with Avanti at the preschool.

Has there been any data collected from families inside of OSD who have chosen to homeschool, private school, or go out of district? Why did they choose that educational pathway for their children vs enrolling in OSD? That might be more helpful to find solutions vs closing schools. How do we retain and attract families back into OSD who already live here?

What question do you have for the school board and district leadership about possible school closures/consolidations?

A balance between costs, achievement, social, and political considerations must be maintained as OSD explores the impact of consolidation.

Questions and concerns that need to be asked and addressed are ...

1. Is it more cost effective to reduce the need for more duplication in administration, transportation, and other services, and the affect this has on student performance and identity;
2. And, or is the idea that joining together provides for more opportunities for students;
3. And, or is this OSD push for consolidation designed to serve a public relations purpose during economic difficulties, based on claims that cannot be supported solely by data?

Thank you.

How will school closures affect class size at the schools not being closed. What will the school service area boundaries look like?

I am a substitute teacher at OSD, moved here from further north and intend to guest teach in the area until something opens up in Thurston county (all districts). Knowing which high schools will be impacted will be valuable for me to know so I can concentrate on building relationships and integrating into the community at the schools I can rely on to be there in the future. Are any of the high schools expected to be impacted and to what extent? [Name removed]

I heard that McLane's maximum capacity was estimated to be at 570 kiddos so the school would have no problem adding 150+ students from LP Brown. The school is just over 400 and cannot accommodate that many more. Is the plan to create classroom space in the library, gym, and special ed room? If so, this is an unacceptable tradeoff. Related, I heard there were already classes taking place on the theater stage of Marshall due to lack of classroom space. I fear the school board is not correctly estimating the capacity of the current school and simply trying to cram as many kids as possible to lower the cost per kid.

If Reeves Middle School is closed, how would students living north of I-5 (the Eastside and NE neighborhoods) safely walk or bike to school? There are only two roads that cross over I-5, Boulevard and Eastside. Although there are bike lanes on these roads, cars drive more quickly on both roads than is safe for student bikers (frequently 35mph on Boulevard). Additionally, sidewalks are intermittent which would leave students walking on the road shoulder of two busy roads. We'd like to encourage students to walk or bike to school for their health and environmental health.

Why are you talking about declining enrollment when state, county, and city projections show significant future population increases within the Olympia West Side area? Why isn't specific data regarding projections, closure financial savings, etc. being made public? Why is Jefferson Middle School (a Title 1 school) being targeted for closure when Reeves has a much smaller student population? Why did the district spend thousands of dollars to hire a consulting firm? Why does the district still own undeveloped land?

What is the sustainable financial plan for this project and has an oversight team been assembled to limit the rampant, ongoing financial irresponsibility? Does this plan have a financial support window that will be renewed and what guarantees are you providing the community?

If you were to move forward with moving/closing/consolidating the Lincoln options program, how would you offer a comparable learning environment (including physical space) for my daughter who has an IEP for social/emotional support and would not thrive in a traditional school environment even with special ed support? Lincoln's program meets a unique need in the education system and without it students like my daughter will not be successful.

With general growth to the PNW in general, what metrics are you using to confirm that enrollment will not increase sometime in the future? And, given that the savings of school closures are modest relative to the entire budget, is such a drastic action necessary? If will consolidation and closures will undoubtedly increase class sizes.

In the event, Jefferson Middle School is closed or consolidated, what will be next steps for the JAMS program and the students who are in JAMS right now?

I am deeply concerned these students will be overlooked and lose out on the opportunities of the JAMS program if the board decides to shut down this very valuable program.

If alternative programs lose funding and enrollment ability in the event of a consolidation; how will the district then address the already existing extreme deficit of SPED services across OSD, which will then be even worse? How will OSD address the worsening SPED funding deficit, shortage of SPED educators, and the stigma faced by neurodivergent students being lumped as "behavioral problems" while falling through the cracks in an overburdened underfunded system?

Why not pull the band aide off and start consolidating the smaller elementary schools? This way families have time to plan and adjust. It's unfortunate, but makes the most financial sense. Especially if it allows the district to maintain services and extra curricular activities for ALL students.

The enrollment decline currently (only down 360 students from 2016-17) does not justify closing multiple schools right now. Why are you proposing to close 3-4 schools now when enrollment will only be down by 1000 students in 10 years? Based on the enrollment data, it would make more sense to close one school right now and wait to close other schools in the future if needed.

Why are school closures the only option being proposed to close the budget deficit? What other options has the district considered for cutting costs?

If Jefferson were to close, how would you find room for students at Marshall when they are already using the stage as a classroom and are using portable classrooms?

If 6th graders were to stay at the elementary, I fear that the music programs would be negatively affected due to 6th graders not getting band and orchestra as a class every day.

Where is the budget deficit coming from? The public budget shows no deficit. Why is the district not making incremental spending adjustments so that we don't end up with multi million dollar budget deficits?

What will happen to the JAMS program if Jefferson is closed?

What question do you have for the school board and district leadership about possible school closures/consolidations?

How will H-Connect and the middle school programs at ORLA be affected?

Many parents are not enrolling and/or removing their students from Olympia School district because of the overreach of teaching young children about sexual identities, CRT and similar ideologies as well as many other liberal ideologies parents do not agree with or would like to teach their kids about - NOT a teacher. Have you addressed this very serious problem? My teenage son is told to check his white privilege at the door in one of his classes and his teacher will not call on him in class. This is one of MANY examples. If he wasn't graduating this year we would have pulled him out of OSD like many other parents. If you aren't BIPOC or have an alternative sexual identity in the Olympia school district you are treated as less than or have too much privilege. Your low enrollment problems are just beginning if you continue on this path.

Will you consider an alternative analysis conducted by a different consultancy? The assertion that our population and subsequent enrollment numbers will decline over the next several years seems intuitively and demonstrably false given our area's significant growth in the recent past. Closing schools (which is literally the very last thing that should be considered when trying to save money) is simply too consequential of a decision to rely solely on the perspective of a single group that has no vested interest in the community that will be impacted, and an inverse incentive to provide "actionable" information to the district's budget team. If a doctor told me I needed to amputate my leg I sure as [expletive] would get a second opinion and do research of my own before heading to surgery; Olympia families deserve - and in fact demand - that we pump the brakes and take the time to think a little more thoroughly about this before we make a huge mistake.

If we are combining schools on the westside, why are we leaving elite 1 track schools open? Is it because those parents shouted the loudest and were able to get their needs met?

Really I'd like to see all the elementary schools be at the same size. We have an issue where the parents with wealth and position can lobby for what they think is best for their kids. While schools that serve populations with higher poverty where parents are struggling and don't advocate like their more educated wealthier counterparts. Make it the same. Make it the same make it the same. Change is hard. Make a decision and stick with it.

Really, if we are closing schools, let's close Capital and just run one high school. At least everyone would get the same resources at one school for their final 4 years.

I'm really really tired of hearing of the 3 million budget crisis when we pay our superintendent so much and at the district office hires their friends into big ticket paychecks when they have few skills to actually do the job. The level of pay for Admin needs to be looked at.

Perhaps rather than the 2 million dollar settlements for a single sped student who don't get their needs met, we could serve students the way our district used to with students needs coming first. I'm embarrassed by the choices of this district.

How are you going to accommodate the homeschool children that don't thrive in a typical school environment but do in small scale classes ORLA has to offer if you close the current partnership program? Most if not all families will 100% homeschool and join/start coops instead of enrolling unless a robust program is started that's more than kids taking part time classes in local schools. I'm assuming there's no money for that, so what do you propose to these families and why do you think they will all automatically enroll in their local public school?

How will H-Connect and the middle school programs at ORLA be affected?

Have you considered merging Madison Elementary into McKenny to save costs and maximize unused McKenny space amid adjacent districts (as opposed to merely closing McKenny)?

Will you consider an alternative analysis conducted by a different consultancy? The assertion that our population and subsequent enrollment numbers will decline over the next several years seems intuitively and demonstrably false given our area's significant growth in the recent past. Closing schools (which is literally the very last thing that should be considered when trying to save money) is simply too consequential of a decision to rely solely on the perspective of a single group that has no vested interest in the community that will be impacted, and an inverse incentive to provide "actionable" information to the district's budget team. If a doctor told me I needed to amputate my leg I sure as [expletive] would get a second opinion and do research of my own before heading to surgery; Olympia families deserve - and in fact demand - that we pump the brakes and take the time to think a little more thoroughly about this before we make a huge mistake.

Is WA Middle already at capacity? If not how many could be added while keeping the same classroom size quality and not decreasing my kids' education?

Have you done an internal audit to find out how all money is currently being spent and how that compares to what might be saved? Have you compared the total cost of closing with the cost of combining schools? I heard that the efficiency guy confused McKenny with Madison when he recommended McKenny be closed? Why would you close schools but build new buildings at other schools to house those kids? Why would you close schools but send admin to the district office? It was very apparent that there are major inequities across the district when the Lincoln families spoke about what they gave while other schools struggle to have enough paper. How can you fix that? Don't you think that it's a conflict of interest to have school board members whose kids go to alternative schools making the vote for all kids in the district?

What would consolidation of the options alternative programs look like? What school or schools would they be located in? Do any of the possible schools actually have the capacity to hold all of those programs? Thank you for digging into this. I know it is hard work, and there are no easy answers. If there is a way to save the alternative programs, and have Lincoln continue to be where it is, it would be greatly appreciated. There are so many needs that these programs meet for students who may not thrive in a more traditional setting. - [name removed]

What question do you have for the school board and district leadership about possible school closures/consolidations?

Why are we spending money on special programs like JAMS, CSI, & Lincoln? These programs should be eliminated and students should go back to their neighborhood schools. It is not fair for the majority of students that some students get to do these and thus hurt enrollment in the local neighborhood school. These special programs are not mandated by the state, cost money, and seriously skew your numbers for many of your so called small schools.

Also, why is our district office so large? Keep the cuts as far away from kids as possible, cut the upper level management, cut the Teaching & Learning department. We had good schools before that was created and this expansion at the district office level the past 10 years is a waste of taxpayer dollars with no real benefit to students and teachers.

We want to combine brown to Hansen? Do you not know how bad it is at Hansen right now? Kids are running from the school and the police are being called. Sounds like a great choice!

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Why isn't the district looking at selling property, like the John Roger's property, to make up for this deficit and give time to make other changes since it's such a small percent of the budget?

Why isn't the district being proactive about working with the city to create more affordable housing to attract families to our district? Couldn't we partner to use vacant properties to build affordable housing?

How will Avanti be impacted? This is the first school that has worked for my child since the 4th grade. Please don't get rid of alternative programs like this one.

Is there an option to bring back 6th grade to elementary school and 9th grade back into middle school (junior high)? I think that would help enrollment and education and the students socially.

How will you keep students safe in campuses with portable classrooms?

How will you respond to next pandemic with increased school sizes?

How will you address time and flow of traffic increases at school drop off and pick up times given increase in population?

How will you maintain class sizes so students aren't just a number?

How will you work to secure funding for increased SPED population?

How will you attract homeschoolers and others to OSD with increased class sizes?

How will you ensure teachers have the classrooms and materials they need to maintain Montessori curriculum?

What are you doing to increase revenue other than cuts to impact students directly?

How will you prevent bullying and provide appropriate social emotional learning in crowded schools?

Can you assure this won't decrease quality of OSD curriculum given taxpayers are paying the same quantity?

Are you able to confidently assert OSD will remain top in the state for quality schools?

Why close centrally located Jefferson when Marshall is not on a bus line and lacks sidewalks and streetlights on the roads to town?

Why don't we first thoughtfully expand schools, and then consolidate? That would provide an opportunity for productive discourse and potential for improvement in school environments. Families may currently be upset because they feel like they're being treated as leftovers. Like we're squishing more students into already overburdened classes. Leaving comfortable for "better" would be an easier pill to swallow. And having the larger campuses would pay for itself with cost savings over time.

Why are you not looking at the population growth that will be happening and is happening and redistribute the schools? Why would you close the only close elementary and middle school to us? And lastly - stop allowing Tumwater to have Olympia transfers. That entire section by airport needs to be reviewed.

If some schools consolidate and result in larger schools, are there some educational or social-emotional learning benefits students could get for attending a larger elementary or middle school than they might be attending now?

How far in advance might we receive notification that our school may be near closure? Would this be in the middle of a school year or would the year run its course? How will overcrowding be addressed in schools that will receive new students from schools that have closed, specifically large class sizes and access to a variety of elective options for the middle school age?

How much will the increased transportation costs and student time lost cost? The student time lost is immeasurable, but how much time would that be?

And does the district has stable, reliable transportation?

What is the FPL % of the schools considered for consolidation, and how do they compare to FPI % averages for the district?

If the district did not pursue consolidation, what would they cut instead?

If we did not balance the budget with school consolidation, how many staff would we need to cut at larger schools to subsidize smaller schools?

What elementary and middle school size is used in the state's proto-typical school formula and how do those size assumptions compare to our schools?

What are the net savings per student for closing a smaller school like Boston Harbir?

How will this impact class size for the schools remaining open? How will this affect enrichment activities like music and art? What are the solutions being implemented in other regions? And which of these solutions are maintaining or improving the quality of education?

What question do you have for the school board and district leadership about possible school closures/consolidations?

This question I have also addresses real concerns that happen frequently.

With school closures being talked about what happens to the paras and other school staff affected? Will paras at the highschool be laid off so those with seniority stay? Or will existing contracts with staff at non closing schools be honored.

As seniority is important its also important to keep staff the way it is. Such as lifeskills. The kids in the lifeskills program need extra help and it doesnt help their daily routines when people who dont personally know our kids or goals change out staff. Ive personally whitnessed the higher levels change staffing which makes the Legal requirement for data on IEPs difficult because you have to train someone new during the school year. It also puts the staff at risk too. Kids with behavioral issues cant adapt as fast as Gen ed kids can when a new person is placed with them. And most of us do this job because we love helping others.. not because it pays good. Other districts pays paras 20k a year when other districts pay 40k for the same kind of work in washington state.

What is the plan for closed buildings?

Is it possible that the data you are relying on about future enrollment is inaccurate? Can you share what other data you are considering about population projections? With climate change, the beauty of our state, Washington's economy, and policies that support human well being, many people are moving to Washington Stare and Thurston County and Olympia. There is a housing shortage. Real estate continues to be relatively hot in Thurston County.

The consultant hired by Murphy and the board to inform their decision to address projected budget shortfalls, based on only partially informed ,and potentially skewed and flawed data on future enrollment trends, has a school closing agenda and record. This gives the impression that Murphy and the board also have a school closing agenda. The community does not want any Olympia School to close. What other alternative scenarios are being considered besides school closure? How is closing schools going to save money? Show us the numbers and detailed plan showing the savings and the impacts to students like longer bus rides, new bus riders that currently don't have to ride a bus, how are marginalized kids and families being impacted? Is it equitable? How many portables will be added and what is the cost and sustainability of something like that?

Has the board and Murphy considered any other savings plan besides school closures like selling the Knox administrative building? That could generate significant funds and reduce expenditures. The administration can work in portables or empty classrooms at existing schools. If portables and classrooms are good enough for kids they're good enough for any OSD employee. Or they can telecommute and work from home.

Have you considered OSD superintendent salary as a potential place to save money over school closures? According to govesalaries.com Patrick Murphy is overpaid as illustrated below from their webpage info:

Patrick Murphy Overview

Patrick Murphy in 2021 was employed at Olympia School District and had an annual salary of \$249,033 according to public records. This salary was 313 percent higher than the average and 333 percent higher than the median salary in Olympia School District.

According to the public records from 2021, Patrick Murphy's job title was Superintendent. Patrick's salary was 39 percent higher than average salary for this job in Washington State.

How will school closures impact rural families at Boston Harbor and already marginalize communities served by Olympia's West side Title 1 schools that are all high on the superintendent and boards proposed school closure plan? There are equity issues there. How will bussing impact these kids and families. Data show that poor and kids of color have better successes in smaller schools. Has the board and Murphy considered the disproportionate negative impacts that are inevitable for poor, kids and families of color, otherwise marginalized communities, and Olympia's rural community served by Boston Harbor. Has the district considered that many families most impacted by school closures are not even aware of this discussion going on around school closures and the disproportionate impact to them because they lack resources like access to the internet/computer/smart phone, and face other barriers like low income/language proficiency/and lack of education for the adult care givers.

Does the board and superintendent recognize the intangible and intrinsic values of small schools? At all OSD schools the administrators, food service staff, facilities employees, nurses, and of course the teachers know EVERY student by name. No child is a "nobody". Each child's individual needs are observed and even extending beyond the child to their families. These things are lost in large schools. These are the things that grow healthy children and community and the future of our civilization. And also data shows small school better support kids of color and poor kids. OSD currently contributes positively to these factors with our current small school structure. Has the board and superintendent considered the impact of losing our small schools for a large school model? Please show us the analysts you have considered on the pros and cons of small vs large school models that consider all the other things besides just budget.

What does bussing look like with each of the proposed school closures? How much will it cost compared to current transportation costs? How much longer may some kids commutes become and is that legal or moral? How many new bus riders will there be for kids who can currently walk or bike to school or live close enough to be driven by a caregiver and does that disproportionately affect low income/kids of color/rural kids like at our title 1 schools or Boston Harbor?

What are the facilities costs associated with closing schools? How much will need to be spent on the schools that will receive all the displaced kids to add capacity? Will there be a bunch is new portables at the receiving schools? And how much does that cost and is that a sustainable school model to have overcrowded schools with permanent portables as a solution?

What question do you have for the school board and district leadership about possible school closures/consolidations?

Does school closure mean that OSD will sell the closed schools to generate revenue? If so does that open the potential for charter schools to open and pull more students out of OSD? The very problem that is apparently trying to be addressed with school closures (the projected lower enrollment issue)? Has the board and superintendent considered closing and selling the Knox building over any schools? That building should be at the top of the closure list over any school.

Why is the district not presenting budget options that do not close schools, for consideration by the community?

Why is district boundary optimization not being considered?

Why is the district not considering cuts to indirect services/positions (i.e. those that don't provide a direct service to students) in lieu of consolidation?

Has an outside group looked at cutting employees at the district level. How many would need to be cut to cover the budget shortfall?

Will school closures eliminate/reduce the hConnect program at ORLA?

Are those real numbers you received? Every classroom is over capacity at Pioneer Elementary. I suggest getting another numbers review. We're already underserved and underfunded and you are not advocating for better education. Your job is to protect students and teachers.

What question do you have for the school board and district leadership about possible school closures/consolidations?

To the OSD School Board Directors and Superintendent. Thank you for making this opportunity available.

I have five questions for you to consider addressing on Thursday, December 7th.

Question #1: Why wouldn't you choose to prioritize investment in a Title 1 school surrounded by nature as a legacy of this School Board and Superintendent instead of leaving a legacy of continued underinvestment in a low-income, high-performing student body and its community?

Background: LP Brown Elementary continues to be favored for closure with many who listened in and attending the Nov 30th working session believing Superintendent Murphy's preference is to close LP Brown. As a majority white board the optics suggest continued systemic racism is at work undermining our diverse study body.

LP Brown is a Title 1 school with ~60% of its student body considered low-income and has one of the highest rates of free and reduced lunches in the district. The School District has continued to underinvest in the physical structure of the building offering instead that we will need to wait for future years in order to access capital needed to improve the structure itself. LP Brown enrollment continues to increase with recent numbers at 326 students. The campus includes old growth cedar, tremendous space for the children to run around in nature, and a wetland that has received funding for further restoration. There is a strong community supporting LP Brown administration and students. What an incredible opportunity to invest today with the capital you have available today to improve the physical structure and operational performance of the building itself, which will save money and demonstrate to our students and community that you value diversity.

Question #2: Why not leave it to the administrative staff whether they would be willing to take a pay reduction or forgo the 2024 3.2% COLA increase in favor of saving the programs that could be cut at our elementary and middle schools? Further, why not leave it to the parents and administration at each school to determine which programs they would like to retain and which ones they would be willing to eliminate in order to keep the schools open and communities intact? Presently there are only two Directors who have children in the OSD public school system yet many of the administrative staff and all of the parents have children in the school system. Rather than decide for us, allow us all to decide for ourselves. For example, if you were to give all (not just those that the consultant identified, but all of the schools) elementary and middle school staff and parents a task to eliminate \$100K from each school - focused on those items that weren't required by state law - I believe we could do it. But this would need to include every school and not just those that were cherry-picked by the consultant.

Question #3: Why would the School Board Directors and Superintendent ask questions of Shannon Bingham that he is grossly unqualified to answer instead of asking bonafide and credible experts to provide input in between sessions or to be present at these working sessions to ensure these important questions benefit from someone with the requisite expertise?

Background: My Ph.D. is in psychology, research and evaluation methodology from the College of Education and I led the Paul G. Allen Family Foundation for which I had responsibility for our National education portfolio. Further, I was trained in my psychology undergraduate degree by former Federal Congressman Brian Baird (WA-3rd) who always said that as a psychologist you have a moral and ethical duty to only answer questions for which you bring experience and expertise.

I was dismayed and very concerned that during the November 30th working session the School Board Directors and Superintendent entertained answers to important questions that were directed to and answered by the consultant Shannon Bingham. Mr. Bingham brings experience working with school districts to evaluate data that answers questions regarding which schools should be closed and which should be consolidated. He does not bring any experience or credentials in student mental health - of any age group nor is he considered an expert in the impacts to students and their families resulting from school closures and consolidations. Furthermore, it appears that he recommended middle school options that have no educational performance basis or is a topic for which he would be considered as a national speaker/expert. The OSD School Board, Superintendent, and our students and communities deserve better.

Question #4: What options have you considered to date and which options will you begin to consider to receive funding from philanthropic sources such as high net worth individuals and foundations focused on education and short-term low or zero interest loans?

Similar to what the Seattle School District is doing to buy more time to assess the enrollment projections and further engage their community, these sources of funding could be very useful to determine if the Thurston Regional Planning Council population growth estimates are accurate, which are in contrast to the analytics provided by the consultant.

Question #5: Why aren't boundary adjustments on the table as an option to consider?

What size elementary schools are you aiming for with this consolidation? The prototypical state funding model is 400 students for k-6 (comes out to about 342 if adjust for our k-5 schools). Patrick Murphy's message in the Spotlight on Success indicates that 300 may be a target number for our schools. The consolidation scenarios are creating some elementary schools with 500+, while still retaining others around 200.

Have you assessed how many portable buildings would be needed for each scenario? The addendum to Shannon Bingham's written report shows that Marshall MS would need 6 portable buildings in order to house Jefferson's students.

The cost to move 6 used buildings is estimated \$1million. There is a laundry list of other costs that are not estimated.

Each scenario has the potential to incur this type of cost at multiple locations - it may negate any potential savings for at least the first year. The projected deficit is largest for the next school year, then goes to nearly zero for the following years. How could OSD afford this type of large scale reconfiguration?

What question do you have for the school board and district leadership about possible school closures/consolidations?

How will class size be affected by school consolidations? The community would naturally expect that OSD would use savings to restore smaller class sizes after last year's budget cuts. However, I do not hear administration or the board talking about class size as a factor. In fact there is speculation that class sizes will be even larger at the remaining schools.

Currently, sixth graders in the district have opportunities for electives and extracurriculars that are not available or feasible to implement in an elementary setting. In the event that sixth grade was brought back to the elementary level, what steps would be taken to continue to provide the same level of services to these students?

ORLA houses 3 separate programs, creating an easily divisible student population. Have you considered dividing these programs and placing each of them into 3 separate neighborhood schools that currently have space? The programs could still exist as-is in a shared-building situation. At first glance, I see that the Montessori program has 195 students, and Pioneer elementary currently has enough available capacity to fit that amount of students. If the whole Montessori program could fit into Pioneer's mini-building, this would create an easy way to share a campus.

How will my child receive hicap services/ accelerated math and science if Jefferson Middle School is closed?

Have you considered the use of fractional contracts for non-student facing positions (HR, PR, Business Office, Info systems staff, directors/supervisors, clerical, and other district-wide support positions)?

Or a simple 4.0 or 4.5 day work week for administrative staff? Offering 0.9 or 0.8 FTE positions to existing staff, and hiring new staff with those terms may save money over time as enrollment declines, and avoid the need for school closures.

Alternate proposal: all "elementary" schools K-7, realizing that some might fit better in existing middle school buildings over existing elementary buildings, all high schools 8-12 plus addition of a vocational high school in one of the vacant buildings, close all middle schools.

What other solutions have been brought to the table for financial stability that do not directly impact students?

Will class sizes decrease with consolidations?

What support is in place for staff? Is mental health and stability being addressed?

A couple of years ago, I heard that OSD was planning to build a new high school off of Yelm Highway at the Spooner's Berry Farm location because enrollment was projected to increase. Is the plan to build an additional high school still happening? If so, why would we build a new high school while closing elementary and middle schools?

If you close a school and your projections about enrollment are incorrect and enrollment grows, would you reopen the closed school, add portable classrooms to an existing school, build a new school in a different location?

Will you share the budget and plan for staying on budget with the community and committee before you make the decision regarding possible closures and consolidations?

Which option saves the most money? What considerations have been made to save money at the district offices, as an alternative to closing schools?

OSD has shared several school closing scenarios and I am curious about the receiving schools and where each kid will go? We'll closed school communities be split up and go to several schools or will they all go to the same school? How much longer will bus rides be? Where will the schools that remain open physically put the additional students from the closed schools? Will the schools be over crowded? Don't you still have to have the same amount of teachers you have now as in the school closing scenarios. Maybe several administrators positions are eliminated with school closure and that is part of the savings? How much money is saved with things like cutting administrator jobs through closing schools vs the added cost of bussing kids farther or adding bus routes and drivers and adding infrastructure like portables to the schools that stay open but increase in size to accommodate the students from closed schools? I want to see the numbers on the proposed savings/cuts vs expenditures to make the school closures happen.

Kids, and their communities were so greatly impacted by COVID. Kids' social emotional and academics were negatively impacted. They are just getting their feet back under them and beginning to recover and make up for lost time and damages through getting back to normalcy in school routines. Has Murphy and the board considered the negative social, emotional, and potential academic impacts for OSD students of closing schools and moving away from the undeniable values of the small school model in terms of child wellbeing in exchange for large schools? It will be and already is so stressful to imagine and experience the upheaval of school closures and the impact on the receiving schools. What are the consequences of this on the children who are just now starting to recover from the negative impacts of COVID? And how much money will actually be saved with the school closing plans. Please show us the numbers.

1. Why aren't you pursuing legislative means to solve the fundamental budget problem?

2. Why does the school board put on these dog-and-pony shows by spawning committees while your intent (as become evident) has not been to listen to those committees?

3. Why did the school board resort to divisive tactics such as blaming small schools for their budget deficiencies while the real problem is poor fiscal planning and management by the school board and the district?

If closing buildings is the primary method of rectifying the budget, then has the Board and Murphy considered closing and selling the Knox administration building? This should be the first closure above any single school closure. If schools are projected to lose students, then put the administration in those spots, dissolve and sell the Knox building and keep all schools open! Another option for cost savings is reducing Murphy's overinflated salary! Put the kids first, not the administration!

Have you considered school culture and test scores in evaluating school closures? Jefferson Middle School is one of the highest performing middle schools in Thurston County and closing this school seems like it is breaking up a high performing environment.

What question do you have for the school board and district leadership about possible school closures/consolidations?

If neighborhood schools close, how will you address the ability for students/families to continue to walk/bike safely to school? Rather than navigating neighborhood streets to get to school, they most likely will need to cross busy intersections and ride/walk on roads without bike lanes or sidewalks. If students have to travel further to get to school, they may need to ride the bus, prolonging the amount of time students spend sitting during their day. The opportunity for caregivers to be active with their children will also be lost if we lose neighborhood schools.

Currently, only 16% of children walk or bike to school today compared with 42% in the late 1960s. Overall, the physical activity and participation in activity rates for children in the United States are decreasing, which is one of the root causes of childhood obesity.

Will the board take into consideration re-drawing the lines within the district to balance out school enrollment based on the consolidation plan? Including which schools feed to each high school (3A vs 4A classifications and it is a reclassification year for WIAA).

What will class sizes look like in these scenarios and what is the districts plan to support affected staff and students during the changes/transitions?

How will this affect your special education department including but not limited to caseloads, work loads, supports and how much will be pushed off on to paraprofessionals when you have teachers covering multiple buildings already?

Has the board considered administrative pay cuts to help balance the budget? Does the board feel any obligation towards families who purposefully moved into neighborhoods so that their children could one day attend a long-established and well-loved neighborhood school that the board is now considering closing? What are the projected impacts of the continued upheaval of students so soon after the pandemic? How does the district intend to preserve the community established by our neighborhood middle school? How does the district intend to replace the special programs Reeves and Jefferson are known for? How would you feel if this were happening to your children and community?

Closing schools to fund a budget shortfall is the worst possible outcome for students in this system and it is a lazy way to attempt to address the problem. Has a vice tax been considered to fund the shortfall?

What work is being done to collaborate/communicate with outside entities that will be affected such as the City of Olympia, and neighborhoods?

Choice programs attract enrollment interest from out-of-district. Is the Board considering expanding choice programs to increase enrollment?

How will the closure of Jefferson impact the JAMS program and the students currently participating?

Why don't we consolidate and merge all the alternative schools and leave the elementary schools in place?

How many students are projected to homeschool or attend private school if existing neighborhood schools close? Where is that number reflected in the "efficiency" model?

This whole exercise was based on a forecasting model from Flo Analytics. What other less impactful methods could achieve similar savings - - so that schools did not have to close?

If schools close by next school year, will the other schools that will receive the displaced students have the physical capacity to absorb them that soon? If the school board has long been taking about closures and this was "bound" to happen, why didn't you ease the process of closure a few years ago? Will there be a program similar to JAMS if you close Jefferson Middle School?

What rubric will you be using to determine school closures?

How will educational equity be taken into account alongside socio-economic equity?

Why hasn't the school board addressed this before now?

How will the school board ensure that school closures are done fairly and systematically instead of relatively and with urgency like what is happening now?

Will the school board consider step down closures that allow for phasing out schools instead of abruptly closing them?

How will students be assigned to new schools for areas where a school closure may send kids in one area to multiple different alternatives?

How will the school board ensure that choice options aren't removed of everything that makes them unique and viable as efficiency measures are put into place?

How will school closures interact with other budgetary concerns? The most obvious will be an increase in transportation support like busses

How will school closures impact busses and the already existing shortage of bus drivers?

I am concerned about the rushed nature of this major school closing decision. It does not feel like a good process is being laid out for information sharing and gathering with the community. It seems the board has not provided the community with enough information about how much school closures will save vs the costs of consolidating the closed schools and integrating them with the ones that remain open. There seems to be a lack of transparency. This process should not be rushed. Why is the board needing to make this decision before the newly elected board members take their newly elected positions? I hear from OSD4ALL people who went to the low income apartments on the West Side in the Jefferson and LP Brown catchments and spoke with people who would be greatly impacted by school closures. These people had not heard about the school closure plans, had no access to computers, smartphones, or the internet to become informed or participate. How is OSD engaging with these overburdened and vulnerable populations? What equity measures are being enacted by the district through this process to address these families especially in our Title 1 schools?

What specific equity tool or metric is being used to evaluate the negative and/or positive effects of each school closure on low income/high risk students? For example, how many low income Jefferson students would not be able to walk to school if Jefferson closed? What percentage of low income students will be directly impacted by school changes compared to non-low income students?

What will class sizes be after a school is closed? How many teachers and staff will be displaced? Can you please find out specifics and show numbers for each closing scenario?

L.P. Brown Elementary School is located in the northwest corner of the Olympia School District. Are you considering redistricting?

What will happen to all of the teachers? What will happen if in say, 5 years, the schools you have closed will be needed because other schools are over crowded?

If buildings like LP Brown, McKenny and Lincoln remain open, how will the district handle upkeep on those buildings? My understanding is that these buildings are "due" for their 30 year remodel and/or need improvements to meet current safety, seismic, evacuation needs. Will the district invest large dollars in those buildings after closing newer/recently remodeled buildings?

What question do you have for the school board and district leadership about possible school closures/consolidations?

Will a sale of the former John Rodgers Elementary property be considered as part of helping with the budget? It's one time money, but would be nice to see some affordable/working class housing built.

What factors (such as building location, school capacity, enrollment in that area etc.) are being considered, and how are they being prioritized, for the consolidation decision? Is the safety of the school building a factor that is being considered? I worry about the seismic safety of older school buildings and hope that building age and construction type are a consideration when deciding which (if any) school to close. https://fortress.wa.gov/dnr/geologydata/school_seismic_safety/phase2/School_Seismic_Safety_Project_2021_Final_Report_DNR.pdf

Why wasn't the ORLA facility included in the assessments and scoring of buildings during efficiency review process?

Why would you consider making a decision as early as December 14th when you could continue to work towards alternate solutions as late as March?

Why are you limiting parents to one question? Parents have many questions and you can still group them. However parents should be allowed to send you all of their questions.

Data: Do you understand that nominal (rank order) data does not have clearly defined intervals between rankings? When running a race, there can be a far distance between first and second place or almost no distance at all. Was there a nonparametric analysis of the ordinal data by Shannon and his team? Can you tell which schools were preferred over others based upon that kind of analysis, and by how much distance did one option out rank another? Is it possible/likely that the categories describing schools in OSD are not naturally/actually ordered data but rather better conceptualized as nominal data - comprised of groups that are mutually exclusive and are not able to be lumped into analysis - you can't decide which apple is best when in addition to apples, there are oranges and bananas in the basket too. Additionally, applying weights of ordinal conversion to numerical scale is a very unsophisticated means of data analysis. Was the data based upon a survey of only @ 30 responses? Can this really be considered a representative sample? How much did the statistical modeling cost? If the board does not "go with" one of the options submitted (but not endorsed) by the efficiency review committee, is that considered a waste of funds? Is there pressure to decide in favor of one of the options presented? Please be mindful that "sunken costs" for this analysis do not justify basing decisions off of a extensive but faulty report of data.

Mental/Behavioral: Would you please consider the mental/behavioral health impacts of school closure on the students, teachers and staff - what is the cost analysis of the mental/behavioral health impact of closing a school? Do you plan to hire more mental/behavioral health practitioners to help mitigate the expected damages? If you do not plan for mental/behavioral health mitigation, you may have to budget for emergency situations for recovery - after something horrible happens.

Fiscal responsibility: can you explain in plain terms why, when there is more money budgeted per child for education by the state, AND that there is less money available in OSD? The overall numbers are going higher, therefore the district should have more money, not less.

Birth rate: Local area birth rate is not be the best indicator of students in seats in the near and middle future. There is an accepted assumption of high level of net international migration to the US, such that the population is expected to grow. Consider that domestic climate migration is beginning and people will be "climate refugees" into the PNW and it doesn't appear that this is being considered in the projections for educational needs. The impacts of COVID on birth rates and enrollment is too soon to be assessed and -- that take a few short years of data and make assumptions about the coming decades. All of these population changes are hard to predict because they are new and you may be making decisions that end up costing the district more than saving over 5, 10, 20 years.

Please could someone provide parents with hard numbers that show what the costs will be for closing schools, increasing infrastructure at schools being combined, longer bus routes etc. I have not seen or heard anything regarding what it will cost to close schools and adjust others to hold that additional students.

Studies have provided enough evidence that children in middle school need more sleep. Thus, OSD modified school start times to accommodate, but now OSD is acknowledging that bus rides will be longer requiring children to wake up earlier and get home later. Why?

Why did Hillary Seidel have her son participating in the Efficiency Review Committee. That is a serious conflict of interest.

Can you create a list of new hired employees (excluding teachers) (by title of position and salary - include all "advisors") since 2020? Are these salary expenses still a priority for the district? If OSD was able to function prior to COVID without these employees, could eliminating these positions provide enough savings to the budget to allow each of the schools to remain open?

We are concerned the JAMS program would go away should Jefferson Middle be closed. Can you confirm that the program would continue if Jefferson closes? Would the program continue to exist at Marshall Middle School?

Please make clear how many portable buildings will be needed with each reconfiguration/closure option. Be aware that the learning environment in a portable building is less advantageous to children than in a traditional stick-built school. Be aware that temporary portable buildings often become permanent solutions without a clear plan for following up with construction investments. For reference on air quality of portable schools and impact on test scores for a district with high rate of portable classrooms:

<https://www.npr.org/transcripts/311103104>

In the event that Jefferson Middle School is closed, will the JAMS program on something similar be available to the students who are currently in it?

What question do you have for the school board and district leadership about possible school closures/consolidations?

Is it possible to lease open space inside schools to offset the cost of keeping a school building open for the community? Could space be leased after school hours or perhaps during school hours provided that certain specific conditions are satisfied? Could wraparound programs that support Olympia families be provided inside the school buildings that are not currently being provided in the neighborhoods or could be better served inside the school than in a neighboring building? Could these programs pay "rent" that helps offset the cost to OSD for keeping buildings open? Each school may have an idea of the services that are most in keeping with their community needs - think outside the box --- food pantry & cooking classes, dress for success clothing resale shop, temp dental clinic, sports physical day for students, temp vision screening clinic, hair clinic - student hair stylists come to trim hair at a discount for practicum experience towards licensure, a pet vaccination and microchip registration program with referral to mobil spay/neuter facility, ESL classes for guardians of students or open to the public, literacy program for guardians or open to the public, free tax prep assistance for folks under a certain income level, citizen science training and environmental conservation workshops, etc. Seek input from other government agencies and nonprofit sector for partnership ideas.

What will happen to a closed school building? How quickly can they be sold/demolished/repurposed?

Has OSD considered selling assets in the short term to help address the current budget deficit (such as the property across from Friendly Grove Park that at one time hosted a Head Start school and program)?

Has OSD leadership and the school board thoroughly examined and selected strategies to help increase student enrollment in the district in the next 3-5 years?

How will closures affect classes sizes? How will closure of Jefferson affect JAMS?

Why are schools on the westside of the district in every option for closure, when that is the area of town that has seen an increase in enrollment AND has permits for additional housing?

1. Can we work with WASBO to do a budget analysis of departments under Executive Cabinet leadership to dig into the budgets they support and how to reduce spending via cabinet departments?
2. Is there a way to reorganize the Exec Cabinet and Knox Directors/Non Bargained positions to see if there is a lean way to reduce staffing at that level?
3. Can OSD reallocate the 52 million dollars approved by voters in the Tech Levy, such as the 2 million for vestibules, to see if there is any way that extra capital projects monies could be used instead of levy dollars, pulling those levy dollars into more flexible ways to get through the budget situation?
4. OSD spends a lot on MSOC items that we could create a point of contact within OSD Leadership to assess across our buildings items that are sitting that can be repurposed matched with a list of building wants so we can connect stuff that sites are looking to spend money with sites that are trying to get rid of good stuff. Case in point, I have about 20,000 worth of bookshelves on wheels that would be costly to buy that we don't need at our school. We acquired textbooks that were paid for by another school that ultimately didn't want them. Since we were able to bring those books to our site, that was a huge savings. Multiple these scenarios by the amount of buildings and it adds up quick.
5. I do not believe that consolidating the options program means closing the program. Lincoln Elementary has a beautiful building that our district can use as a wellness/social work/community connections/wrap around service center that maintains all the great things that the community have created while moving the program to the Avanti building or Hansen Elementary, which has an options program that is not merged with Lincoln. Hearing the history at the board meeting about Options being at McKinley and Lincoln until 1995 when they merged made me scratch my head why Hansen has options and why it isn't in one spot.
6. Boundary review and optimization would be a good place to start before any consolidations are considered. Can we do that first?

Thank you OSD Board for working hard on this.

How many students Choice out to each of the neighboring districts? How many Homeschool? and how many Choice in to Olympia?

If merging schools, do we know how much more that would cost versus expanding some of our programs like CSI, Lincoln Options, JAMS? Can we attract more families to come to our district rather than push them out?

Could HAP at HES potentially be moved to ORLA or another site to alleviate overcrowdedness at HES? Scenario #3 has HES at 673.. which is an increase of 271 students from the current enrollment. If the alternative program were moved, these numbers would be more manageable.

How will we realistically fit more students on campuses that are smaller in size and capacity limit?

For Option #1, Scenario 3 (change middle schools to 7/8), what is the anticipated timeline for these changes? Is it possible to make these programming and building changes over the summer and implement in the 24/25 school year, or do you anticipate that they would begin in a later school year?

Please do not close Lincoln elementary. It is vital to the community and provides resources you can't get in other schools. It's a gem and you would be foolish to close its doors. My son wouldn't have made it out of elementary school and graduated out of his IEP in 7th grade without the foundation he received T Lincoln.

What is your thinking about closing the smallest elementary schools?

What question do you have for the school board and district leadership about possible school closures/consolidations?

In a climate of decreasing enrollment and budget shortfalls, why does staffing in the Information Systems department continue to increase? Despite staffing cuts in other areas of central office, the 23/24 budget shows an increase of 3 FTE in the Info Systems funding category (When comparing F195 budget documents from 22/23 and 23/24 that are available on OSPI's website).

This essentially negates any previous central office staffing cuts.

FTE counts for "District Wide Support" positions has actually increased by 0.2 FTE from last year to this year.

This appears to be simply a shifting of staff and budget categories rather than any significant cuts to central office as the district has claimed.

Why are we talking about closing schools when other areas have yet to be examined?

How much money will it require to move hundreds of kids to a different school if you decide to move forward with school closures? Will you actually be saving any money in the long run, after everything is factored and finished? Will it be worth disrupting our youth's sense of belonging and community? Will it be worth causing our kids more anxiety and increasing class sizes? Will it be worthwhile at all?

The state's prototypical funding model also includes numbers for central office and district-wide support positions. Will those be "right-sized" as well?

For example, every 1000 students generates the following FTE:

Technology. . . .0.628

Facilities, maintenance, and grounds. . . .1.813

Warehouse, laborers, and mechanics. . . .0.332

Additionally, funding for Central Administration is 5.3% of staffing units generated as K-12 Teachers, School Level Staffing, and Districtwide Support.

What will happen to the vacated buildings and what is the cost of closing a school and/or maintaining a vacant campus?

How were diversity, equity, and inclusion priorities included in the consultant and/or committee's recommendation? If not, why not? Part of working on equity means that we work hard to support low students and families.

Do whatever that is best for our children

How can OSD leadership and the School Board SIGNIFICANTLY improve transparency around the budget, the projected deficit, special program and project costs as well as staffing and building costs? Framing this as a simple enrollment problem is disingenuous. The district remodeled multiple buildings recently (such as the building that is home to Avanti) while knowing that building costs were not sustainable with caps on levies/ revenue.

If we are doing what is best for the children, how is closing schools and creating overcrowded classrooms good for the children (or the teachers)? The learning will suffer.

If elementary schools go to K-6 will you be hiring additional support staff? I work at an OSD elementary school and we are ALWAYS short staffed. Spread thin daily and it would be extremely beneficial to offer additional staff, budget crisis or not. These kids and staff deserve a learning/teaching environment that is positive. Having to run in crisis mode because we can't get subs and staffing has decreased isn't creating a quality education for students and a place for staff to feel valued.

If energy savings options / environmentally sound practices were applied into the current school buildings, could money be saved? How much money could be saved? What if all light bulbs were changed? What if drafts were reduced? What if rain water was collected for irrigation or non-potable water needs? Etc. Could we have better buildings, better savings, and a better future for our children - win, win, win?

Why don't you merge the alternative schools and leave the elementary schools as they are?

Why are the schools being targeted for closing all low income schools and the stated plan is to combine these schools with other low income schools? From what I've seen the plan is to move LP Brown kids to Hansen and Jefferson kids to Marshall. All 4 of those schools serve large numbers of low income students. In fact this would put almost every student in the district that lives in low income apartments in the same schools from K-12. And why especially as according to your own data from October reports, LP Brown has one of the highest student counts in the district and Jefferson has the best testing in the district?

Why don't we merge the alternative schools and leave the elementary schools as they are? Merge Lincoln Options, ORLA, etc. into 1 building.

What criteria will you use to decide which schools to close? How will you determine which schools the displaced students will attend? How will the school boundaries within the district be determined?

I want to know what portion or how many students in the OSD headcount are out of district transfers? Because if we consolidate middle schools to a point where they are full I feel that could eliminate out of district transfer students which in turn hurts our head count and funding.

Why are you not trying to organize teachers, parents, and community members to rally at the capital during session to draw attention to the lack of para-educators and the need for more resources.

You knew the budget wasn't going to balance this year, why didn't you start this process last year, so you would have more time to actually make an informed decision?

Closure of recently updated buildings could easily be seen and felt by Olympia voters as an act of poor faith in use of funds and seriously compromises the prospect of voter support for any future bond or levy for our schools. Has the board considered this?

What question do you have for the school board and district leadership about possible school closures/consolidations?

What is the plan to address the fact that currently it can take the majority of lunch period to get your lunch at schools and you will be consolidating low income/high free and reduced lunch students into one school (in both elementary and middle school)? Lunch is vital to these low income students as proven in many studies. As well as many of these students also get breakfast at school and that may be the only food they get that day. I can tell you my child has missed breakfast before as the bus was running late and the line was too long and this will make the line even longer.

What will happen to the middle school buildings that would close down in one of these options? Specifically, I am concerned about the decline in athletic facilities in our community. Adult and recreational programs depend on general field and facility availability.

How do you plan on relaying the information to people and parents not active in their schools PTA /Instagram/ emails?

My own husband who lives with me and our kids and participates in pick up and drop off is just hearing of the proposed consolidations/closures and I would say I'm a B+ PTA member. If he doesn't know- there are MANY folks out there like him hearing about this for the first time. How do we reach them?

Is the rumor true that the district wants LP and Jefferson to close because the property value is set to skyrocket in the next 20 years with all the new developments happening?

Why are westside schools being targeted? Is it because the kids are less resourced therefore you assume the impact will make less waves?

How do you think closing two westside schools will impact the environment at Capital?

I intentionally pay more rent than I can afford to live in OSD so my kids can go to the best schools possible. If you close their schools, I will choose to go live somewhere else. Why not? I've bent over backwards to keep their lives stable. The district can't provide that. I will go somewhere with cheaper rent and more stability. How many families do you think will make the same choice?

How many teacher salaries was Bingham's cut of the deal worth?

Have you assessed the additional time it would take Boston Harbor students to travel to a different school? Have you accounted for additional transportation costs?

Have you assessed the impact on learning caused by school closures? This is a significant disruption in education, what impact does it have on drop out rates and educational achievement?

How will school closure improve access to enrichment opportunities for children in the district's higher-poverty areas? (Specifically the west side schools)

Boston Harbor students would have a significant increase in travel time to school if BHE closed. What do you think is a reasonable commute time to school? 10 min? 20 min? How about 45 min to 1 hour, because that's what you'd be adding to these kids' commute.

Can OSD commit to families that consolidation will not result in over-crowding of the remaining schools? No excessive teacher/student ratios, no crowding students into portables on the grounds of the schools that remain.

I hear only about the cost savings benefits of closing schools. To me this is terrible messaging. What services/programs/staffing will be increased when consolidation happens. For instance, when they close and consolidate Reeves, will they be able to have a Jazz Band program during the school day instead of before school? I am not married to buildings, I am interested in programs and education. What will we get with consolidation? Will class sizes decrease? Will we have expanded electives? Will we bring back elementary band/strings? Will we have more money for paraeducators and raises for support staff? Sell me on something other than cost savings.

Why are school closures being presented at all as a solution for a large budget deficit that closing the schools will not financially cover? This is counterproductive. And why is LP Brown with the poorest, highest population of non-white students in the district being presented for closure in every scenario to close schools? Isn't LP Brown the most critical to keep open due to the number of at risk children who need a good, accessible education? Why hasn't next year's budget analysis been completed or released yet as a part of this "consideration" for school closures?

How will potential consolidation or closures affect the kids who have an IEP in place? As it is our home school has had no consistency as it is this year with SPED. The existing class size my child has this year is perfect for the learning expectations for him and his peers. If the schools close the kids will overwork the teachers more than they already are.

Also what about after school care? What impact or issues will this present for the staff or the kids?

I urge the school board to reconsider this issue. The community already made the mistake of having the resource safety officers removed. Please don't make more.

Thank you for your time.

Have you considered the extra time and cost of bussing students from the peninsula? And the possible degradation of mix aged neighborhoods?

Closing BHE & RMS would create excessively long bus rides for students in the area. (My student in middle school had a 55min route and high school was 1:20) With bussing further into town, those times will increase. AND now you'd be asking k-5 to spend nearly an hour on a bus and get on board BEFORE 7am.

You would be damaging the entire peninsula's ability to have a diverse age population. Families would avoid living in the BHE /RMS catchment knowing they would have to travel so far to school at a young age. Further diminishing student enrollment. South Bay elementary (NT) is closer than any in town option. Property values may be impacted as a result as well.

What school building could be repurposed for community use / possible district income?

Having an empty building still requires upkeep, staffing, and utilities. Which buildings could be used for early childcare / bring in revenue that is accessible to a larger swath of the community?

What question do you have for the school board and district leadership about possible school closures/consolidations?

How will you keep JMS from being vandalized if left empty? Have you considered the challenges students @ CHS / the local community will have if the area becomes a larger magnet for the unhoused /transient populations using the grounds?

If you are unaware of the issues on the west side, walk the paths by the apartments, to the water tower, or to the park. The school closures are myopic and not considering larger community impacts when students no longer fill a space.

Why not start slow- close lpbrown and tear down the main building, keep the gym and cafeteria and play shed. Turn it into a public park with that fabulous playground with options to rent the space for parties, clubs, etc. figure out how to consolidate the schools getting the lpb kids, then close more, fix the issues as you go.

If one of the closure plans go through, can you insure there will be no split classes? Can you insure classrooms will not be over class size limits? Splits and large class sizes are not good for kids, so changing policy to not do splits and stick to class size limits (rather than pay the teacher overload) would be a benefit for schools. Please take the time to plan this through so you can share positives with the community.

Why not start small with changes for the 24/25 school year and then take time to plan any closures in the years after that? For example, boundary changes do result in savings and this could be a chance to promote equitable boundaries. Right now our lowest income families on the westside travel far to get to their child's school. Also, the "choice school add on" could be combined with boundary changes. If choice schools are moved, they are still staying together as a cohort- which is less disruptive.

Why are we paying superintendents so much when we are thinking about closing schools and adding more students per teacher? Why am I going to keep paying high property taxes to live in the Olympia school district when it is going downhill and my kids will not be getting the schooling they should be?

How will the possible closure/consolidation affect out of district transfers? With less students projected, will you be accepting more students from out of district?

When the principal at my child's elem. school showed us the cost of educating an individual child at small schools vs large schools, I became convinced (against their intention) that our small school isn't economically justifiable. However, not every small school is being considered for consolidation, which seems likely to widen the already egregious privilege divide in our district. Will OSD commit to maintaining school minimums district-wide, given the expense of educating children at schools with lower (for example, <400) enrollment?

Planning ahead is always much better than being caught off guard. I would like to point out however that our first grade Garfield student experienced a totally different trend last year than you're reporting. Last year they had to add an additional first grade class 2/3 of the way through the school year, in March, 2023 due to unexpected higher enrollment. This was highly disruptive and stressful for everyone as some students were removed from the class they had been in from the beginning of the year where they had already developed a relationship with their teacher. Would not school closures just exacerbate these issues? And how do you plan to address them once existing schools are closed?

I ask the school board to please take into consideration the value of alternative schools like Avanti High School, ORLA, and Lincoln Elementary School and to not close them down/reduce funding to these very important programs. I think reducing and condensing Elementary schools are the best idea for budget reductions.

Could boundary optimization be done for only the middle schools for a savings of \$0.8M? It creates split feeders, but keeps middle schools open.

In the enrollment projection document Figure19, there shows a possibility of flat or slight up or down student totals for the 2024-25 year. Understanding this is the High scenario forecast, wouldn't it be safer to see what next year's numbers are and proceed more slowly instead of consolidating now? I have been a middle school teacher, and an extremely crowded building for that age can be very problematic. From what I understand in the proposals, the changes are being considered for next school year. Is that correct? If so, I am sure there are many in the community who would prefer anything other than these proposed solutions that close buildings. Thanks!

Should the elementary schools move to a P-6 model, how does the district plan to support administration in the additional challenges with scheduling instrumental music classes without further reducing the FTE of these programs?

What supports will be put in place to ensure LP Brown students can actually make it to other schools every morning once LP Brown is closed?

This question is submitted by several concerned Elementary PE Specialists: Current law RCW 28A.230.040 requires 100 minutes of PE/week. Our larger elementaries can only get students about 1/3 of those required minutes per week due to physical space and FTE restrictions. If consolidation of any form takes place, our elementary schools will be much larger. What are the districts plans to create bigger schools, yet still offer sufficient specialist minutes to our students?

Is annexing some of the area currently in the North Thurston School District an option to increase enrollment? Why or why not?

Why is Boston Harbor Elementary not considered for closure as the smallest neighborhood school?

Why hasn't student well-being been taken into account in the analysis?

What kind of due diligence was done in selecting the efficiency consultant? Was there a formal RFP?

It seems like each of the four final plans only addresses a small portion of the overall savings needed - is it safe to assume that each year for several years we will see significant changes, closures, etc?

How much money is it per portable and how many portables are they going to need to purchase to fit the influx of students from LP brown and Jefferson to the other schools?

Are the support staff (custodian, librarian, counselor, para educator, lunch staff, etc) being moved to other schools to support the extra students in them, or is the plan to lay them off? How many teacher positions will be eliminated with the closures?

What question do you have for the school board and district leadership about possible school closures/consolidations?

Is there any possibility of expanding funding and utilizing current OSD footprint for early childhood education? I see our relatively high performing and neighborhood schools as a likely draw for families being priced out of more expensive larger neighboring cities. I also know that many families need early childcare and offering it as a community may attract more folks and get kids in the OSD door early to long-term support enrollment. Would it be legal/feasible to potentially vote on offering a new service to the community and use the funds to support existing school infrastructure with the plan that in the long run this will also buttress state funding to OSD by increasing enrollment?

For the 7/8 middle school scenario that closes Reeves Middle School - what are the bus transportation implications for the current Reeves students?

WMS is not centrally located - it is a 12 minute drive from Reeves. This means that all students living further north would have at least that amount of time added to each leg of their commute. On a school bus schedule, it would be much longer for some students.

I invite you to visit the Reeves neighborhood at the end of the school day. Many students walk or bike to and from school - a very healthy activity for middle school students. These students would all have to sit on the bus instead if they had to attend WMS.

According to Mr. Bingham's report, the committee was operating under this guiding principle:
"Foster efficient and effective transportation that minimizes time on the bus to the extent possible and encourages walking and biking to school when appropriate."

For students living in the Reeves boundary area, this scenario has the exact opposite effect.

Looking ahead, if closures are happening & schools are being combined with other schools. I think it would be highly beneficial of the school district to offer sessions with either Emily McMason or Candyce Bollinger to parents and or families around dealing with change, anxiety & how to best support our kids as we move through this process. Is this something the school board members can help make happen for our families?

Have you considered cutting costs in standardized testing which has zero impact on children's learning? I know there are millions of dollars spent on this statewide and here in Olympia. I have no record of the tests my child took on Skyward or information on how they are guiding teaching and improving learning ...and so I ask this - how do you justify spending this money on a tool you use to measure effectiveness of a system that simply is a stress test of a child to engage in a test of probabilities? Why is that cost justifiable (when it has no bearing on teaching and learning outcomes for kids) but small effective schools (which have demonstrated teaching and learning outcomes for kids) are not justifiable?

If "rural" schools are consolidated into other schools will the start times be looked at? For example, Roosevelt starts at 8am, if Boston Harbor kids starting coming to Roosevelt, would Roosevelt still start at 8am or would the district change Roosevelt start time to 8:30 to accommodate the longer bus rides/very early mornings for some of our youngest learners? If there are schools closer together being consolidated, it makes sense to my mind that kids traveling less distance to school should start earlier than those traveling a greater distance.

I would appreciate the districts quick movement on this issue. It feels like I am in the minority on that, but maybe those are just the loudest voices. Drawing out this decision feels like it will cost our kids more in the long run if the end result is still school consolidation. If this process were to be drawn out for another year, where does this put OSD with its budget at the end of this school year? Would we then be back to looking at cuts to things such as art, band, orchestra, para hours, librarian hours, nurse hours all to get us back to where we are now with having to close schools? This is going to be tough on families regardless, drawing it out feels cruel.

If you decide to combine brown and Hansen, can Hansen have the playground equipment from Brown? Hansens is limited to one structure and we don't have the PTA that Brown has or the community support that Brown has. So getting new equipment has been harder at Hansen

If you consolidate and get rid of neighborhood schools (like Reeves, for instance) then families who live in those neighborhoods will look for other options than jamming their kids into a school halfway across town that does not feel like it is a part of their neighborhood. "Walkability" was scored very low in the efficiency review, but for Middle School especially, having schools that feel "safe" for these kids to walk and/or bike to on their own feels INCREDIBLY valuable.

If there is a question here, it's this: have you considered what kind of attrition you might experience as a result of closing schools?

Because it's almost certain that some families are going to consider this the 'last straw' and look for other options outside OSD.

What principles or criteria will the OSD School Board and leadership use to make and implement one of these four recommendations? I have heard and read that the OSD School Board members do not want to negatively impact staff and teachers (especially salary) is important to School Board members. What about making decisions that we believe are least likely to cause further declines in enrollment? What about being fully transparent with the budget options and decision making ? We need to know what each and every proposal may cost and whether it may or may not lead to significant savings. Is the OSD School Board going to embrace a principle of least harm - how can we make decisions that limit (to the maximum extent possible) the number of closures and consolidations?

Has OSD leadership or the School Board had any legal analysis done on any of the school closure recommendations? If not, why not?

Why do OSD staff suggest doing a legal analysis of recommendations that impact ORLA but not the other closure and consolidation recommendations that impact other schools?

Why does the district have capacity numbers for each building that are so far from what the building administrators say will fit in that building?

What question do you have for the school board and district leadership about possible school closures/consolidations?

I have heard talk of a new idea, where we move to a preschool-4th elementary model and a 5-8 middle school model. Which I understand allows us to keep all middle schools in Olympia open. For now. 1) Is this just a bandaid and in a few years we'll need to close a middle school or two regardless? 2) How would the district be able to prep current 4th graders for entering middle school when they won't know for sure until March of this year? Current 4th graders are the kids that were in Kindergarten when Covid shut schools down. They lost basically an entire year of their elementary school experience and this would have them losing another. I am not opposed to this plan in theory, however if OSD switched to this 5-8 model, I would ask them to seriously consider delaying that transition one year. This would give incoming 4th graders and their families and teachers the time to adapt and get their child ready for the change from elementary to middle school. It would also allow current 4th graders to finish their elementary education in an elementary school as 5th graders with a sufficient ability for their families, and teachers to support them in prep for entering middle school.

I understand that the email says the Board has not reached a consensus. With the information that they have now, can each Board member individually please indicate what their top 2 scenarios/plans for savings are so that the public has a better idea of what is actually on the table for the 2024-25 school year?

Why is it not possible or what is the rationale for not selling the former ORLA property to help balance the budget rather than close existing schools? Is this a funding category issue, or a question of whether that property would be needed in the future (or something else)? If the primary concern is lower enrollment, why save an unused property for a rainy day?

Can you please provide actual numbers to back up the Superintendent's assertion that smaller schools are more expensive to run (for example my research indicates that 2 of the smallest elementary schools are actually 2 of the least expensive to run)?

From 2013-2016, the difference between the budgeted total expenditures (at the start of that school year) and the actual total expenditures, as filed with the state, was between \$52,000 and \$3.3 million (-0.0453% to -3.3265% of the total budget, i.e. we budgeted more than we spent each year, but not too much more). This seems like a reasonable margin of error when making projections from September-January (the filing dates) of a school year to the end of that school year.

Starting with the 2017 Form 195F, the \$ difference between the budgeted amount and the total actual expenditures has been consistently over \$13.5 million, up to \$17.5 million (-8.5697% -to -11.6387% of the total budget, i.e. we budgeted significantly more than was actually spend each year). This does not seem as reasonable to me, and I wonder whether the modeling program/methodology or personnel changed at that time? And if historically the numbers have been this far off from the beginning of the school year to the end (for the last 5 years), why the alarm regarding the budget when it would appear it is being artificially inflated at the start of each of the past 5 years?

Before a decision is made about school closures, I would like to know where students will go (if Elementary schools are closed) and how the closed buildings will be used. It does not feel like a complete discussion of closing schools without knowing where students will go, especially from schools like LP Brown and Boston Harbor that are farther out. Thank you.

Can you explain the unprecedented percentage jump in total expenditures anticipated this year (from last year)?

School size is very highly "weighted" when Shannon was determining parameters, but the summary page re: the survey to the Committee doesn't appear to identify whether the school size being important or relevant to the Committee was in reference to schools being large or small - this seems like a pretty big question mark unless the survey he provided them clarified that it meant that school size being big = better?

With regards to the decision to spend over \$75.1 million on/in three larger (570 capacity) elementary schools over the last 7 years, was an analysis of birth rate/projected enrollment done prior to such expenditures? It seems like a hefty capital investment to have made when the argument now is that we have too much room at the elementary school level and enrollment will continue to trend downward (per the Board narrative).

How was 6th grade programming be addressed equitably if moved to elementary? All schools should have the same model(rotation, flip or elementary style) and access to electives. I understand options for electives will likely be reduced.

How does the board and leadership balance the continuous work towards equity with concerns from parents and community members that this equity agenda work is a psychological weapon intended to causes disruption and dismantling of the stability and normalcy of society?

It appears that closures and consolidations would be furthering a revolutionary agenda and that this would be part of the equity work that leadership in the district finds so important. Can you help to clarify for the community that the purpose of what you are doing is not only concerning budget and enrollment but also is an action taken to bring upon revolutionary change and not serve the normative needs of a stable community as this would go against the stated goals of "disrupt and dismantle" which is a phrase that defines "equity" as decided by the Washington State Office for Equity.

What question do you have for the school board and district leadership about possible school closures/consolidations?

First, I would like to thank you for at least considering public input. I hope that the call for questions is sincere and that you are open to altering course away from the consultant's recommendations. I found his comment the other night glib and appalling, to wit: "I haven't experienced any districts that have closed a school that have regretted it yet." I know it's not his job to care about how he or his ideas are perceived, but my god, how callous.

Second, my question is actually a plea, if you are considering closing schools, please table it for at least a year and really dive deep into options. Anything you decide this year for implementation next year will be met with fury. I think you're well aware of this. You spoke of not wanting to go through the process of cutting here and there to meet your budgetary needs, but honestly, I don't think the public cares one bit that it was hard for you to do. You have been elected to do these hard things. I'm sure it was unpleasant and horrible, but that few months of work and pain is nothing relative to the pain of permanently shutting the doors to schools. Please have staff run a number of scenarios for you, listen to the community and its ideas, and then consider other options. Do not rush this. The savings are simply not enough to justify closures at this point.

Third, have you thoroughly analyzed RCW 28A.335.060 with respect to property owned by the district?

Fourth, Director Clifthorne rightly scrutinized the consultant's numbers with respect to ranking and weight given to certain factors. The consultant's answers were unsatisfactory and called into question his methodology. Clearly the Board did not think his analysis and suggestions were good enough to be considered. My question here is what data is relevant? What should you be looking at in order to make decisions? If higher poverty rates in schools are weighed heavily in favor of not closing, then why would they be the very schools targeted for closure?

Fifth, it seems to me that while I appreciated the CAC's efforts, the deck was stacked against middle schools and that any solutions were not considering the impacts on those buildings relative to elementary schools—relatively. It's just a simple numbers issue, there are more elementary schools than middle schools. My question is: Would you please preserve middle as is: the number of schools, 2 East and 2 West, programmatically (JAMS and CSI remain where they are; Reeves stays open), and middle remains 6-8.

Sixth, can you please present what redrawn boundaries will look like and what the savings would be? It seems like this is an obvious way to save some money in tandem with other ideas short of closing schools.

In a one on one conversation with me on the topic of school consolidation, a member of this school board said to me "parents don't know what's best for their children." I have heard from a stunningly high number of other community members that she has made the exact same statement to them. If a sitting member of this board believes that parents don't know what's best for their children, why do you expect me to trust that you will hear the questions I submit? Why do you ask for the community to trust this process or any decision that comes from it?

The Facilities Efficiency Review Committee was not granted access to the information that they requested and was necessary to inform their thought process until the second to last meeting, however, they were asked at each meeting to make judgements and respond to surveys presenting options in the absence of data. Why should the school board trust that process or the results of the committee?

Based on the feedback from the community that I hear regularly, there is a significant disconnect between what the Board believes the School District should provide in terms of services and what the community expects the School District to provide. The community is the tax base that pays for the Schools and it seems to me that the Board is not giving appropriate weight and consideration to the community's expectations. What will the Board do prior to any formal recommendation to make sure it has correctly and adequately taken into consideration the community served by the Schools that will be closed?

I recently read through NTPS' 23-29 Capital Facilities Plan (https://www.nthurston.k12.wa.us/cms/lib/WA01001371/Centricity/Domain/81/NTPSCapitalFacilitiesPlan2023-29_20231006.pdf), and found the pages on Student Enrollment Trends and Projections very interesting (pages 3-6). I ask the school board to read pages 3-6, and will also include some here's some quotes that stood out to me below. Why does OSD have a wildly different view of enrollment projections than our neighboring district. Does OSD have an equally sophisticated model that, most importantly, takes the pandemic into account when evaluating enrollment?

"The pandemic of 2020-2021 sharply curtailed enrollment as measured in October 2020. The district projects that enrollment will recover over the next five years"

"District planners believe that the 2019 OSPI enrollment projection over-estimated the likely future district enrollment. Now district planners believe that the 2022 OSPI enrollment projection significantly under-estimates future district enrollment."

"OSPI generates enrollment projections for each school district in the state using a six-year forecast period. The state office uses the cohort survival methodology to project student enrollment for grades 1-12. Kindergarten enrollment is projected using a linear regression analysis of actual kindergarten enrollment over the previous six years. This methodology assumes that enrollment trends which have occurred over the previous six years will continue for the next six years. OSPI updates these projections annually. Due to the impact of the pandemic on student enrollment, OSPI projections will be impacted by the enrollment anomaly for the next 6 years"

"Due to the decrease in enrollment recorded in October 2020, OSPI believes that the district's enrollment will continue to decline over the next 6-year projection period."

"The enrollment projection model adopted by North Thurston Public Schools is different from that utilized by OSPI. The district has adopted a model based on TRPC and OFM residential development and population projections to forecast enrollment."

What consideration and weight is being given to the potential consequence of School closures being an increase and expedited decline in enrollment due to dissatisfaction with the Board's decisions? What projections are included in your analysis to account for this?

What analysis has been done regarding the potential of the enrollment projections being inaccurate? What do you do if you're wrong? What is the plan to account for that?

Has the school board considered reducing their own pay and benefits?

What question do you have for the school board and district leadership about possible school closures/consolidations?

How will we ensure that closed schools do not become sold off to create charter schools that will further weaken our district?

Has the district worked with experts in the state, at the Office of Financial Management, OSPI and others to ensure that the projections are accurate and predictive?

Has the district discussed revising borders with neighboring districts to ease their increasing enrollment (per Thurston Planning Council) as we have more buildings and capacity than North Thurston and Tumwater.

Have we ensured there are no special interests at play that are influencing this process and would benefit from charter school creation? Has the board conducted an internal audit to prevent conflicts of interest or the appearance of conflict?

What is the plan for if enrollment rises?

How will students be affected who attend Jefferson Accelerated Math and Science if Jefferson Middle School closes? This JAMS program is essential for meeting needs of students like my daughter.

We are an out of district transfer family from the Shelton SD. My 6th and 7th graders are at Jefferson Middle School. They have been in OSD since kindergarten. I'm wondering what will happen to out of district students if four middle schools are condensed to two and are suddenly at max capacity. They are thriving at Jefferson, both A students. Switching schools and/or school districts would greatly affect their progress. My 10th grader is at Black Hills HS in the Tumwater SD because when she was going into 6th grade from Garfield there was no space in any of the four OSD middle schools. It was extremely stressful for her and made the start of her 6th grade year a challenge.

So my question is:

Have the 682 out of district transfer students been considered? Will there be space for them?

Thank you!!

How many more busses and bus drivers will be needed? What is the financial impact of that? How will increased bussing impact the environment?

What are the health impacts of putting hundreds of kids on busses who previously walked or biked to school?

Have you considered ways to increase enrollment like engaging with the homeschooling community to see if they could be interested in enrolling?

What do you plan to do with the empty facilities and what is the financial impact?

How are you going to fit all of the displaced kids into the consolidated schools? Portables? How much will that cost?

Is your plan that these displaced students will unenroll from OSD and do homeschool or private school? Don't you think that will happen especially with Boston harbor?

What question do you have for the school board and district leadership about possible school closures/consolidations?

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1. What will happen with JAMS? Are all of those kids going to have to go back to their neighborhood schools? How will you provide HiCap services to middle school students without JAMS?
2. How will advanced math students in JAMS take Geometry and Algebra 2 without the JAMS program and the school's proximity to Capital? (Kids currently walk to math and robotics.)
3. Why were staff and students not a part of any of the process looking at consolidation? (Beyond one staff member per school on the committee?)
4. There are communications from Darcy Huffman to candidates in the School Board election saying closing Boston Harbor Elementary would be devastating to the community. Can you elaborate?
5. How has the district examined the mental health impacts (current and future) of this process on students and staff?-- Especially as we continue to deal with the impact of Covid in public education? What measures will you take to support staff, families, and students if you close their learning community?
6. Do you have quality, in-depth data for bus ride changes if school close (beyond the quick "it'll be great" document posted on the district website)?
7. Have you looked into other options for saving money in the district? Has there been in-depth analysis looking at copy costs (10 ledger-sized color copies per student at the high school per day, free-range color printing at Knox, no copy limits for staff in many buildings, etc.)? Has there been a comprehensive energy audit (outdoor parking lights left on for 5+ daylight hours, every computer cart charging all weekend, drafty windows, etc.)?
8. Why haven't you approached this at a pace where you can examine more approaches, opinions, and solutions?
9. Why can't you give families a year's worth of school grace to make changes in their living situations to accommodate school closures?
10. Have you looked at data regarding school consolidation and charter schools moving in to communities, as discussed by Bingham?
11. Have you looked closely at the demographics for Jefferson and LP Brown, and the potential impact of school closures on some of our most economically-disadvantaged families?
12. HAVE YOU CONDUCTED AN EQUITY AUDIT TO LOOK AT THE POTENTIAL IMPACTS OF CONSOLIDATION ON FAMILIES OF COLOR, MLL STUDENTS, FAMILIES IMPACTED BY POVERTY, ETC.?
13. How will you share consolidation news directly with students?
14. Last year was a disaster with staff displacement, with no consolidation. Do you have a comprehensive process in place for moving staff from consolidated buildings? Do you have a comprehensive plan for the physical movement of all building items from one building to the next?
15. What will happen with the tremendous resources in closed buildings? Is there a comprehensive surplus plan even though we have no surplus building in our district anymore?
16. Do you have complete information about the ongoing costs of maintaining each closed building? For example, how much will it cost to continue to heat and maintain Jefferson? To heat and maintain Boston Harbor? What security considerations are in place?
17. What are the actual cost savings for each building minus the ongoing maintenance and security costs, plus the additional transportation costs?
18. Do you know how many teachers will lose their jobs in each scenario? How will you communicate that information to the impacted teachers?
19. How many principals will lose their jobs in each scenario? How will you communicate that information to the impacted principals?
20. How many classified staff members will lose their jobs in each scenario? How will you communicate that information to the impacted staff members?
21. How many students will be displaced in each scenario? How will you communicate that information to the impacted children?
22. Have you communicated with the City of Olympia and Thurston County about these potential changes and the potential impacts on the broader community?
23. What will the new class sizes be in each building across the district K-8 with each scenario?
24. How many new portables will you need for each scenario?
25. How will you repair the damage due to this process to relationships and our families' trust in the Olympia School District and the school board?

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What question do you have for the school board and district leadership about possible school closures/consolidations?

As a mother of kids with anxiety and ADHD, what is the district plan to address the needs of kids with disabilities (both those in special education and those in general education classes) who do not flourish in the large schools the district is moving towards?

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What question do you have for the school board and district leadership about possible school closures/consolidations?

Will the district be redoing school boundaries so all kids will attend their neighborhood schools, including kids in subsidized multifamily housing currently being bused to Title 1 schools (not their neighborhood school)?

The Board has recently approved the Capital Facilities Plan for 2024-2029.

In it, there are several mentions of wanting to reduce reliance on portable buildings.

There is also a recommendation that school size should be capped in order to support smaller, more personalized schools.

How does the school consolidation plan align with the Capital Facilities Plan? Why are they so different?

Have you read North Thurston's most recent Capital Facilities Plan? They are projecting enrollment growth through 2029. North Thurston disagrees with OSP's projections, and they are planning for growth.

https://www.nthurston.k12.wa.us/cms/lib/WA01001371/Centricity/Domain/81/NTPSCapitalFacilitiesPlan2023-29_20231006.pdf

Are you familiar with OSDFORALL? They are an Olympia community group that seems to be quite thoughtful. <https://www.osdforall.com>

I think they have some good things to say and it would be good for you to acknowledge them and perhaps invite a representative from them to speak to you about ideas.

What would be the updated class sizes as well as student to teacher ratio for Roosevelt Elementary school?

What are the long term savings of consolidating a school?

What would happen to a school building that has been consolidated?

What will happen to music teachers and other specialists at the elementary level if elementary schools are consolidated? Can we do this without cutting teachers?

As we consolidate and make elementaries bigger, how are we going to address the inequities in the AMP program? Some elementaries guarantee their students music twice a week for 35 minutes, and the larger elementaries can only give some grades music once a week. Will elementary music teachers return to being itinerant instead of attached to a single school in order to serve every student equitably?

If closing each school saves approximately 1 million per school, and three schools close next year, how will the budget be balanced for the year after that and going forward?

What is the plan for the increased burden on neighboring homes of consolidated schools where traffic is increased?

What is going to happen to the teachers and staff that work at the schools they are planning on closing?

Declining birth rates are only a small part of the issue. What was done with the covid relief money and what was the plan for when the temporary funds were extinguished?

What is the justification for keeping the most antiquated buildings in service? Infrastructure improvements and associated costs should be part of the equation....

What is the status of the yelm highway property and school expansion in regards to the current enrollment projections?

When will the district address the amount of waivers granted to popular schools and the effect that has on inflated/ deflated enrollment?

What's going to happen to JAMS if Jefferson Middle School is closed?

Will closing schools now permanently end the yearly need to cut the budget?

Closing schools in any of the proposed scenarios only accounts for a small percentage of the overall budget. Is this really going to fix the budget problem?

Once schools are closed what is the district's emotional/behavioral/mental health related plan for supporting the students and families grief and transition into their new community?

What work is being done to communicate with and work with outside entities that will be affected like neighborhoods, the city of Olympia, and so on.

In addition to bus routing information has any consideration been given to traffic patterns and infrastructure usage that might be affected by putting more students in a school? For example are the roads and neighborhoods around Marshall prepared for so much more bus and car traffic?

I moved into this neighborhood on purpose so my children could attend these schools on the Eastside of Olympia. I don't drive. I can easily get my children to school by foot or bike to both reeves and Roosevelt. So now you are telling me that my children will be hauled off miles away to another school I can't get to. Or pick them up if there was an emergency! Or what about when there's no bus driver. How do you think that will effect your attendance period! I'm not the only parent in this situation. You are going to force more home schooling. This is a completely absurd solution

What will happen to the empty buildings once there are not students in them?

Have you considered expanding choice programming to attract more out of district enrollment

If Jefferson closes what will happen to that hicap program (now called JAMS)

Once it is decided to close a building how long will it be before it actually closes?

Some of these proposals would require capital improvements. Do we have capital funds to cover them?

Does the school board have a legislative agenda to advocate for structural changes related to school funding?

What question do you have for the school board and district leadership about possible school closures/consolidations?

If you are closing schools in order to make it easier on the district budget, isn't the school district going to have to make these schools bigger to accommodate larger occupancy? Where is that budget coming from?

Does the school board have a legislative agenda to advocate for structural changes related to school funding?

Other than decision fatigue and paralysis why does this process need to happen so fast?

Can we get a second opinion on the data we are using to make these decisions?

If Lincoln building closes and the Options program is relocated what will happen to the students from the service area? Will they have the ongoing option of opting in? Will that mean ORLA now has a service area?

Part of the reason we have small schools is that it is our current culture but part of it is the geography of our district being split by the inlet. What is being done to consider those geographical concerns?

Our district clearly has a money problem. Other than closing schools what is being considered to permanently balance our budget.

What research have you considered about the effects of large schools vs small schools on students?

What programs do you plan to put in place to help students with the transition to their new school?

We are in the middle of a mental health crisis in our county. Closing schools will surely have an effect on that. What are the district's plans for providing comprehensive mental health support through the transition?

Have you talked to the school and parent leadership (principles and PTA/PTOs) at each of the potentially affected schools to solicit their input and help in trying to determine the best course of action?

Have you heard input from schools that will potentially receive a large number of new students about how that would affect them?

There are parent groups working in concert to address their concerns about this process. Have you made time to hear their concerns?

Why isn't the district looking at zoning vacant properties for multifamily housing and selling them to make up for the deficit while adding to the availability of housing for families?

What happens to the Advanced Math and Science program or any other special programs. This type of program is very important for "smarter", or more focused or whatever you want to call the kids who need these programs to be challenged. I am particularly concerned after the comments surrounding the cancellation of 4th and 5th grade orchestra. We need classes for all the ways our kids are unique.

To what extent have you/ independent analyst predicted the further drop in enrollment that will result from school closures/ consolidations as a result of parents seeking out online, private, or homeschool options or out-of-district transfers if their child's school is closed or consolidated? Why are diverse, low-income, and high-performing elementary/ middle schools like Garfield and Jefferson in danger of closure when magnet programs that are already untethered to student address (like Lincoln and Avanti) not at the top of the list for consolidation to ORLA? Is there a bias in OSD in favor of the small alternative programs that have a high degree of parent involvement, and how is this equitable?

Please explain why staff hired during the pandemic have been retained. Is there an increase in service demand for currently enrolled students? If so, what is the increased demand, are there any legal requirements associated with these added staff, what District goals are these positions supporting. Thank you for your time.

I'm concerned about whether the school closures will really save as much money as they claim, as other school districts have found. I'm also very concerned about increased class sizes. I understand the need to consolidate, but I'm also concerned that the most of the schools that have been slated to close have the highest number of low income students, as well as the highest level of walkability in the neighborhoods. I had the question of how is our enrollment dropping so dramatically, when so many people continue to move to the area? Well apparently, the more rural communities surrounding Olympia have dramatically increased enrollment. It seems high rent is pricing young families out of Oly. Maybe we should be focusing on zoning for rent caps so housing in these areas is more affordable for young families. I know that's not an immediate fix, nor is it in the school board's jurisdiction, but as a community, I think the issue of decreased enrollment is a metric that should be shared with city council as an argument for rent caps. I am not completely opposed to no schools closing ever, I just don't want to lose the walkability of schools, especially for the schools that are serving families that might have a harder time affording transportation outside of busing, such as after after-school activities, which further decreases accessibility of those activities.

My understanding is that the funds needed to keep OSD schools open are just a small percentage of the OSD budget. Has the Board looked creatively at all the ways it could cut spending without closing schools? Is the Board in touch with representatives in state or federal government about possible new funding?

Will the district look into selling vacant properties to address the budget shortage, rather than closing schools? Closing schools should be the very last option as it has the most severe impact on students.

What is the effect of school closures on student achievement, and how does the district intend to address this issue?

What question do you have for the school board and district leadership about possible school closures/consolidations?

Please let the community know if you have considered the following ideas and what the outcome was. Thank you.

- Sell downtown admin building and parking lot, allow district staff to work from home and schools. Replace any funds allowable in operating budget (ie maintenance) with capital funds from sale. Petition OSPI for a temporary diversion from the Accounting Manual to use rest of capital funds from sale. Ask state legislature to be able to use the rest of the funds in future. Our community doesn't need an administrative building, but we do need community schools.
- Rent space in school to non-profits (especially ones that do background checks on employees and volunteers). Imagine families being able to access community services at school!
- Change health related programs to School Based Health Clinics, bill Medicaid and 3rd party insurance for well child visits, chronic disease management, and other preventive health. Use this revenue for nurses, psychologists, etc.
- Negotiate lower utilities costs for a few years. Has anyone asked? Might as well try.
- Create time each day for students to do some school cleaning. Many countries do this for budget and social benefits.
- Create more volunteer opportunities and then ask the community for help for specific projects. I don't want cookie dough, but I'd be willing to schedule a few hours each month to help a school.

Will the district wait until the last legally permissible moment to decide on school closures, or will it provide dedicated employees facing economic challenges with a compassionate timeframe to cope with the hardship?

I am wondering why other options were not presented to the school efficiency board that did not contain school closures. Why are administrative salary positions not being looked at for cuts? Why are we not having a financial expert come in to make recommendations and provide further financial analysis, particularly on areas of the budget that could be optimized for cost savings?

Here are a handful of questions I want to make sure get on record and get considered:

? —> In each of your different scenarios, what is the true cost savings to the district after the new costs of maintaining an empty building / property safely are figured in, as well as the new transportation / busing costs?

? —> Whichever plan is recommended, have you considered delaying implementation of it a whole year so that both families and employees that are effected can have time to figure things out and make new arrangements to their lives? (Not to mention avoiding a rushed and therefore poorly done implementation.)

? —> How will you manage to pull off such a big logistical change for the district? It doesn't seem that there are current district staff with the experience to handle this maneuver; what would be the accrued cost to employ / contract with those that could manage it?

? —> Is there detailed information about how the bus ridership and travel times will be impacted by the various scenarios? Not optimistic guesses, but reliable estimates? (The district has had serious problems for years in consistently providing buses for routes, and in keeping them on schedule.)

? —> Why did you not make an effort to gather information from families, students, and staff earlier in the process—like before the committee set to work? I would hazard a guess that at least fifty percent of the relevant issues to consider were never once thought about until after the committee spent all that time and effort.

North Thurston and Tumwater are both projecting enrollment growth through 2029, as evidenced in their most recent capital facilities plans. What makes OSD so unique that we expect the opposite effect? Is it possible that the FLO analytics report is incorrect?

What question do you have for the school board and district leadership about possible school closures/consolidations?

? —> Do you know how many individual students will be displaced for each different option you are considering? When you make a decision, how are you going to go about telling those kids that their lives are going to be turned upside down?

? —> What do you plan on doing with the JAMS program at Jefferson MS, should you close that school? How will those students continue receiving hi-cap services without JAMS? I think you are legally obligated to supply them . . .

? —> How will JAMS students that are advanced in math continue to be able to take higher- / high school-level courses like Algebra 2? They currently walk to Capital HS because it is close and doable.

? —> In all of your potential scenarios, what will be the size of each class across the district after consolidation?

? —> How can you justify proposing to close the home schools of some of the district's most economically-disadvantaged families, by suggesting to close Jefferson MS and LP Brown Elementary. Somewhere along the line it was said this consolidation action was being taken to increase equity in the district, but that is really the opposite of what happens with the closure of those two schools—it's like kicking them when they are down . . .

? —> Has the district considered the mental health hit on students and staff that will happen if their schools are closed? The impact currently, as we go through this anxious process, and the impact down the road when the lives of these kids are turned upside down? How do you plan to—truly—support those effected?

? —> Has then district taken a close look at other options for saving money that are less “destructive”? Is there already in place tight controls on the waste of resources within the district; resources that are quite costly and potentially not payed much attention to? All in all, it is really not that big a number the district is trying to come up with by closing multiple schools. It seems an extreme move, when there are likely a lot of places to cut expenditures, if administration just made the effort.

Regarding language from page 38 of the report : (see below)

The consultant said that the reconfiguration scenarios would not effect the music program too much, but as I see in Scenario 3 and 1, it would have major negative impact on the musical experiences available to middle schoolers. The lack of opportunity outlined below would have a ripple effect for future grades.

Who wrote this text?

It does not align with the way the Olympia community values music and the level of opportunity our students have and the resultant achievement.

School Board, thank you for the past support of music, please affirm that support regardless of what configuration our school district uses.

Potential Music Program Changes

- Scenario 3 - Grade 7-8 Reconfiguration

- If the middle schools became a 7-8 grade configuration, music should not change as long as student numbers were consistent.

The 6th graders would not get the middle school music programming, but would most likely be a typical elementary music class, which could be 1 class per week.

- Scenario 4 - Standard School Consolidation

- Programs at the middle level would not change. We would continue to do what we have been doing.

- Scenario 1 - P-8 Grade Reconfiguration

- This one has the highest chance of impacting music programs.

Middle level grades (6-8) may or may not have music as an elective in a P-8 school. It may or may not look like elementary specials. It would depend on numbers, elective offerings, space, resources, and teacher credentials. The other middle schools (6-8) programs should not change, unless there was an equity issue.

What question do you have for the school board and district leadership about possible school closures/consolidations?

I would like clarity concerning the consolidation of music classes at the middle school level. According to page 38 of the "School Efficiency Final Report," Potential Music Program Changes, in both Scenario 3 and Scenario 1, you will be flat out cutting or drastically-reducing-to-the-point-of-absurdity our music programs at the middle school levels. These options fly in the face of the Olympia community's well publicized and documented support of the arts, and will have a tremendously negative impact on the experience and opportunity for our students. These decisions will have ramifications that ripple out and up to the high school level, eventually hollowing out and destroying those programs as well. Is this intended? Are we [expletive] on destroying some of the most successful, traditional programs in our once-great district? Have you considered this at all?

? —> From an equity standpoint, have you looked at the likely impacts of school closings on families of color, MLL students, those that are economically disadvantaged, and so forth?

? —> In each different potential option, what new resources and infrastructure will be needed to make the consolidation workable? Will new portables be needed? What are the new, non-typical costs associated with each scenario?

? —> Why hasn't the district followed a timeline that allows for careful consideration of different approaches, opinions, and solutions? The district has been moving relatively quick.

? —> Have you had discussions with local governments in the area about what the consequences might be to the communities at large from closing schools and having very large empty properties sitting there unused?

? —> By consolidating schools there is bound to be a lot of redundant resources and equipment, etc. What is the plan for dealing with the excess? As far as I know, the OSD no longer has a surplus department . . .

? —> How will the district share news of school closings directly with students?

? —> Do you have detailed information about the continued costs of maintaining each building that gets closed? How much will it cost to continue to heat and maintain Jefferson? To heat and maintain LP Brown? Boston Harbor? How will you keep the properties secure and SAFE?

? —> Why has school consolidation been the sole focus of cost savings, when closing three buildings would be 1.8% off the operating budget? This doesn't make any sense? We are confused.

? —> How will you repair the damage due to this process to relationships and our families' trust in the Olympia School District and the school board?

Question 1:

Which of the 14 OSD Director level positions can be eliminated to allow for more sustainable year over year funding to keep our schools open and services/programming in tact or even expanded? To answer this question would require an understanding of the tenure of each position, which positions were hired using pandemic funding and should have been considered "temporary", and the immediate value that each position offers to the students of the Olympia School District? Together these positions total \$2,326,824 which equates to an average annual salary of \$166,000. These positions should all be on the table for consideration when evaluating options to create a more sustainable funding model.

Question 2:

Why would the OSD leverage data from FLO Analytics rather than hiring a proper and credible demographer when developing the latest OSD Capital Facilities Plan? FLO Analytics provided support to Western Demographics that had an activity in its proposal to tailor enrollment data to align with the school efficiency recommendations they were providing as part of the School Efficiency Review Committee. Contracting with a third party, objective, and credible demographer who will access a wider and more accurate data set from which to draw insights to inform the Capital Facilities Plan seems more in alignment with the values of the OSD and community and the OSD School Board's goal of having a long-term sustainable budget.

? —> Folks will lose their jobs. How many staff will lose their jobs in each scenario — teachers, non-certified, principals — and how will you communicate that to the community? How many staff in district administration will lose their jobs?

Last year in the Spring the district asked the community to respond to a survey the allowed respondents to prioritize programs and services. I was incredibly frustrated at the time that the district did not include closing schools as an option, thus making the survey flawed and manipulative. Essentially the district used the results to say "Look at all the things you want in schools. If you want them, we need to close schools..." For me and my community, who's school was already on the chopping block, this came across as incredibly manipulative and disingenuous. Extra programs and services are great, but we'd much prefer our school to remain open in our neighborhood. Before any further decisions are made, I implore the board to ask the district to survey the community again, this time with the option of school closures. Please don't assume you know what families want.

What question do you have for the school board and district leadership about possible school closures/consolidations?

If enrollment is a major factor driving decisions, why has the district not made active steps to market enrolling to out-of-district students or have they made those active steps and what are they? In the Spring 2023, it was brought to the Board's and Superintendent Murphy's attention that the transfer page appeared to communicate that the school was closed to enrollment. Since then and to date (12/6/23), that page still states "because of high enrollment..." which is an obvious deterrent to anyone looking from the outside wanting to enroll into the district.

How much conversation has been had with the OEA, specifically Jodi Boe, and the language in the teacher contract surrounding school closures/displacement? I believe this is a major consideration that has not been brought up and I am unsure if the board understands the complexities of displacing teachers. It will cause major staff turnover and entire new learning communities at almost every school impacted, those closing and those absorbing. When closing schools, there is a specific protocol in the teacher contract that must be followed legally. The board should be presented with this information and clearly understand what this process will entail. It will take years to recover and rebuild community at those schools and may end up costing us families that are unwilling to gamble with their child's education while they wait for OSD to recover.

Will the district publicly share the responses of their May 2023 survey that requested responses from families who left OSD to share their reasons why they chose to leave? Will the district use those responses to guide their decision making or will they discount those families' responses if the responses are that they left because those families disagree with what seems to be prioritizing sociopolitical agenda over educational needs of the children?

Why do you claim that students will be at "fully resourced schools" once they are at a larger school? Once an elementary school is OVER 450 students, doesn't that mean that more staff should be hired to accommodate the greater population, meaning that if you DON'T hire the staff indicated by higher numbers, wouldn't the students actually "under-resourced?"

For example, my children go to LP Brown, which now sits at 326 students. (We currently are fully resourced due to Title I funds that the district could potentially lose if the school is closed.)

If half the students go to McLane and half the students go to Hansen, that's putting two schools that are already and above 450 at 575-650 students. I fear that my students will then be under resourced because instead of hiring a .3 FTE psychologist, nurse, music teacher, art teacher, librarian, vice principal, etc.. to now accommodate the higher population, the district would opt to neglect hiring more staff in order to save money. So, while that is a cost-saving strategy, it does NOT result in students being "fully resourced," and it will result in worse learning outcomes for these students who are now less resourced.

And on the flip side, if they end up DO hiring more staff (as would be appropriate) to fully resource these new bursting-at-the-seams schools, then you're not saving the money that you think you would be by closing the schools.

If LPBrown is closed, what will happen to the building/property?

Do school boards in Washington have any power to change the way schools are funded in this state?

Thank you for the opportunity to ask questions. Can you share details of the non-closure cost savings that you explored prior to a closure approach? And, are there cost cutting opportunities within the district admin budget or financing options that could buy us another year? This would allow more time to explore alternatives that don't close schools on our most vulnerable kids and balloon class size at the neighboring schools?

Where did this shortfall come from and what other avenues have been considered that are less harmful to our students?

Why does Lincoln Elementary act as a choice program and have a catchment area?

Lincoln should either be a neighborhood school or a choice program, not both. According to Shannon Bingham's data, only 74 Lincoln students live in the Lincoln catchment area. This comprises just 26.2% of Lincoln's enrollment (74 in catchment of 282 total). At the same time, Lincoln has a waitlist. The Lincoln catchment area should be eliminated, and those students should be absorbed into Madison's catchment area. This would allow students on the waitlist to attend Lincoln, and bolster Madison's enrollment numbers. At the last school board meeting, we heard time and time again about people moving to the area so their children could attend Lincoln. The idea that families can move to Olympia and purchase a home in the most affluent neighborhood in the district reeks of privilege and inequity. This current system allows wealthy families to essentially purchase admission to Lincoln Elementary. Allowing this to continue, while closing neighborhood schools goes against the core values the Olympia School District supposedly stands for.

This District needs to clarify lines in the budget.

The funding line labeled Board of Directors current is \$1,014,869. This line has increased every year for the past three years (+24.13% increase). North Thurston School District, which OSD has been constantly compared to, has \$414,864 in their Board of Directors line item.

What is this money for?

Why has it continued to increase in the face of deficits?

Why is it over double that of North Thurston School Districts budget, even though we are constantly reminded we have less students?

There is \$543,000 for "Special and Pilot Programs".

Why do pilot programs exist if the District has a deficit?

How much of the budget goes to meet "basic education" as defined by RCW 28A.150.220 and how much is paying for programs beyond what is required under state law?

If there is a deficit, programs and services beyond basic education should be evaluated, scrutinized, and eliminated until funding is available to pay for these programs.

What question do you have for the school board and district leadership about possible school closures/consolidations?

How many positions/programs created with ESSER funding are still being funded with operational dollars?

Last spring, it appeared that positions created with ESSER funding were shifted to the operating budget when ESSER funding went away, which added to the "deficit". You cannot create FTEs with soft money and then claim to have a deficit when the soft money goes away. All positions created with ESSER funding should be eliminated until long-term funding can be identified to fund those positions.

Why are small classroom sizes an acceptable model for the choice programs, but small classroom sizes are an unacceptable model for neighborhood schools?

Numerous studies show that smaller sized classrooms have a positive effect on learning, especially in elementary school. The smallest average class sizes in OSD are at Avanti – 6 students per class, Lincoln – 13 students per class, and ORLA – 8 students per class. The average class size for neighborhood schools ranges from 16 (Boston Harbor) to 47 (Centennial), with an average of 33.1 students per class. These numbers are directly from OSPIs Report Card for OSD for 21-22.

If school closure is necessary, why not run the Avanti program out of one of the high schools?

Avanti is a choice program that only serves 187 students. It has a full-time principle, but the students are half time. The students are counted under ALE which uses a different funding formula and pays less.

Why is the District currently remodeling Avanti High School which will add capacity for an additional 300 students?

Where are these students coming from?

We have been told time and time again that enrollment is low, and we need to close schools, yet the District continues to expand capacity.

In full disclosure, the Olympia School members should publicly state which schools their children currently attend, have attended in the past, and in which catchment area they live.

If we as a community are being are going to go through with school closure, the Board and their families should have to share in the disruption. It should impact their children and their neighborhoods as well.

There is public opinion that the choice programs are being given special protection because Olympia School Board members children currently, or have previously attended, those programs.

During the School Facility Efficiency Review Committee was told at the beginning of the process that the choice programs were 'off the table'. They were only added to the options because of backlash from Committee members

Have you considered closing and selling the new Knox Building and relocating administration back to Avanti High School where it was for years?

How many FTEs work in person in the Knox Building?

What was the District's thought process with bringing on another building to maintain solely for administrative purposes?

How much does it cost to operate the Knox Building?

As someone who lives in the neighborhood, there are rarely cars in the parking lot.

Can you explain how neighboring school districts are dealing with similar deficits?

Neighboring school districts are facing similar, or larger deficits, in the coming years. North Thurston is projecting a 5.2M deficit in 24-25, larger than OSD.

According to the school board notes from North Thurston, they are not considering school closure as a viable response to the deficit.

What question do you have for the school board and district leadership about possible school closures/consolidations?

Budget & Policy Questions

1. How much of the total budget from the 2023-2024 school year is paying for new staff, teachers and paraprofessionals, who were hired between 2019 to 2021, in response to impacts of COVID-19? Of these hires, how many provide or support special education services?
2. Please identify the District's reasons for retaining additional staff hired during the pandemic. In other words, is there an increase in service demand for the student body that remains enrolled? If so, please explain where the increased service demand is coming from, and if any of these services have legal requirements and/or support specific District goals.
3. What proportion of the budget deficit is due to inflation?
4. Are any savings realized from the reduction in student enrollment?
5. Does the Board expect classroom sizes to return to pre-COVID levels regardless of whether schools are closed or there are layoffs?
6. Will school consolidation/closure result in the same level of service delivery provided this school year for the enrolled student body next year? If not, what services will be reduced or ended?
7. How is the \$1M budgeted for the Board of Directors intended to be spent (See 2023-2024 Fiscal Documents for OSD, F-195 Budget, p. 81), and how much has the Board of Directors been funded in prior years?
8. What "other instructional programs" are funded with the \$909,000 budgeted for the 2023-24 school year? (See 2023-2024 Fiscal Documents for OSD, F-195 Budget Overview, p. 2)
9. Is the District utilizing or planning to utilize inter fund loans to stabilize the budget for the 2023-24 school year? RCW: <https://app.leg.wa.gov/RCW/default.aspx?cite=28A.505.130>
10. Please explain the decrease in "state special purpose" funds from \$12M budgeted in 2022-23 to zero for 2023-24. The actuals for 2021-22 show as \$9.6M.
11. How are the other districts within Capital Region ESD 113 fairing financially? Is OSD unique in the region?

Analysis & Assumptions Questions re: FLO Analytics and Western Demographics

12. Please explain the 223 student count discrepancy for the 2022-23 school year between FLO Analytics (9,479) and OSPI (9,702).
13. How many 5-7 year old's in the District did not attend public or private Kindergarten in prior years comparatively? (The State's compulsory age is 8)
14. How do FLO Analytics 2023-24 enrollment projections by grade compare to actual enrollment numbers from October? (See FLO Analytics 8/2023 Memo, Fig. 16)
15. If Grade Progression Ratios above 1.00 indicate that "students mov[e] into the district or students choos[e] to transfer into the district from other districts" approximately how many families with children are expected to move to the area in the next 10 years if the Grade Progression Ratios for K-9 are predicted to be above 1.00 through 2033? (See FLO Analytics 8/2023 Memo, p. 4 & Fig. 13)
16. Please explain why FLO Analytics did not use OFM's small area population statistics for school districts to calculate the share of the District's population under the age of 18 in Figure 4.
17. Why was the housing status of enrolled students, such as those experiencing housing insecurity, or those in nontraditional or non-nuclear living arrangements, excluded from the FLO Analytics analysis and Western Demographics enrollment trends and data analysis? In other words, what proportion of the OSD student body lives in non-nuclear arrangements?
18. If declining births are the most significant reason for low enrollment projections across scenarios, then what are the reasons for the District's high capture rates (birth to K) in prior years?
19. What data is available about the students who were enrolled pre-COVID who did not come back? Has the District surveyed this group about the reasons for their departure? If so, what was learned?
20. How many students who live outside of the district enroll in alternative programs each year, and are these accounted for in the projection model and facilitated scenarios?
21. How many students transferred in and out of the district from 2017 forward, and why are these excluded from the projection model and facilitated scenarios?
22. Why does Western Demographics and FLO Analytics exclude the capture and transfer rates for surrounding areas, and the related economic, social and housing factors that drive transfers and enrollment in alternative programs?
23. The decline in births at the ESD 113 regional level slowed after 2020 according to data published by DOH. Please explain why this is unaccounted for in the birth rate projections.

What question do you have for the school board and district leadership about possible school closures/consolidations?

Can someone please tell Shannon Bingham to stop referring to 'we' when he speaks of the Olympia School District?

He has done so multiple times throughout this process. He is not part of our community. He does not care about our community. He will take his paycheck and move on to another school district to make the exact same recommendations. This is very evident from his track record. It is highly offensive for a hired consultant come into our home and speak as if he is part of the community and shares our values.

Is the potential disruption, trauma, and inevitable loss of learning that will occur at the closing of schools worth saving the small amount of money that it seems that it will save?

It seems that the finance model is broken, not because of how many schools you're operating or enrollment trends, but rather because of inflation and the state's lack of cooperation in funding schools adequately. Closing schools will only cause additional trauma and loss of learning to children on the heels of the pandemic, and we will still be left with an inadequate source of funding. Closing schools will not solve the budget problem.

In the short term, what budgetary solutions have been explored besides closing schools? Are there any middle management positions that could be eliminated at the district office? Last year, discontinuing the printing of district calendars was offered as a strategy to reducing the deficit. Can we find 20 more items like that?

In the long term: Can the district sue the state for the unfair "regionalization" designation assigned to us during the McCleary fix? Can we sue the state with other school districts for underfunding special education? As the legislative session approaches, let us as a community rally behind you to petition the state legislature to fully fund special education and increase spending per student. We need your leadership to change the trajectory that we are on.

Kate Davis' budget presentation during the last school board meeting stated, "the district is spending cash more quickly than in prior years."

Why?

On what?

Why aren't burn rates being monitored and adjustments being made mid-year to avoid overspending?

Are you taking in to account the timing of these proposed school closures, on the tails of the pandemic?

The pandemic was highly disruptive for all, and extremely traumatic for many families and children. This year is the first school year that has felt normal absolutely normal. One of my children is in 4th grade, which means 4th grade is the first school year that has felt normal. That means: kindergarten, first grade, second grade, third grade (to a lesser degree), and now if his school is shut down, fifth grade will also hugely disruptive year for him. This is the same for ALL children who are currently in elementary school. These kids need a break from all the chaos and need some stability!

-Who wrote the text on page 38? How does this align with the way the Olympia community values music and the level of opportunity our students have and the resultant achievement?

Patrick Murphy sent home a letter last week with a chart enumerating the birthrate vs. five years later, school enrollment. Clearly, kindergarten enrollment lately has not reached pre-pandemic levels. But, despite that, are we premature in closing schools? Do we know how this will play out in the next 5 years? I am guessing that we are in entirely uncharted demographic territory, as the last massive global pandemic was 100 years ago, and data wasn't being gathered in the same way after that pandemic. Can we hobble along with the budget a few more years to see where the trends actually go before we do the drastic step of closing schools?

An adjacent question this is: Where have all the students gone who are causing this enrollment decline? What efforts are being done to find them and reenroll them in school? What can the Olympia School District do to raise the public's opinion of our schools, so much so that parents feel safe sending their kids to school? This seems like a public relations problem, not a demographics problem. The children are here in Olympia, they just aren't coming to OSD schools for all kinds of reasons. Can we identify those reasons and address them?

Why should the public trust the accounting practices of the Olympia School District?

Last spring, the District and the Board initially believed they had a 17M dollar deficit, this was quickly reduced to 10M, then to 7M. Within a few weeks, the 'deficit' dropped nearly 60% - prior to cutting services. Now, we are told that over a million more than necessary was cut from the budget.

JMS is listed to go offline in several scenarios. Can anyone speak on what will happen to the JAMs program? Will the entire program move or be discontinued? I believe many of the students are from title 1 school on the westside. Please take this into consideration - that some of these students will not be able to continue on the path they are on if this school closes.

What question do you have for the school board and district leadership about possible school closures/consolidations?

How do Scenarios 3 and 1 retain the success we see in music at 4th and 5th grade? 7th and 8th grade? High School?

Scenarios 3 and 1 suggest autonomy at each school with regard to the level of music offered. How is that equitable? How does it retain the standard of quality we offer currently?

A lot has been discussed about how much money the district is in deficit. There has been a lot discussion on which schools to close. Absolutely nothing has been discussed about how the money will be used if we close schools. Depending on the plan, 'savings' range from 3-5 million dollars. The District needs to lay out multiple plans for how these funds will be used - specific plans.

Are we trading multiple elementary schools so high schools can have after school clubs? So that Lincoln can have a full time PE teacher? Full time art teachers? We need to know what the specific trade-offs are for this disruption.

What will closing schools do for the average 3rd grade student next March?

Can the author of page 38 explain the suggestion that music offered only once a week for 6th grade and possibly P-8 does not change the student's musical experience?

Has the committee and consultant weighed the ripple effect and long-term impact on the student's high school experience?

Does the Board have any idea what 6th grade might look like if it moves to elementary?

Why do you have faith in the census projections when past projects have been wildly inaccurate?

In 2014 OSD used census projections to justify expanding schools. Roosevelt, McLane, Hansen, Centennial, Pioneer, and Olympia High School were all expanded spending millions of dollars to add capacity. Now just 10 years later, census projections are showing the opposite trends.

On December 5, 2023, the OSD released the 2024-2029 Capital Facilities Plan. Multiple references are made to building new schools, securing land for new schools, and adding capacity.

If enrollment is projected to decline, why is the District planning to add capacity and build new facilities, while also having a deficit and considering school closure?

During a time when the budget items make a huge difference in the severity of financial decisions, why did the district choose to budget \$200K for the February special election when the election fees would have been much less and not more in addition to the election fees the district had to spend on the BOD election in 11/2023 (so why not put the replacement levy proposal on the November 2023 ballot to save general fund money)?

Which programs are paid for with operational funds and which are paid for with levee funds?

The district should be able to show specifically what funding goes to which program.

Can you explain the discrepancy between the CEC charter responsibilities "without reducing services or programs" compared to WA constitution requires "common schools" to be funded first prior to programs.

Can you share the results for each OSD board members responses to the "Race & Equity Impact Decision-Making Tool" as it pertains to the efficiency process, school closure process, and the writing of the charter?

Why is the Board of Directors budget so high? \$770K two years ago, 804K last year and \$1M this year? What legal expenses are involved in needing to budget this amount? Why is this amount so much higher than our neighboring districts (North Thurston: \$400K, Tumwater \$317K)? Have you ever conferred with North Thurston for advice re: how they manage their budget and keep costs like this down?

Shannon Bingham, Western Demographics suggested closing 6 schools in Alaska. 5 of which are Title 1 schools. Alaska was facing a 68 million dollar budget deficit. The school board listened to the communities concerns and stepped back because of flawed data and desperate impact to low income populations. Why are you treating a 3 million dollar budget gap like it is a dire emergency?

In weighting the items, why was the weighting 5 for "walking distance" for the Title 1 schools knowing and understanding that this will impact low income populations hardest?

In the November 30, 2023 meeting there is a discrepancy in what Superintendent Muphy said. He said his Executive Leadership Team was in agreement that school closures were necessary. However, we also heard the preferred option of individual school leadership was to close programs, not schools. Why does this discrepancy exist?

How many members of the CEC were low income?

What question do you have for the school board and district leadership about possible school closures/consolidations?

If you were to shut down Jefferson and Reeves, what is the process of relocating teachers and how does that work? Will all teachers be riffed or just those in those buildings? Seems unfair.

Where will JAMS be transferred?

Will you also be cutting sports? There will be little room to coach all the teams at just two middle schools. Seems also unfair.

Can a 5-8 be considered?

How will a teacher cover all different subject standards in 6th grade if sent to an elementary school? Seems impossible for one teacher to do.

Superintendent Murphy keeps referring to this as a Citizen's Advisory Committee decision and yet it has been made clear in public comments on November 9, that committee members did not reach any consensus agreement and expressed concerns with the process due lacking significant information. Why are you referring to these scenarios regarding school closures as a committee decision when there was strong vocal opposition by committee members and no decision?

A non-Montessori class type (or larger class size) is not conducive to my child's individual needs, and homeschooling is not a possibility for us. Where would he go if ORLA closed or became consolidated?

Why are the teacher to student ratios 30:1 at LP Brown right now 3rd grade?

At the 11/30/23 work session, the demographer defended not using academic achievement as an important factor of school closure consideration because it is hurtful. What data supports closing a high performing school and ensures that those students will still receive the same level of education that makes their school high performing if you're considering transferring them to a school that has demonstrated to be of lower performance?

Last year, there were significant cuts to programs across OSD. Can you explain why you (school board) approved OSD administration (not teachers) to get a COLA raise? OSD administration (NOT TEACHERS HILARY) are paid 34% higher than the national average.

Are you really invested in the process of forming a community advisory committee to solve financial problems in the school district? Why were some many details left out like how much money are you trying to save? With a decision with so much impact, all the financial information should be figured out ahead of time for an advisory committee. Did this exercise proceed to cover up your pre-determined decision to close one or two elementary schools while giving the impression that you are listening to the public?

What is the reasoning behind providing so little funding for LP Browns facilities over the last decade and using the lack of funding as a reason for closure for the school? Do capital improvements come from the same source of funds that are short?

Why do you keep mentioning birth rates? OSD continues to see growth each year from families moving into district. in my child's classroom alone, there has been a 30% increase in fulltime students. Can you stop talking about birth rates?

During the November 9 2023, public meeting an eighteen-year LP Brown Elementary School employee stated that maintenance was clearly needed. In sympathy with this employee and the Title 1 students at LP Brown your capital expenditures table disturbingly shows how you neglected this school since 2012. Your long-term maintenance plans also support this. Since 2012, you had no intention of keeping LP Brown open and this whole process is Political Theater, correct?

In the November 30, 2023, meeting you summarized the report and how the lowest seven schools were scored. This gives the illusion that you are using a transparent process, but clearly there were additional factors that you considered after the analysis. Of the five elementary schools LP Brown scored the highest with the initial weighted criteria. How is it that LP Brown was singled out to be closed in all four scenarios with the highest elementary school score?

How is the use of previous financial investment in a school objective criteria free from bias when it is the central office who determines which schools they want to invest in and thereby making those they choose not to score lower on the "analysis" that the demographer put forth? Furthermore, how does the central office determine which schools to invest in? Why does the central office seem to not value their high performing elementary schools like McKenney and Boston Harbor?

In the November spotlight on success Superintendent Murphy sent out last week, it lists LP Brown at 310. LP Brown is currently at 328, When is accurate data going to be presented?

When will you be accepting budget reduction suggestions from the community? Can this be done in a public forum?

Are you really saving any money with closures, when you say it would take \$1,000,000 to move portable classrooms into the Marshall Middle School Campus?

Is it not possible to let this be the same way it's doing now?

thank you for the opportunity for allowing our concerns as its stressful as for both kids and parents, I would like to know more details like how this affects JAMS program for highly capable students which is currently hosted at Jefferson Middle school and allowing kids to take up early advanced High school qualified credits (classes) like Science and Maths etc., appreciate your help.

Which board members and administrators have taken classes in portable classrooms? How many classes have each of you had in a portable classroom?

What are you as an elected school board doing at the state level to get more funding to our schools and their unique situations? If schools are closed we will still have the same problems.

On page 5 of the FLO analytics report, it states one school (LP Brown, Title 1) will have significant growth due to projects already permitted for sustainable housing. Why is that one school, which also has the highest OSD catchment rate at 97.5%, highest transient student rate, and highest retention rate still on the list to be closed?

What question do you have for the school board and district leadership about possible school closures/consolidations?

Why are you considering shuttering two Title I schools on the same side of town, that service the same families? This is unconscionable! Is it because you think that there will be less pushback because the parents are less likely to speak out? If so, shame on you!

LP Brown and Jefferson are strong schools and vibrant communities of families, teachers and staff who work very hard to support these kids who are among the most vulnerable children in the district. Both schools are working hard to close achievement gaps and help children self-regulate. To disrupt this very important work these schools are doing will have ripple effects in these children's lives for years to come. I am not saying that other schools would be incapable of serving this population, but it would come with a learning curve, and there would certainly be lost time until the new school figures out how to service this unique population. Every year of a child's life is critical, and so much time was lost already in the pandemic. Let's not create problems that don't already exist by closing schools and disrupting education. Let LP Brown and Jefferson stay open and keep doing their job!

While I appreciate the concerns about the cost of running schools with declining attendance rates, I know that schools that have smaller class sizes and are close to their students' homes are considered more desirable schools. If we consolidate schools, we will make them farther away from students and will increase class sizes. Have we considered how this may further exacerbate the enrollment decline rate? Rather than close schools, what have we done to reduce the costs of running them while maintaining the primary responsibility (i.e. education)? Additionally, what have we done to entice families who have elected to home school, or move to a charter or private school?

Wouldn't cutting two schools on the Westside be counter-productive in the long term? Doesn't the westside have the most potential for demographic growth? I learned that there were certain demographic indicators that were NOT considered by Mr. Shannon Bingham. What do you know about that? Such as the mall triangle development, and regional forecasts for growth in the area...etc.

Its true, Olympia School District has a unique set of challenges, due to its very unique geography. Essentially, Olympia has a connectivity problem because of all the water and how the freeways cut through. This is simply a fact of life here, and its implications on school attendance areas is that small neighborhood schools exist and their existence is non-negotiable due to the geography. The budget problem is it's not a problem that can be solved by "right-sizing" our schools because "right sizing" isn't possible in Olympia geographically.

Closing two schools on the Westside would just create over-crowding issues, it wouldn't solve any problem that we are actually having, it would just create more problems.

Have you thought about how you'd have to buy more buses and pay more bus drivers? At the moment, don't the elementary schools stagger start times in order to save money on buses and drivers? If you close schools, that will no longer be possible.

Which board members and administrators have taken classes in portable classrooms? How many classes have each of you had in a portable classroom?

We know that our community values the music programs we offer, so how does the information on P. 38 of the Final Report reflect our community values? Who specifically wrote the text on P. 38 about impacts on the music program?

How do the proposed scenarios maintain the equity and level of quality we currently offer in the OSD music programs? Have the long-term impacts of these changes been considered?

Members of the board have mentioned full time Librarians and Principals multiple times as a justification for closing schools. Boston Harbor has never had (or needed) a full time Librarian or Principal (they have been .5 and .6 respectively for years). Mrs. Womer is a phenomenal Librarian and serves BHES students well. She knows every single student by name, reserves books for students based on their interests, and makes reading fun. BHES students get to visit the Library multiple times a week, and everyone is happy with this situation. Mrs. Brotherton is a beloved Principal. She and the District creatively balance her work load so she is paid full time as she fills other tasks for the district while still being present at the school full-time. We appreciate the creativity with this arrangement and we appreciate her. BHES was created to be a small school. It is currently operating at nearly 88% efficiency which is the highest in the district (current enrollment is 177, capacity is 200) and has the 3rd lowest per pupil expenditure - arguably one of the districts most efficient schools. Please don't assume you know what parents and educators want or need - ask the community you are serving.

What question do you have for the school board and district leadership about possible school closures/consolidations?

Have you considered equity in this decision? Are children most vulnerable more impacted? Is that inline with values?

Will 3 million be worth the impact on children?

Where are the children who are no longer enrolled? Have we done outreach?

Will closing a school actually save the Money you think it will?

What are other options for saving money?

If we do need to close 1 or 2 schools - what would be a measured approach? And why would it not be the smallest one with other schools near by? How can this happen in a positive way?

What about growing expanding popular programs to draw more students to come Back and or from out of district?

This has been an upsetting anxiety producing process for my family. How are you accounting in terms of dollars for the stunting of academic progress and social emotional development of the students that are relocating in other schools? There are articles that show decreases in test scores and the future earnings of these students as adults.

Was transportation offered to be provided for low income students to be involved in the CEC?

Which board members have a student in one of the schools you are proposing to close?

Why is putting 6th graders back into the elementary schools being considered? Middle school is an extremely important developmental time and putting them into the elementary schools seems like it would be detrimental to their learning and development. They would lose out on the independence and elective offerings of middle school, not only the ownership and community that is built as families spend more time at a given school (three years vs. two).

The elective programs that we pride ourselves on in the Olympia School District would suffer up, with effects trickling up through the high schools.

Have you read studies about the effects of two year middle schools vs. three, and about 6th grade in elementary school or middle school? What does the research say?

Keeping all the OSD schools open will maintain institutional knowledge, stabilize organizational culture, promote team cohesion, and maintain relationships - how can you put a dollar value on these factors when considering what will be lost if/when you close schools?

What grants have been applied for to offset the 10 million spent per FY to support IEP compliance? Given that WA state funds 13% and OSD has a 23% IEP rate, that estimated cost per pupil is 10 million

What legislative approach has been taken to offset the 10 million spent per FY to support IEP compliance? Given that WA state funds 13% and OSD has a 23% IEP rate, that estimated cost per pupil is 10 million

The school board has not discussed the expected cost of consolidation of schools, the added transportation costs, or the costs of dealing with the buildings that will become vacant after a school closes. I would like to see what those costs will be and how the school board plans to pay for the cost of consolidation.

LP Brown's building is the most run-down in the district. That, as far as I understand it, is one of the main reasons that it is being considered for closure. Why is that even a factor? Doesn't the money for capital improvement come from the bond money, not from the operating budget? Olympia is notorious for passing its bonds and levies. (Good job, Olympia. We live in an awesome town!) If the westside has the population to support four elementary schools, then we should have four elementary schools, regardless of the condition of the school buildings. (And, LP Brown needs a remodel ASAP!)

If schools, with long histories and deep relationship networks are asked to close, what support will the board provide to help these schools "end well"? <https://www.apa.org/pubs/highlights/spotlight/issue-135>

If the Board votes on school consolidation, will they acknowledge potential conflict of interest that Dir. Seidel and Dir. Clifthorne have with having kids enrolled in the district and ties to schools that is not equal to all schools? And thereby refrain from voting on this topic in accordance to the Washington School Board Standards re: Accountability?

Why is it ok to consider closing a Title 1 neighborhood school that spends \$16,966 per student and not a choice school that spends \$20,186 per student according to the OSPI website? Does this meet your equity requirements in the decision to close schools?

Why do you have people who think it is alright to use the "N" word making a decision about closing Title 1 schools in Olympia?

What question do you have for the school board and district leadership about possible school closures/consolidations?

Are you aware of the peer reviewed data that shows lower IEP rates for small school communities especially as it pertains to low income students?

Are you aware that 8% of all bullying occurs on school busses? How do you intend to protect students that will be subjected to long rides each day?

Can you explain why on Oct 26th board meeting when a community member mentioned concerns of nepotism, conflict of interest, and bias of CEC committee member; this community member was falsely accused of making disparaging remarks about the student? Has there been a public apology to that community member?

If schools are closed will property taxes go down since the largest percentage of these go towards schools? The concern here is that if projections and models don't happen and we need more classrooms again then property taxes are sure to go up again. This is a major concern for homeowners.

How do these recommendations align with the way the Olympia community has voiced the high value they place on music, the level of opportunity our students have, and the resultant achievement? (OSD music district-wide has already been disproportionately cut, and these proposed changes would drastically cut even further this very highly valued program.)

My Kid goes who is in fifth grade currently goes to Alps program in Roosevelt Elementary school. We wanted her to get into JAMS program at Jefferson Middle school.

What are the options for her if Jefferson doesn't have 6th Grade.

I'd like to know more about the possibility of using school buildings for housing early childcare facilities. Olympia being a childcare desert seems like an incredibly important issue that affects our entire community and also aligns with the values of the district. In what ways could this support the deficit?

If the options programs were to combine buildings, how would that shift affect the structure of staffing (in particular leadership)? It isn't possible to have a strong options program without a strong administrator who understands and takes leadership on the options program. Putting two very different options programs into one building and expecting one principal to support both programs would certainly diminish the quality of the programs.

Can you outline how many OSD administrators are currently employed, and compare that to how many were employed in 2017? If enrollment is going down, do we see a direct correlation of decrease in administrators that have no direct student instruction responsibilities?

BY OSD administrators I do not mean principals that comply with the minimum state requirements

At the board meeting Nov 30th, Director Reed asked a question at the beginning of the session that was not answered at the end of the meeting.

Her statement and following question was (in summary) Darcy stated to the community that all board members would follow this process through the December 14th vote. Darcy has told Director Reed she will not be allowed to vote and to turn in her laptop on Dec 14th in the morning prior to the board meeting set for 6pm on December 14th.

Can you please respond to the community that elected Director Reed?

Does the school board have a legislative agenda to advocate for structural changes related to school funding?

As a family that moved from out of state this year, OSD's options programs really made the district attractive to us. What opportunities are being considered to mitigate some of the enrollment decline and attract more families to the area? Is expanding capacity in the options programs an option to increase enrollment?

As a community, we would like oversight into volunteers being compensated. Is this something the school board is open to? Creating a community financial oversight committee? NDA's of course

In speaking with several CEC members, I have grave concerns about how the 4 options are being presented as "their result". I have not talked to one member of the CEC that says they (committee) came up with those. Were these handed to the committee?

Have you considered a four day week (with extended hours to meet any state requirements) for reduction in transportation and operation costs?

How is the school board verifying the data presented by Western Demographics and Flo Analytics? Are you seeking a "second option" as to other viable options to solve the budgetary issues? Thank you!

How much does it cost for 1 trailer that has AC and heat?

Why has the option of a 5-8 middle not been considered in place of the suggested P-8 model? Could 5th graders move to the middle schools but have a transitional schedule with blocks of classes?

Have you considered restructuring at an administrative level?

Why has there only been \$237,031.00 spent in capital funds on LP Brown since 2012 and Garfield has had \$ 20.1 million in investments since 2012?

Question re: Why has there only been \$237,031.00 spent in capital funds on LP Brown since 2012 and Garfield has had \$ 20.1 million in investments since 2012?

How can building condition now be used to weight school closure?

Has the board reviewed any studies that show that moving 6th grade to elementary school and limiting middle school to 7 & 8th grade isn't harmful and is actually beneficial for students?

Could the administrative offices move back to the Knox building or elsewhere and sell off the current building and surrounding property?

Re: Why has there only been \$237,031.00 spent in capital funds on LP Brown since 2012 and Garfield has had \$ 20.1 million in investments since 2012?

How is this equitable for students at LP Brown?

What question do you have for the school board and district leadership about possible school closures/consolidations?

Re: Why has there only been \$237,031.00 spent in capital funds on LP Brown since 2012 and Garfield has had \$ 20.1 million in investments since 2012?

Why has OSB not sold off land to put capital money into LP Brown?

If Washington Middle School became only 7-8th grade, can they absorb all of the 7-8th graders from Reeves middle school (and any other middle schools in the district) without it making class sizes too big and overall negatively impacting the students.

How can we as a community be assured you are getting all of our questions? Will you send all of us the google doc?

Have you considered and explored the unintended consequences of closing schools and what could those be? Particularly down the road 5-10 years??

Why is Jefferson being considered when it is the easiest middle school for walking/access to the community? How were walkability scores determined, as they do not seem accurate?

What impact with school closures have on ALL departments of the district? Have you had conversations with each district department and with community organizations?

What out of the box thinking have you done to consider ways to keep the schools open - such as renting out space to the community or businesses?

Why isn't a 4 day school week being discussed as a possible option?

Why isn't the option of restructuring middle schools into 5-8 being discussed as a possible option?

Why isn't selling the current district office space and vacant district lands being discussed as a possible option?

Why isn't restructuring district administration positions being discussed as a possible option?

Why aren't boundary line changes for schools being discussed as a possible option?

Why is Jefferson being targeted as a "small school" when Reeves has a substantially smaller student population?

Why do the current consolidation options target only low income students and neighborhoods?

OSD is part of Thurston County Regional Planning Council, but didn't appear to use any of their data and instead hired an outside 3rd party - why is that? Furthermore, demographic and population predictions are frequently wrong and several members of the efficiency committee expressed concern that the population predictions did not consider all available data. Why is that? Seems of concern.

If OSD is looking at a \$3.5 million budget shortfall, which is just 3% of the total budget. Why isn't OSD considering cutting 3% of the office administrative budget for next school year while taking more time to study and share with the community all available long term solutions and tradeoffs of each?

LP Brown is one of the poorest and most diverse schools in the district - closing this particular school does not feel right. Any school closure is bound to balloon classroom sizes at McLane and the Middle Schools.

Currently, roughly 40% of students walk to Jefferson which allows for greater access to after school enrichment - putting all of those kids on a bus and removing them from those enrichment opportunities should be the last resort - has the board considered these factors?

If McKenny is closed can surrounding schools, Centennial and Pioneer, really absorb all of McKenny's students without it making those two schools too full and negatively impacting the students? Meaning, will class sizes become too big (Centennial 5th grade classes are already over capacity with 30 students in them)? Will classes end up in portables, and will more portables need to be built (which are inferior and less safe than classes in the permanent buildings) which will then take outdoor space from the kids? Will there be enough staff to support kids, e.g. for counseling, for lunch and recess, for special education paras, for art/music/library/PE, for the office, etc?

How do the scenarios that include potential impacts to the music program affect the instrumental music program in the elementaries? Now that we have fought to keep the 5th grade strings and band program, are you planning to cut that as well, or would students start an instrument in 5th grade and then be forced to take a year off in 6th grade because of the changes outlined in the reconfigurations?

What question do you have for the school board and district leadership about possible school closures/consolidations?

Process Question

The Sup provides a proposal on Dec 14. Then there is a comment period in Jan/Feb and then decision in early March. How much can still be adjusted during that period? For example, is it an up or down vote by the board? Or if the Supt says, close School A and School B, could the board choose to close a different set entirely? Or for example, if the Supt says, move Schools A into School B and school C and move Schools X and Y to School Z, are the boundaries fixed? Or could the board decide to modify boundaries of the Sup proposal after listening to family feedback. Just trying to better understand the process and if the board has the ability to make modifications or an up or down vote.

Class size question

One of the confusing parts of the discussion about empty seats is that it makes it seem like there are empty classrooms. While that might be the case at some schools, in others, it is more that there are smaller class sizes. To better understand these proposals it would be helpful to know what the average size class size is now at each school and what they would be under consolidation.

Portable Question

Many of the proposals require portables. It would be helpful to know explicitly how many portables will be added to sites to make the assumptions work. It would also be helpful to know how much one portable costs, the process for receiving an occupancy permit for a portable, the risk of not receiving a permit in time, and what the back up plan would be if the permit was not granted before start of school year. Will portable costs come from the Operating Budget or the Capital Budget?

Vacant Space

What will happen to the space at each location that is closed? What source of funds will pay for fencing, security, etc? Capital or Operating?

ORLA and Lincoln

What can be done to ensure choice programs are operating at their full capacity for enrollment? Could a portion of the neighborhood around ORLA be turned into ORLA as the school, with another school as the designee if the parent opts out? Similar to Lincoln and Pioneer. There are already many kids from Madison and McKenny (35, 29)

Budget Enhancements

This is an incredibly painful process and hard for families to appreciate without some sort of benefit. Are there enhancements that can happen under some of these proposals, ie if this many elementaries are closed, then we can restore the reduction to art education at the elementary school? Or guarantee of 3 recesses and a certain number of minutes of recess time?

Community Building

How will the OSD support schools that are being closed/consolidated to build a new culture together?

Human Resources-Layoffs and Involuntary Transfers

What will happen to staff throughout OSD if there are staff reductions from closures and consolidations? What is the seniority process for Principals, Assistant Principals, Counselors, Librarians, Elective Teachers, Music Teachers, and so forth?

Middle School Boundaries and Shuttle Busses

Our middle schools provide opportunity for students to do a lot of walking. If you move middle school boundaries, please place preference on those with the nearest walking location being able to stay near their school. This maximizes middle school independence, but also ability to participate in before-after school activities.

What question do you have for the school board and district leadership about possible school closures/consolidations?

* Has the district considered selling the Knox building as a was to "take a building offline"?

* What is the \$1M budget line in the 2023-24 budget labeled 'Board of Directors' for? What kind of activities does this funding support and why has it increased over the last 2 years?

*Why is the district considering building a new high school? If enrollment numbers and funding are as dire as what is being represented, building any new facility would be a gross mismanagement of state funds.

*Why is the district continuing to fund pilot program? Again, if indeed funding is tight, these dollars should not be spent on temporary activities.

* Clarification: Offering other state funded early learning programs other than transition to Kindergarten is not illegal as stated by Superintendent Murphy at the last meeting. The district would need to create a coordinated recruitment and enrollment plan to ensure transition to kindergarten is not unnecessarily pulling children from ECEAP waitlists. Having early learning choices in the district for families supports our community and helps contribute to positive outcomes for children and families. I am highly disappointed that the Olympia School District sees this as too burdensome of an undertaking.

*Why are small classes in choice programs acceptable but small classrooms in neighborhood schools are inefficient? This reeks of privilege and inequality. We heard from many parents who had the economic means to buy homes in the most affluent neighborhood in the district just so they could have their kids go to Lincoln. Most families in the district don't have that kind of privilege.

Can you please reconcile the prototypical school size being 450 but under the proposed consolidations some elementary schools will be at nearly 600, while many will remain below 400. Additionally, these schools will be near capacity despite current west side development underway. This doesn't seem like good long term planning.