Olympia School District

School Closures and Consolidations

OSD Policy 6883 Analysis

September 17, 2026

Introduction

This analysis was developed in accordance with Board Policy 6883 to provide the Board and community with a comprehensive review of the factors associated with the proposed closure and consolidation of three elementary schools. It examines the educational, operational, financial, facilities, enrollment, and student and staff impacts of the proposal to support the Board's consideration and decision-making. All analysis, findings, scenarios, and recommendations contained in this report, including any proposed school closures, consolidations, boundary changes, or related actions, are contingent upon formal approval by the Olympia School District Board of Directors, and no closure or consolidation will occur unless and until the Board votes to approve it.

The analysis identifies the following elementary consolidation proposal:

- McKenny Elementary into Pioneer Elementary and Centennial Elementary
- Madison Elementary into Roosevelt Elementary
- LP Brown Elementary into Hansen Elementary and Garfield Elementary.

The report provides a written analysis which considers eight issues outlined in Policy 6883.[1] The report is structured around each of these eight themes.

Table of Contents

1 "Policy: 6883, Section: 6000 - Management Support." Olympia School District Board Policies. https://go.boarddocs.com/wa/osd111/Board.nsf/goto?open&id=DUW3UY08A2CF

Section 1: Projected or Actual Enrollment

Enrollment trends and planned boundary changes are key factors in projecting future enrollment. In 2025, the Olympia School District contracted with BERK Consulting to develop school-level enrollment projections for long-range planning purposes.[2] The full BERK enrollment projection report is available on the district's website.[3] For schools affected by the proposed boundary changes, the district adjusted the BERK projections to reflect the planned student movement between schools.

The district uses long-range enrollment projections to support school capacity, facilities, and other long-term planning decisions. These projections are based on student headcount and are not intended to serve as the basis for Basic Education staffing allocations. State funding and the district's staffing allocations are based on student full-time equivalent (FTE), calculated using annual average enrollment. Accordingly, actual staffing decisions may differ from the enrollment figures presented in this report.

At the elementary level, student headcount and FTE are generally similar. Because this analysis is intended to inform long-range planning and potential school consolidation rather than annual staffing allocations, the district is using the BERK projections, adjusted for the proposed boundary changes, as the basis for this analysis.

Projected Enrollment at Receiving Schools

The following tables show current enrollment, enrollment after the proposed boundary changes, and projected enrollment for the receiving schools. The projections reflect the district's adjustments to enrollment projections developed by BERK Consulting.

In 2025, the district contracted with BERK Consulting to develop 10-year enrollment projections. BERK's methodology considered factors including local housing and development, birth rates, and historical grade progression. For this analysis, BERK did not develop new projections. Instead, the district examined how currently enrolled students would be distributed under the proposed boundary changes and calculated the resulting percentage split among receiving schools. Those percentages were then applied to BERK's existing enrollment projections to estimate future enrollment under the proposed boundaries.

Please note: The data set used for this analysis is headcount information as of June 15, 2026, loaded into the district's transportation and location software. Enrollment figures may differ from

---

[2] BERK Consulting. https://www.berkconsulting.com/

[3] "Olympia School District Long-Term Enrollment Forecast." BERK Consulting. https://files.smartsites.parentsquare.com/10525/osd__berk_enrollment_forecast_report__acc_2.pdf

those reported in the OSPI Report Card or P223 because those reports use different reporting dates, definitions, and reporting requirements.

Centennial Elementary School

Receiving students from McKenny Elementary School

Grade	2025-26 June Actuals	2025-26 After Closures	Projected 26-27 enrollment	Projected 27-28 enrollment	Projected 28-29 enrollment	Projected 29-30 enrollment	Projected 30-31 enrollment
K	52	81	77.8	**77.5**	70.0	71.6	71.6
1	52	69	72.2	**78.8**	77.4	70.1	72.7
2	66	94	81.7	**80.4**	87.0	85.7	78.0
3	65	91	99.6	**80.4**	78.6	85.8	84.4
4	91	121	89.8	**99.8**	80.6	78.7	85.9
5	89	118	126.9	**92.0**	102.0	82.4	80.4
Total	**415**	**574**	**548.1**	**508.8**	**495.5**	**474.3**	**473.0**

Pioneer Elementary School

Receiving students from McKenny Elementary School

Grade	2025-26 June Actuals	2025-26 After Closures	Projected 26-27 Enrollment	Projected 27-28 Enrollment	Projected 28-29 Enrollment	Projected 29-30 Enrollment	Projected 30-31 Enrollment
K	52	69	73.2	**68.5**	62.0	63.4	63.4
1	64	77	77.8	**81.2**	75.6	68.9	71.3
2	69	82	80.3	**75.6**	79.0	73.3	67.0
3	71	88	92.4	**86.6**	81.4	85.2	79.6
4	67	86	89.2	**94.2**	88.4	83.3	87.1
5	72	88	89.1	**92.0**	97.0	91.6	86.6
Total	**395**	**490**	**501.9**	**498.2**	**483.5**	**465.7**	**455.0**

Roosevelt Elementary School

Receiving students from Madison Elementary School

Grade	2025-26 June Actuals	2025-26 After Closures	Projected 26-27 Enrollment	Projected 27-28 Enrollment	Projected 28-29 Enrollment	Projected 29-30 Enrollment	Projected 30-31 Enrollment
K	52	74	77.0	**76.0**	68.0	71.0	71.0
1	44	70	67.0	**76.0**	74.0	67.0	70.0
2	62	95	70.0	**68.0**	77.0	75.0	68.0
3	54	81	95.0	**72.0**	69.0	78.0	77.0
4	74	105	81.0	**102.0**	76.0	73.0	83.0
5	63	96	103.0	**84.0**	105.0	79.0	76.0
Total	**349**	**521**	**493.0**	**478.0**	**469.0**	**443.0**	**445.0**

Garfield Elementary School

Receiving students from LP Brown Elementary School

Grade	2025-26 June Actuals	2025-26 After Closures	Projected 26-27 Enrollment	Projected 27-28 Enrollment	Projected 28-29 Enrollment	Projected 29-30 Enrollment	Projected 30-31 Enrollment
K	38	45	61.5	**58.9**	53.4	54.9	54.9
1	42	66	73.7	**73.3**	71.5	64.7	66.8
2	41	61	79.3	**74.8**	75.4	71.9	65.9
3	50	64	64.6	**70.5**	66.3	67.0	64.4
4	41	70	76.2	**74.5**	82.6	78.1	78.4
5	44	72	85.5	**76.9**	74.4	80.6	76.2
Total	**256**	**378**	**440.8**	**428.8**	**423.7**	**417.1**	**406.4**

Hansen Elementary School

Receiving students from LP Brown Elementary School

Grade	2025-26 June Actuals	2025-26 After Closures	Projected 26-27 enrollment	Projected 27-28 enrollment	Projected 28-29 enrollment	Projected 29-30 enrollment	Projected 30-31 enrollment
K	46	78	86.5	**86.1**	77.6	80.1	80.1
1	44	76	76.3	**75.7**	75.5	68.3	71.2
2	55	77	82.7	**78.2**	78.6	77.1	71.1
3	60	103	84.4	**90.5**	85.7	85.0	84.6
4	63	91	82.8	**76.5**	79.4	75.9	75.6
5	73	103	93.5	**87.1**	79.6	83.4	79.8
Total	**341**	**528**	**506.2**	**494.2**	**476.3**	**469.9**	**462.6**

Proposed Boundary Changes

In the process of looking at closure and consolidation, the district identified a section of homes in the McLane Elementary School boundary that is recommended to move to the Hansen catchment area. Approximately ten students live in this neighborhood. The shift is reflected in the numbers above.

For Hansen, the proposed boundary changes will result in 43 students currently attending Hansen being reassigned to Garfield. A larger share of students currently attending LP Brown will be assigned to Hansen rather than Garfield.

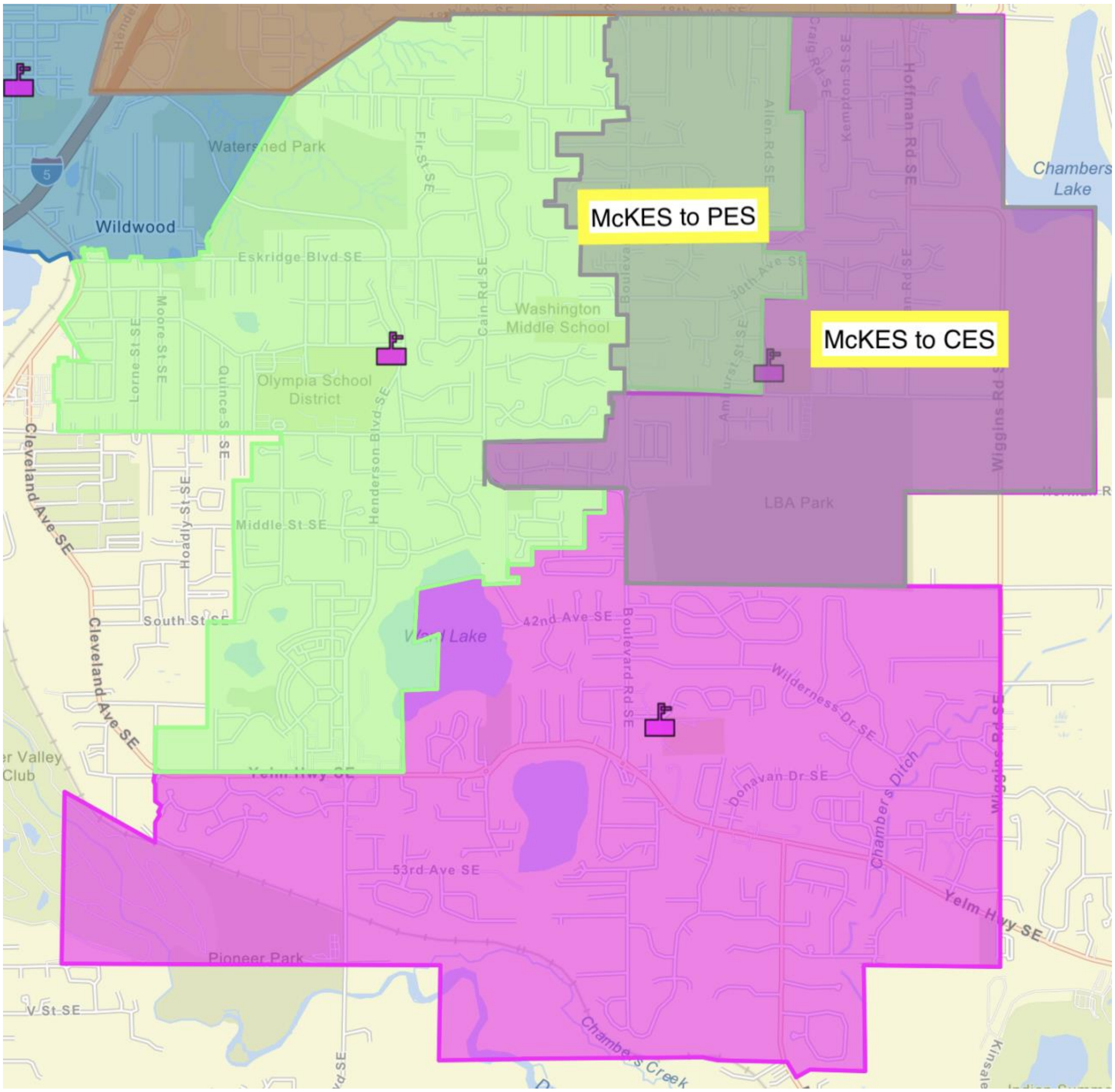
The table below shows the count of students at LP Brown and Hansen that will be reassigned within the new Hansen and Garfield boundaries.

	LP Brown Split		Hansen Split	
Grade	**New Hansen Boundary**	**New Garfield Boundary**	**New Hansen Boundary**	**New Garfield Boundary**
K	29	11	42	4
1	36	22	36	8
2	27	18	48	7
3	40	16	54	6
4	33	27	55	8
5	35	23	63	10

Enrollment Boundary Maps – Elementary

The figures on the following pages outline the district's current school boundary maps and the proposed changes.

Map 1: Centennial and Pioneer Elementary Schools Boundary Map

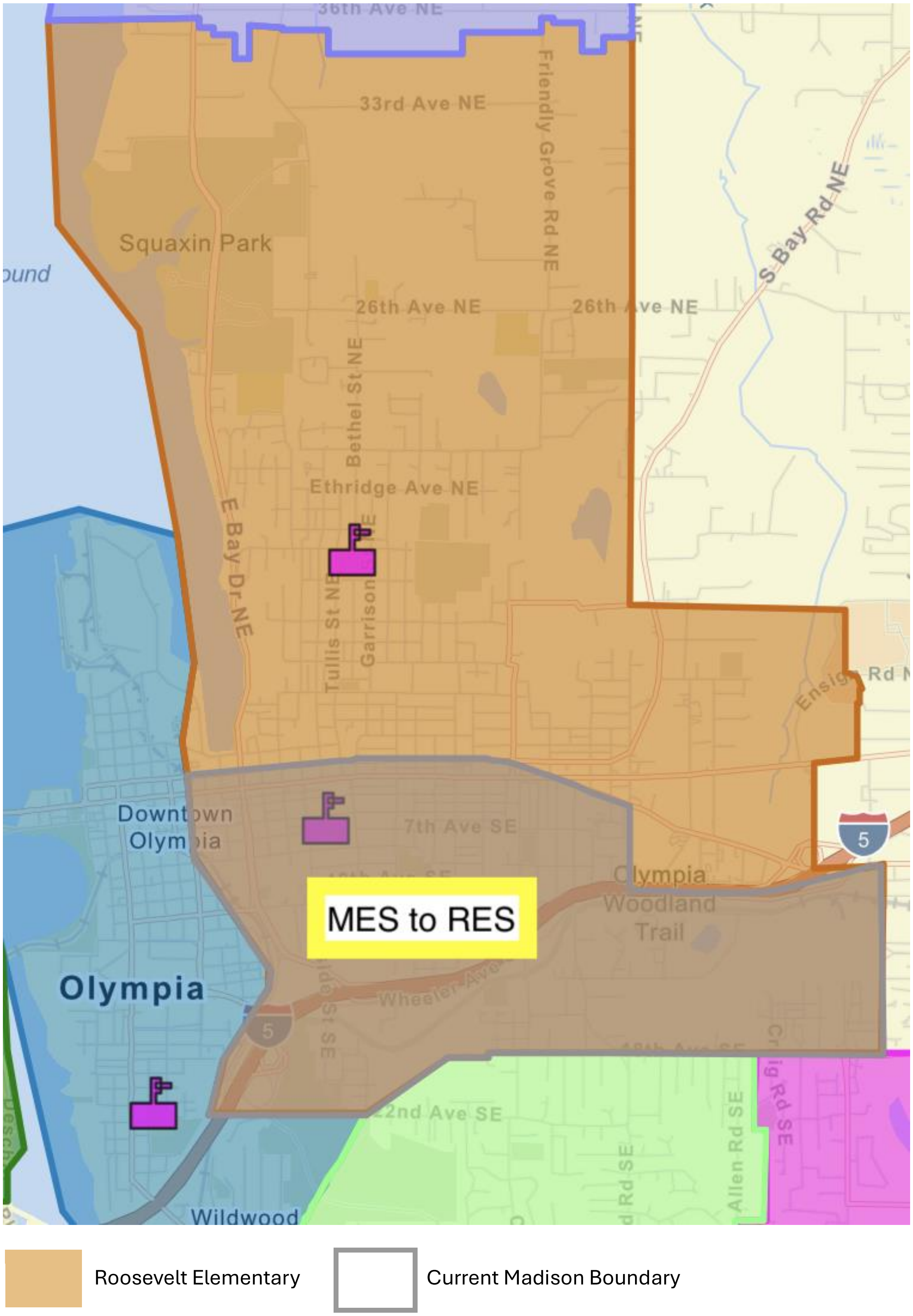


Pioneer Elementary

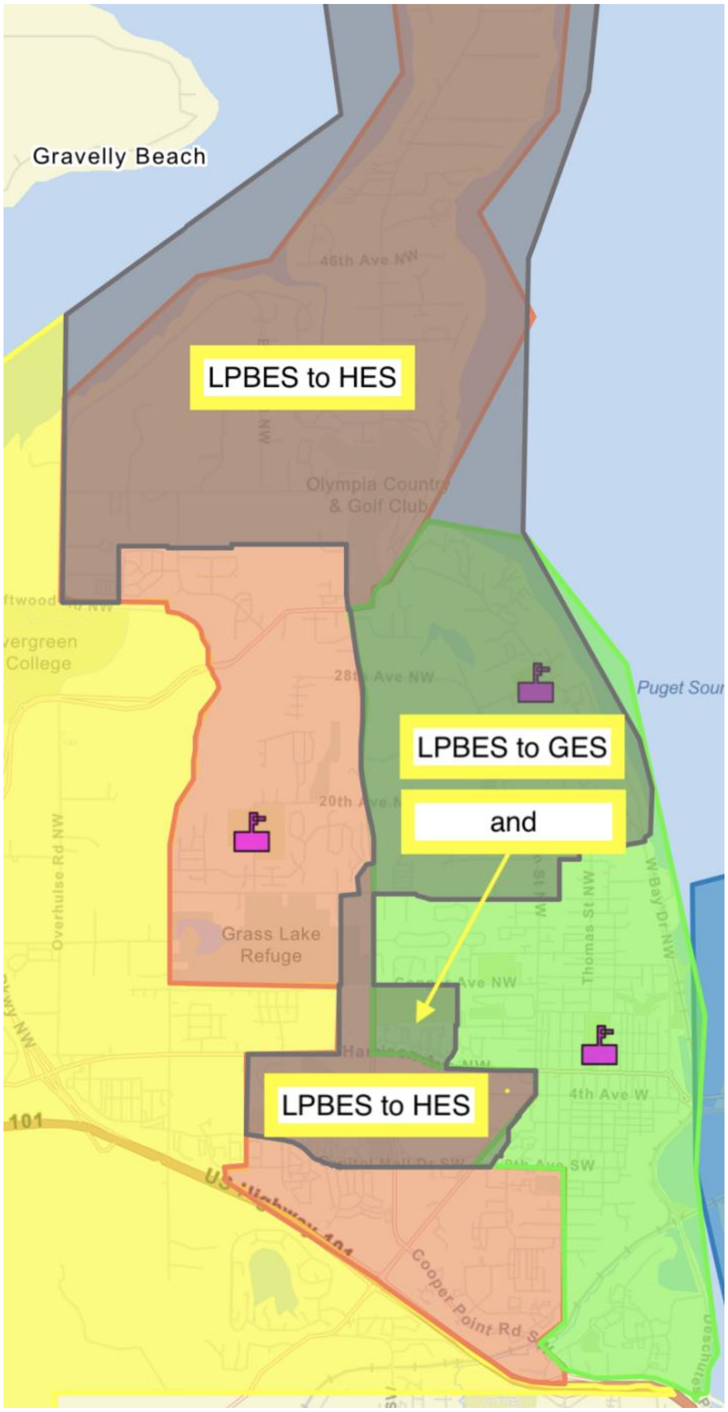
Centennial Elementary

Current McKenny Boundary

Map 2: Roosevelt Elementary School Boundary Map

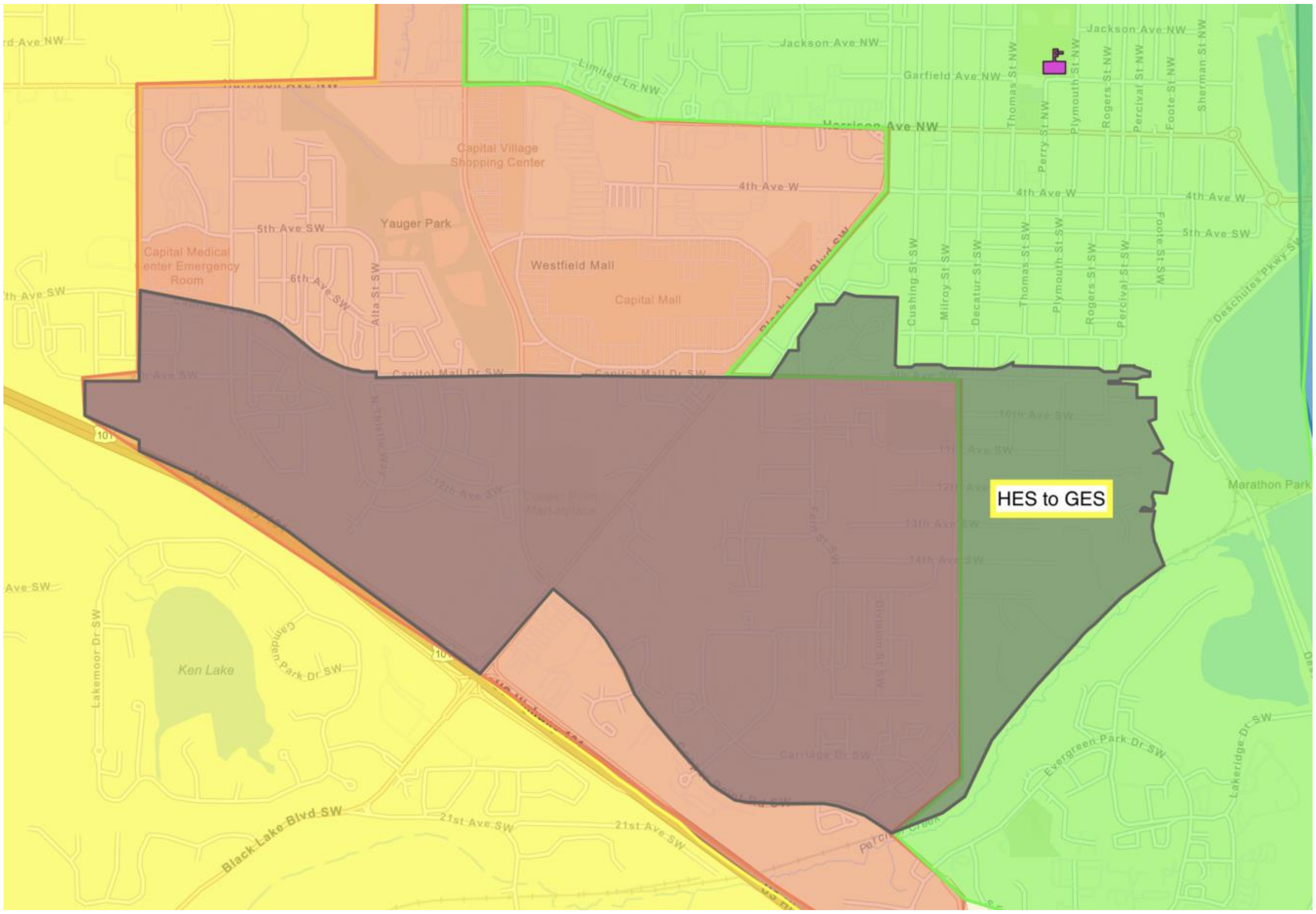


Map 3A: Hansen and Garfield Elementary Schools Boundary Map



McLane Elementary	Hansen Elementary
Garfield Elementary	Current LP Brown Boundary

Map 3B: Hansen shift to Garfield



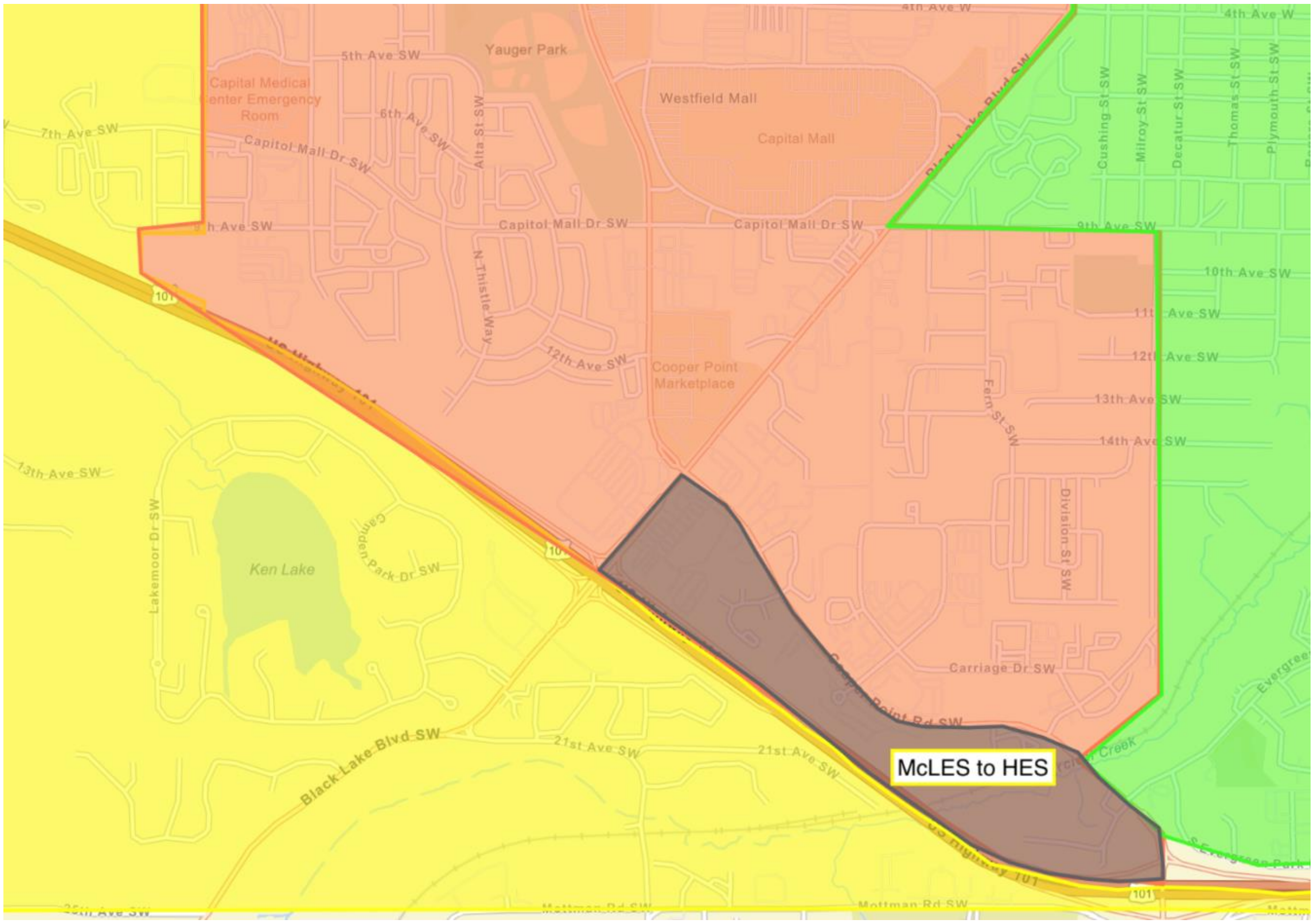
McLane Elementary

Hansen Elementary

Garfield Elementary

Current Hansen Southern Boundary

Map 3C: McLane Shift to Hansen



McLane Elementary

Hansen Elementary

Garfield Elementary

Current McLane section shifting to Hansen

The boundary adjustment for McLane Elementary shifts approximately 10 students from the McLane attendance area to Hansen Elementary.

Enrollment Impacts on Middle Schools

Washington Middle School

McKenny, Pioneer, and Centennial are feeder schools to Washington. This consolidation will have no impact on Washington Middle School or its feeder pattern.

Reeves Middle School

Madison and Roosevelt are feeder schools to Reeves. This consolidation will have no impact on Reeves Middle School or its feeder pattern.

Jefferson and Thurgood Marshall Middle Schools

LP Brown and Garfield are feeder schools to Jefferson, while Hansen is a feeder school to Thurgood Marshall. Following consolidation, students attending Hansen will be split between the Jefferson and Thurgood Marshall feeder patterns, with roughly 44 percent of Hansen fifth graders going to Jefferson and 56 percent going to Thurgood Marshall.

The impact of the change in boundaries is a shift of 27 students from Thurgood Marshall to Jefferson. Headcount enrollment and future projections are below.

Jefferson Middle School

Grade	2025-26 June Actuals	2025-26 After Closures	Projected 26-27 Enrollment	Projected 27-28 Enrollment	Projected 28-29 Enrollment	Projected 29-30 Enrollment	Projected 30-31 Enrollment
6	128	136	160	**175**	155	154	177
7	146	154	161	**159**	174	154	153
8	148	159	161	**162**	160	175	155
Total	**422**	**449**	**482**	**496**	**489**	**483**	**485**

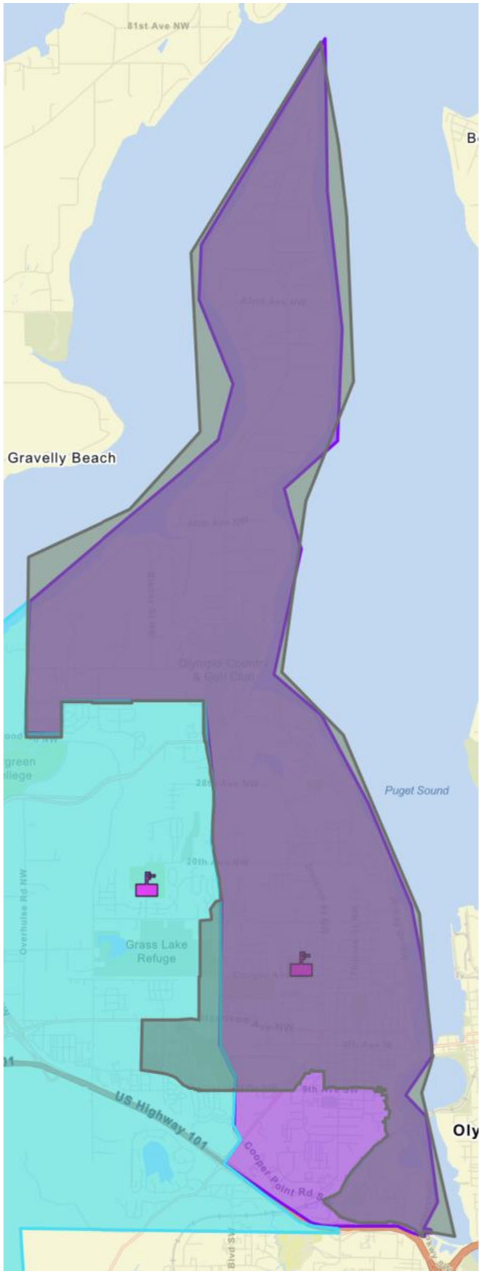
Thurgood Marshall Middle School

Grade	2025-26 June Actuals	2025-26 After Closures	Projected 26-27 Enrollment	Projected 27-28 Enrollment	Projected 28-29 Enrollment	Projected 29-30 Enrollment	Projected 30-31 Enrollment
6	152	144	143	**141**	152	119	124
7	151	143	155	**146**	145	156	122
8	182	171	158	**154**	144	143	155
Total	**485**	**458**	**456**	**441**	**441**	**418**	**401**

Enrollment Boundary Maps – Middle

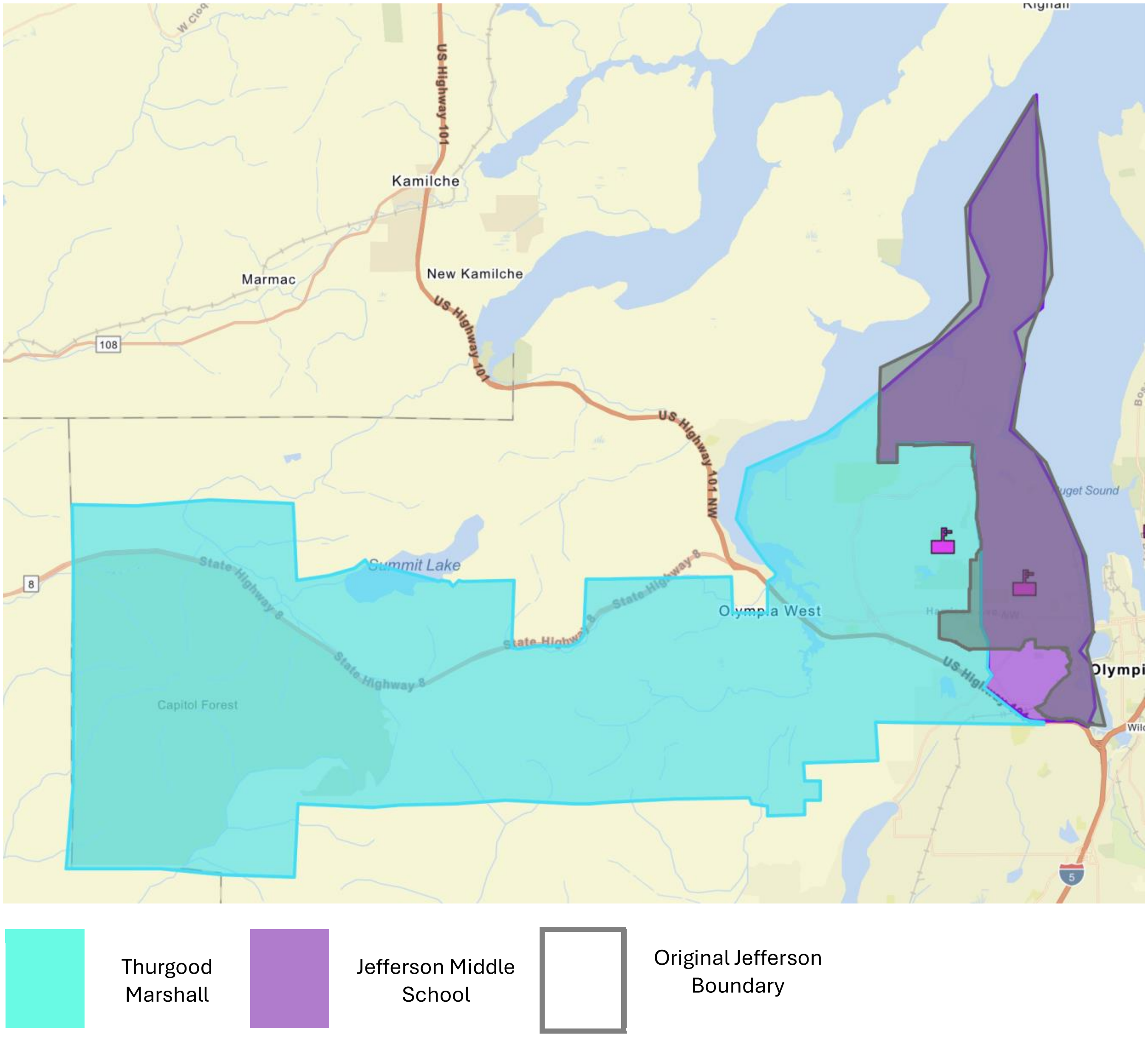
The figures below outline the district's current school boundary maps and the proposed changes.

Map 4: Jefferson Middle School Boundary Map



	Thurgood Marshall		Jefferson Middle School		Original Jefferson Boundary

Map 5: Thurgood Marshall Middle School Boundary Map



Demographic Considerations

The district reviewed the anticipated demographic composition of schools affected by the proposed consolidations and attendance boundary changes. The tables below compare current student demographics with the projected composition of each school after the proposed changes.

For this analysis, the district assumes that student demographics at each school will remain generally consistent with current patterns. The "After" percentages reflect the redistribution of currently enrolled students under the proposed attendance boundaries; they are not forecasts of future demographic trends.

The racial and ethnic percentages shown are based on current student data and the proposed movement of students. The analysis also considers IEP, FRPL, English Language Learner, and housing-insecure student populations to provide a broader view of the potential impacts of each consolidation.

Reported Federal Race

	Centennial		Pioneer		McKenny
Reported Federal Race	**Before**	**After**	**Before**	**After**	**Before**
American Indian or Alaska Native	0.0%	0.0%	0.3%	0.2%	0.0%
Asian	11.3%	10.5%	9.4%	10.2%	10.9%
Black or African American	4.3%	3.8%	4.1%	3.9%	2.5%
Hispanic/Latino	16.9%	17.8%	12.7%	12.4%	17.8%
Native Hawaiian or Other Pacific Islander	0.2%	0.9%	0.0%	0.0%	1.5%
Two or More Races	12.8%	12.7%	9.1%	10.6%	13.8%
White	54.2%	54.2%	64.6%	62.7%	53.5%
Not reported	0.2%	0.2%	0.0%	0.0%	0.0%

	Roosevelt		Madison
Reported Federal Race	**Before**	**After**	**Before**
American Indian or Alaska Native	0.3%	0.2%	0.0%
Asian	5.7%	6.3%	7.3%
Black or African American	3.4%	3.1%	3.4%
Hispanic/Latino	13.2%	15.4%	19.8%
Native Hawaiian or Other Pacific Islander	0.3%	0.4%	0.6%
Two or More Races	10.0%	12.7%	19.2%
White	67.0%	62.0%	49.7%
Not reported	0.0%	0.0%	0.0%

	Hansen		Garfield		LP Brown
Reported Federal Race	**Before**	**After**	**Before**	**After**	**Before**
American Indian or Alaska Native	0.6%	0.0%	1.2%	1.3%	0.0%
Asian	7.8%	6.1%	5.0%	5.9%	5.1%
Black or African American	6.3%	5.9%	3.8%	3.6%	4.5%
Hispanic/Latino	20.4%	17.7%	21.5%	20.7%	15.3%
Native Hawaiian or Other Pacific Islander	2.4%	2.9%	0.4%	0.8%	2.9%
Two or More Races	13.2%	16.0%	14.2%	11.7%	15.3%
White	49.4%	51.5%	53.8%	54.8%	55.4%
Not reported	0.0%	0.0%	0.0%	0.0%	0.0%

Other Demographic Factors

	Centennial		Pioneer		McKenny
Other Demographic Factors	**Before**	**After**	**Before**	**After**	**Before**
% Students with an IEP	21.4%	19.7%	16.5%	15.9%	13.1%
% Students FRPL	27.7%	29.4%	16.7%	17.1%	29.1%
% Student English Language Learner	7.0%	7.8%	2.5%	2.9%	7.6%
% Students that are Housing Insecure	0.5%	0.5%	1.0%	0.8%	0.4%

	Roosevelt		Madison
Other Demographic Factors	**Before**	**After**	**Before**
% Students with an IEP	20.9%	19.4%	17.5%
% Students FRPL	38.1%	40.1%	44.6%
% Student English Language Learner	4.6%	6.5%	10.2%
% Students that are Housing Insecure	1.4%	2.1%	3.4%

	Hansen		Garfield		LP Brown
Other Demographic Factors	**Before**	**After**	**Before**	**After**	**Before**
% Students with an IEP	32.0%	29.7%	31.9%	28.6%	22.9%
% Students FRPL	44.0%	52.7%	57.3%	53.1%	57.0%
% Student English Language Learner	6.0%	5.3%	7.3%	8.2%	6.1%
% Students that are Housing Insecure	1.2%	1.1%	1.5%	1.8%	1.6%

Section 2: The effect that the disposition or closure shall have on other facilities and on the district's educational program offerings

This section of the report was built based on the projected 2027-28 student enrollment.

Based on the current analysis, consolidation would increase enrollment at the identified receiving schools; however, staff, budget allocations and other resources tied to student enrollment would follow students to their new schools. This includes basic education staffing, as well as resources for special education, multilingual learners and other student supports. Specialist staffing, including music, physical education, and library services, would continue to be allocated using established enrollment-based staffing formulas. As a result, schools that experience an increase in student enrollment would receive staffing and resource allocations appropriate to support the additional students and their needs.

Specialized programs and services which include Developmental Learning Classrooms (DLC), Life Skills, Early Support Services ("Birth to Three Program"), Intensive Preschool, Developmental Preschool and Transition to Kindergarten (TTK) would continue to be available to all students and families across the district. These programs are not reserved for, or limited to, students who live within that school's attendance boundary. As a result, relocating a districtwide program to another school does not displace neighborhood students or families from receiving services from a specialized program. Furthermore, if a consolidated school has one or more of these specialized programs, that program will be relocated to another school site.

The analysis identifies the following elementary consolidation proposal:

- McKenny Elementary into Pioneer Elementary and Centennial Elementary
- Madison Elementary into Roosevelt Elementary
- LP Brown Elementary into Hansen Elementary and Garfield Elementary.

Based on current enrollment projections, this would result in an increase in the number of used classrooms at each of the receiving elementary schools. Each receiving elementary school has the capacity and available classroom space to accommodate the projected increase in classroom usage:

- **Centennial Elementary** would fill **seven** additional classrooms
- **Garfield Elementary** would fill **ten** additional classrooms
- **Hansen Elementary** would fill **eleven** additional classrooms
- **Pioneer Elementary** would fill s**ix** additional classrooms
- **Roosevelt Elementary** would fill **nine** additional classrooms

All receiving schools would continue to provide K-5 programming (including curriculum, special education, 504, library, PE, music, multilingual services and early learning). The district's analysis considers not only building enrollment capacity, but also the number and type of instructional spaces required at each receiving school to deliver the appropriate education program.

Specialized programs and services would continue to be available to students and families. Programs located at a closing school would either move to a receiving school, be combined with an existing program, or be reconfigured based on student enrollment and need.

Locations for existing specialized programs at a consolidated school:

- **McKenny Elementary** has a Developmental Preschool and an Intensive Preschool Program. The consolidation of McKenny would result in Intensive Preschool and Developmental Pre-School moving to Garfield Elementary.
- **Madison Elementary** has a Transition to Kindergarten (TTK) Program. The consolidation of Madison Elementary would result in the TTK program moving to Pioneer Elementary.
- **LP Brown Elementary** has a TTK Program and a Developmental Learning Classroom (DLC) program. The consolidation of LP Brown Elementary would result in TTK moving to Hansen Elementary and the DLC moving to Garfield Elementary.

Resources for Multilingual Learners, LAP, and Title I would also be reviewed and adjusted based on the students assigned to each receiving school. Multilingual staffing and supports would follow students based on enrollment and student need. Title I and LAP allocations would be recalculated using updated enrollment and free-and-reduced price lunch data. This results in schools receiving increased LAP or Title I resources. *This happens yearly and is part of the LAP, Title I, and Multilingual allocation process*.

Additional School Analysis

The consolidation of the three elementary schools (McKenny Elementary, LP Brown Elementary, and Madison Elementary) also results in changes to the catchment boundaries for Hansen Elementary, Garfield Elementary, Jefferson Middle School and Thurgood Marshall Middle School. K-8 programming (including curriculum, special education, 504, library, PE, music, multilingual services and early learning) will continue regardless of location.

McLane Elementary

The consolidation of LP Brown Elementary into Hansen Elementary and Garfield Elementary resulted in a boundary change affecting a small portion of McLane's boundary. The change results in roughly 10 students who were previously in McLane's catchment area will now be in Hansen's catchment area.

Middle Schools

- ❖ Students attending Garfield ES will continue to feed into Jefferson MS
- ❖ Students attending McLane ES will continue to feed into Thurgood Marshall MS
- ❖ Students who attend Hansen ES will feed into both Thurgood Marshall MS and Jefferson MS

Before and After School Community Partners:

Currently, LP Brown Elementary has a partnership with the Boys and Girls Club of Olympia, and McKenny Elementary has a partnership with the South Sound YMCA's Y-Care program. Madison Elementary students who participate in Y-Care are bused to Olympia Regional Learning Academy (ORLA). The consolidation of Madison Elementary into Roosevelt Elementary will allow former Madison Elementary students to participate in Y-Care without having to ride a bus. Boys and Girls Club is a youth development program, and Y-Care is a licensed childcare provider. The Boys and Girls Club would like to remain at LP Brown Elementary. The South Sound YMCA has Y-Care programs at all of the receiving school sites.

Program & Service Changes at Receiving Schools

- ❖ Elementary consolidation scenarios are based on projected 2027-28 enrollment numbers
- ❖ Demographic proportions are based on 2025-26

Receiving School	Students Received From	Enrollment After Consolidation	Added K–5 Classrooms/ Intervention Spaces	Key Program Changes % Change Before and After Consolidation	Funding / Support Change
Pioneer	McKenny	498	+6	• Multilingual: 2.5% → 2.9% • Special Education (IEP): 16.5% → 15.9%	• FRPL: 16.7% → 17.1% • Staff, budget allocations, and resources follow student • Y-Care can accommodate increased enrollment
Centennial	McKenny	509	+7	• Multilingual: 7.0% → 7.8% • Special Education (IEP): 21.4% → 19.7% • DLC: No change	• FRPL: 27.7% → 29.4% • Staff, budget allocations, and resources follow student • Y-Care can accommodate increased enrollment
Roosevelt	Madison	478	+9	• Multilingual: 4.6% → 6.5% • Special Education (IEP): 20.9% → 19.4% • Receives Transition to Kindergarten (20 students; +1 classroom)	• FRPL: 38.1% → 40.1% • Staff, budget allocations, and resources follow student • Y-Care can accommodate increased enrollment

Receiving School	Students Received From	Enrollment After Consolidation	Added K–5 Classrooms/ Intervention Spaces	Key Program Changes % Change Before and After Consolidation	Funding / Support Change
Hansen	LP Brown	494	+10	• Multilingual: 6.0% → 5.0% • Special Education (IEP): 32.0% → 29.1% • DLC: No change • Receives Transition to Kindergarten (+1 classroom)	• FRPL: 44.0% → 51.7% • Staff, budget allocations, and resources follow student • Students will have the option of attending Y-Care or continuing with the Boys and Girls Club
Garfield	LP Brown	429	+10	• Multilingual: 7.3% → 8.2% • Special Education (IEP): 31.9% → 28.6% • Receives DLC / Life Skills (+2 classrooms) • Receives Intensive Preschool (+1 classroom) • Receives Developmental Preschool (+1 classroom) • ECEAP: No change	• FRPL: 57.3% → 53.1% • Staff, budget allocations, and resources follow student • Students will have the option of attending Y-Care or continuing with the Boys and Girls Club
Jefferson	Garfield & Hansen	496	+1	• Multilingual: 18.5% → 19.8% • Special Education (IEP): 31.9% → 28.6%	• FRPL: 35.1% → 37.2% • Staff, budget allocations, and resources follow student

Please Note: *Staff, budget allocations, and other resources are projected to follow students based on student FTE.*

Final Analysis

Our program review indicates that consolidation would change where programs and services are delivered but will not reduce students' access to educational programming or exceed the facilities' design intent/capacity. **Student enrollment increases would remain within the facilities designed capacity.**

Section 3: Student and staff displacement, including transportation costs to new facilities and staff reassignment

Staff Displacement

The district has carefully considered the potential for staff displacement as part of school consolidation. Staffing allocations are based on enrollment. Human Resources coordinates any staff reassignment in accordance with applicable collective bargaining agreements, including requirements related to seniority, qualifications, placement, involuntary transfer, notice, layoff and recall. Vacancies resulting from attrition are considered whenever possible to minimize displacement and layoffs.

Where the collective bargaining agreement establishes a process, the district would follow those requirements. Where it does not prescribe a specific process, the district will work collaboratively with impacted staff and transition teams to make decisions consistent with district goals, program needs, and the district Strategic Plan.

The table below summarizes the positions that would be displaced at each school under the proposed closures and consolidations. Certificated positions are shown in full-time equivalent (FTE), and classified positions are shown in hours per day. The estimates reflect the staffing allocations associated with each school and are intended to show the potential staffing impact of each closure.

Closing a school also entails one-time costs for moving staff, equipment, instructional materials, furniture, records and other school property to receiving locations.

Under the district's agreement with the Olympia Education Association (OEA), certificated staff who transfer to another district building are eligible for one day's per diem compensation. The average cost is approximately $101 per hour, including associated payroll taxes. Based on seven hours per day and an estimated 48 eligible staff members, the one-time cost is approximately $34,000.

Certificated Positions (FTE)	McKenny	Madison	LP Brown
Principal & Assist. Prin.	1.0	1.0	1.0
Classroom Teachers	11.0	9.0	15.4
Specialist Teachers	1.6	1.4	2.2
Librarian & Counselor	1.3	1.0	1.7
Nurse & Health Room	1.0	1.0	1.0
Classified Positions (in hours per day)	**McKenny**	**Madison**	**LP Brown**
Office, Paras, & Behavior Techs	31.6	28.3	38.9
Custodian	16.0	8.0	16.0
Food Services	9.5	7.5	11.5

Transportation

Students affected by a school closure or consolidation are assigned to a receiving school based on the final attendance boundaries approved by the Board.

LP Brown, McLane, Hansen, & Garfield

LP Brown students reassigned to Hansen can ride several existing Hansen bus routes with capacity to accommodate additional students, creating opportunities for more efficient routing. Ride-time impacts would vary, with some students experiencing shorter rides and others seeing modest increases. Students moving from Hansen to Garfield will have shorter bus rides.

Routes 33, 34, 35, and 36 need to be restructured; the estimated cost could be up to approximately $20,000 annually. The net savings of closing and consolidating LP Brown, in terms of transportation, is approximately $116,473.

Students attending McLane that will attend Hansen will have a comparable bus ride. The change makes for more efficient transportation operations, saving roughly $5,000.

Madison & Roosevelt

For a Madison-to-Roosevelt consolidation, ride times are expected to increase for some students. Approximately 35 students who currently live within Madison's walk zone would become eligible for bus transportation. The net savings of closing and consolidating Madison, in terms of transportation, is approximately $17,585.

McKenny, Centennial & Pioneer

The McKenny attendance area will be divided between Centennial and Pioneer. For students who currently ride the bus to McKenny, ride times to new schools will increase by four to six minutes. There are approximately 75 students currently in the walk zone for McKenny who will become eligible for transportation. Their estimated bus ride will be approximately 20 minutes. The net savings of closing and consolidating McKenny in terms of transportation is approximately $13,203.

These estimates are preliminary. The Transportation Department models precise routes at the start of each school year. Additional detail is available in the Estimated 2026 Closure Comparison Ride Times document.[4]

Average Ride Times and Changes

School	Average Time on Bus	Average Change
LP Brown	18:31 min → 20:41 min	+ 2:10 minutes
Madison	Riders: 21:33 min → 26:17 min Current walkers will be able to ride the bus for an average ride time of 13 minutes	+ 4:43 minutes
McKenny	Riders: 25:38 min → 30:38 min Current walkers will be able to ride the bus for an estimated average ride time of 17 minutes	+ 7 minutes

[4] "Estimated 2026 Closure Comparison Ride Times." https://docs.google.com/spreadsheets/d/1IvDsTGQcASQqyuDngfXVVp-QHi_ZFuFCxwBHToynes0/edit?gid=1603405210#gid=1603405210

Section 4: Potential for renovation

The issue being addressed is declining student enrollment, and not the condition of our facilities. Olympia School District (OSD) operates more schools than current and projected enrollment drives.

School Condition Analysis

Facility condition is an important consideration in identifying Madison Elementary, LP Brown Elementary, and McKenny Elementary for closure and consolidation. In the 2023 Western Demographics School Facility Efficiency Study, all three schools received a facility-condition rating of 1, the lowest rating in the analysis.

Closing these three schools allows the district to make more efficient use of future bond dollars. Rather than investing significant bond dollars (estimated at $136,350,245) to renovate and improve Madison, LP Brown, and McKenny, the district can focus those resources on the schools that will remain in operation. This reduces the overall amount of capital work that would otherwise need to be included in a future bond and allows available resources to be invested more strategically in a smaller number of school facilities.

Renovation cost savings for closed schools is estimated at:

- **LP Brown:** Full Modernization/New in Lieu - Minimum $47,729,451
- **Madison:** Full modernization - Minimum $35,759,189
- **McKenny:** Full Modernization - Minimum $52,861,605

Total avoided costs: $136,350,245

The receiving schools (Centennial, Garfield, Hansen, Pioneer and Roosevelt), received extensive renovation and/or capital additions in the last twelve years. Mini buildings designed to hold up to 200 students were located at Centennial, Hansen, Pioneer and Roosevelt between 2016 and 2018. Centennial, Garfield and Roosevelt had their entire school remodeled at the same time. Pioneer's main building was last modified with an addition in 2011.

Renovations or Additions in the last Twelve Years

School	Mini-Building project cost	Remodel project cost	Total
Centennial	$7,270,000	$20,092,000	$27,362,000
Garfield	-/-	$19,600,000	$19,600,000
Hansen	$4,871,000	-/-	$4,871,000
Roosevelt	$6,312,000	$17,737,000	$24,049,000
Pioneer	$6,586,000	-/-	$6,586,000

The Hansen main building was constructed in 1994 and is fully functional at this time. It is, however, eligible for School Construction Assistance Program (SCAP) funding to assist in an estimated $55,245,152 modernization/renovation cost.

There would be no need for any immediate renovation of LP Brown, Madison, and McKenny because the schools are closing. Centennial and Pioneer have the capacity to take the displaced students from McKenny. Hansen and Garfield have the capacity to take the displaced students from LP Brown. Roosevelt has the capacity to take the students from Madison.

Section 5: Financial considerations in terms of such factors as staff costs, operating and maintenance cost, the potential revenue from sale or lease of property, the cost of closure and transferring operations elsewhere

Staff Costs and Operation & Maintenance Costs

School consolidation creates savings in several categories of staffing and operating costs. Some positions are allocated based on the presence of a school or building regardless of enrollment and therefore may be reduced when a school closes. These include building administration, front office support, custodial services, and other building-level operations. Consolidation also creates efficiencies in instructional staffing by allowing the district to serve students in larger schools with fewer split classrooms and fewer instances in which staffing must be added or rounded up to create a workable master schedule.

The district allocates staff using staffing formulas and ratios that are consistently monitored and adjusted, most recently set in the 2024-25 school year. Depending on the position, these formulas include minimums, maximums, rounding provisions, or other factors that affect the resulting allocation as enrollment changes. The district's staffing allocation ratios are available on the district website (linked below):

- OSD Certificated Instructional Staff Allocations (2026-27)
- OSD Classified Staffing Allocations (2026-27)
- OSD Staffing Allocations: Administration (2026-27)

To provide a consistent comparison, the district applied its existing staffing allocation formulas to the projected enrollment for each school before and after consolidation. Total district enrollment is held constant in each scenario; therefore, the analysis reflects changes resulting from the distribution of students among schools rather than changes in the district's overall enrollment assumption.

The resulting estimates are shown in the tables in the next subsection. In general, the analysis demonstrates that consolidation reduces staffing and building-level operating costs while allowing the receiving schools to absorb the additional students within the district's existing allocation formulas. The resulting cost per pupil also generally declines because fixed and semi-fixed costs are distributed across a larger student population.

Insurance and Building Operating Costs

If a school building ceases regular operations, the district may have the option to reconsider the level of insurance coverage maintained on that property. The district currently ensures its buildings based on full replacement cost. If coverage on a closed building was subsequently reduced, the district estimates potential annual insurance savings of approximately $30,000 for all three buildings, or roughly 30 percent of the building-related liability insurance cost. These potential savings have been incorporated into the Utilities & Maintenance assumptions for the affected buildings.

The district will continue to incur some costs associated with properties that are no longer operating as schools. These may include utilities, grounds maintenance, security, insurance, and other costs necessary to protect and maintain the buildings until a future use or disposition is determined.

Financial Tables

The tables in this section show the anticipated changes in staffing and costs associated with each school closure and consolidation scenario. Certificated staffing is shown in FTE, while classified staffing is shown in hours per day and includes office professionals, paraeducators, behavior technicians, custodians, and food service staff. Transportation savings are not included in these tables; those savings are discussed in Section 3 and incorporated into the summary table at the end of this section.

Estimated costs for each school are based on average salary and benefit costs by position type, as well as utilities, maintenance, and building budget costs. Both the “before closure” and “after closure” estimates use projected 2027–28 enrollment to provide a consistent basis for comparison.

Financial Tables

McKenny Elementary into Centennial Elementary and Pioneer Elementary

	McKenny	Centennial			Pioneer			
Staffing & Cost Categories	Before Closures	Before Closures	After Closures	Change	Before Closures	After Closures	Change	Net Change
Certificated Positions (FTE)								
Principal & Assist. Prin.	1.0	1.0	1.5	0.5	1.0	1.4	0.4	(0.1)
Classroom Teachers	11.0	15.0	21.0	6.0	16.0	21.0	5.0	-
Specialist Teachers	1.6	2.0	2.8	0.8	2.2	2.8	0.6	(0.2)
Librarian & Counselor	1.3	1.7	2.1	0.4	1.8	2.1	0.3	(0.6)
Nurse & Health Room	1.0	1.0	1.0	-	1.0	1.0	-	(1.0)
Classified Positions (Hours per day)								
Office, Paras, & Behavior Techs	31.6	40.0	49.8	9.8	45.9	50.8	4.9	(16.9)
Custodian	16.0	16.0	16.0	-	16.0	16.0	-	(16.0)
Food Services	9.5	9.5	11.0	1.5	9.5	11.0	1.5	(6.5)
Non-Staff Costs								
Utilities & Maintenance	$ 141,261	$ 150,554	$ 152,752	$ 2,198	$ 258,507	$ 262,236	$ 3,729	$ (135,334)
Building Budget	$ 37,348	$ 44,884	$ 63,500	$ 18,616	$ 49,812	$ 60,374	$ 10,562	$ (8,170)
Overall Cost Per School	**$3,207,529**	**$4,063,618**	**$5,393,449**	**$1,329,831**	**$4,440,248**	**$5,488,572**	**$1,048,325**	**$(829,374)**
Cost Per Pupil	**$ 12,058**	**$ 11,847**	**$ 10,600**	**$ (1,248)**	**$ 11,156**	**$ 11,018**	**$ (139)**	

Madison Elementary into Roosevelt Elementary

	Madison	Roosevelt			
Staffing & Cost Categories	Before Closures	Before Closures	After Closures	Change	Net Change
Certificated Positions (FTE)					
Principal & Assist. Prin.	1.0	1.0	1.4	0.4	(0.6)
Classroom Teachers	9.0	14.0	21.0	7.0	(2.0)
Specialist Teachers	1.4	2.0	2.8	0.8	(0.6)
Librarian & Counselor	1.0	1.5	2.1	0.6	(0.4)
Nurse & Health Room	1.0	1.0	1.0	-	(1.0)
Classified Positions (Hours per day)					
Office, Paras, & Behavior Techs	28.3	33.8	46.1	12.3	(16.0)
Custodian	8.0	16.0	16.0	-	(8.0)
Food Services	7.5	9.5	11.0	1.5	(6.0)
Non-Staff Costs					
Utilities & Maintenance	$ 88,584	$ 216,184	$ 221,245	$ 5,061	$ (83,523)
Building Budget	$ 28,227	$ 41,548	$ 60,066	$ 18,517	$ (9,710)
Overall Cost Per School	**$ 2,644,339**	**$ 3,854,992**	**$ 5,376,472**	**$ 1,521,481**	**$ (1,122,859)**
Cost Per Pupil	$ 14,066	$ 12,557	$ 10,862	$ (1,695)	

LP Brown Elementary into Garfield Elementary and Hansen Elementary

	LP Brown	Garfield			Hansen			
Staffing & Cost Categories	Before Closures	Before Closures	After Closures	Change	Before Closures	After Closures	Change	Net Change
Certificated Positions (FTE)								
Principal & Assist. Prin.	1.0	1.0	1.3	0.3	1.0	1.5	0.5	(0.2)
Classroom Teachers	15.4	12.5	18.4	5.9	13.6	22.2	8.6	(0.9)
Specialist Teachers	2.2	1.8	2.6	0.8	2.0	3.0	1.0	(0.4)
Librarian & Counselor	1.7	1.4	2.0	0.6	1.5	2.2	0.7	(0.4)
Nurse & Health Room	1.0	1.0	1.0	-	1.0	1.0	-	(1.0)
Classified Positions (Hours per day)								
Office, Paras, & Behavior Techs	38.9	34.7	44.9	10.2	38.8	48.9	10.1	(18.6)
Custodian	16.0	16.0	16.0	-	16.0	16.0	-	(16.0)
Food Services	11.5	11.0	13.0	2.0	12.0	13.0	1.0	(8.5)
Non-Staff Costs								
Utilities & Maintenance	$ 163,108	$ 133,704	$ 136,033	$ 2,329	$ 174,576	$ 177,331	$ 2,755	$ (158,024)
Building Budget	$ 45,224	$ 38,602	$ 53,605	$ 15,004	$ 42,612	$ 64,222	$ 21,610	$ (8,610)
Overall Cost Per School	**$4,182,491**	**$3,496,506**	**$4,798,598**	**$1,302,092**	**$3,837,887**	**$5,641,664**	**$1,803,776**	**$(1,076,623)**
Cost Per Pupil	**$ 12,194**	**$ 12,623**	**$ 11,191**	**$ (1,432)**	**$ 11,993**	**$ 11,036**	**$ (958)**	

McLane Elementary School

The table above does not include the minimal boundary change of McLane Elementary School. The ten affected students are spread across six grades. Due to rounding, minimum and maximum staffing thresholds, and other factors within the allocation formulas, we do not anticipate any change in McLane's staffing or building costs.

Jefferson & Thurgood Marshall Middle Schools

The shift of approximately 27 students from Thurgood Marshall Middle School to Jefferson Middle School is expected to have a net-neutral impact on district finances. Based on the projected enrollment, approximately 1.1 FTE of teacher staffing will shift with the students from Thurgood Marshall to Jefferson.

The number of students shifting is not significant enough to warrant adjustments to other school-based allocations, such as counselors, librarians, or other staffing allocations that are based on enrollment thresholds or ratios.

Revenue Considerations

State and Federal funding is generally based on district-wide enrollment and is not directly tied to the characteristics or enrollment of an individual school. Accordingly, the financial analysis assumes state revenue remains consistent across the consolidation scenarios because total district enrollment is held constant.

One exception is the state's enhanced Learning Assistance Program (LAP) funding for high-poverty schools. In 2026-27, two district schools, LP Brown and Garfield, qualify for enhanced LAP funding because each has a poverty concentration greater than 50 percent. The funding is based on a three-year average. Under the consolidation of LP Brown, Garfield is projected to continue qualifying for the enhanced funding, while Hansen would take the place of LP Brown in three years. As a result, we anticipate an initial decrease in enhanced LAP high-poverty revenue followed by an increase in three years. Additional support for Hansen will be provided in the interim. For context, this funding totaled approximately $206,000 in 2025-26.

Potential Revenue from Sale or Lease of Property

Decisions regarding the future use or disposition of closed school facilities are subject to applicable district policies, legal requirements, and future Board action.

The district is considering leasing portions of closed school facilities to local nonprofit or community partners. However, because potential tenants, terms, and future uses have not been established, the financial analysis assumes minimal revenue from leasing the properties.

The district consistently receives interest in purchasing vacant district properties. The district has not commissioned recent full appraisals of the affected properties. Assessed valuations provide a general indication of the potential value of the land and buildings but should not be interpreted as an estimate of actual sale proceeds. The table below provides the current assessed valuations for the affected properties.

Current Assessed Valuations of Vacant Properties

School Property	Assessed Value 2025
LP Brown	$12,237,700
Madison	$6,708,600
McKenny	$13,558,300

Revenues from sale and leases of real property are deposited in the Capital Project Fund.

Cost of Closure and Transferring Operations Elsewhere

Closing a school also entails one-time costs for moving staff, equipment, instructional materials, furniture, records and other school property to receiving locations.

Under the district's agreement with OEA, certificated staff who transfer to another district building are eligible for one day per diem compensation. The average cost is approximately $101 per hour, including associated payroll taxes. Based on seven hours per day and an estimated 48 eligible staff members, the one-time cost is approximately $34,000.

The district typically uses professional moving services when an entire school is relocated. Based on prior experience, including the approximately $60,000 cost of moving Avanti during their remodel project, the district estimates that professional moving services for a full school consolidation could cost approximately $180,000 for three schools.

Please Note: These are one-time transition costs, distinct from the recurring annual savings associated with reduced staffing and building operations.

Total Financial Impact

The estimated recurring financial impact of each consolidation package is summarized below. These estimates reflect the application of the district's existing staffing allocation formulas, projected operating and maintenance costs, and identified revenue impacts. They do not include potential proceeds from the future sale of property.

The district will likely incur additional one-time costs to support schools, students, staff, and families through the transition, including temporary leadership support, orientation activities, and other resources that help build community and a sense of belonging. These costs, estimated around $200,000, will be evaluated and determined through the transition planning process.

Estimated Annual Impact of School Closures

District-Wide Summary	Estimated Annual Impact
McKenny Closure	$ (829,368)
Madison Closure	$ (1,122,856)
LP Brown Closure	$ (1,076,618)
Subtotal	**$ (3,028,842)**
Transportation Savings less new costs	$ (162,000)
Utilities & Maintenance on Closed Schools	$ 50,199
Estimated Annual Net Financial Impact	**$ (3,140,643)**
One-Time Moving, Transfer, and Costs**	**$ 413,653**

The estimated recurring savings are approximately $3.1 million annually before the one-time costs associated with transition and staff moves. After accounting for one-time costs, the estimated first year's benefit is approximately $2.7 million. The moving, transfer, and transition costs are one-time expenditures; therefore, they would not recur in subsequent years. The monetary impact of utilities, maintenance and insurance on closed facilities may change over time depending on the district's future decisions regarding the use, lease, sale, or disposition of those properties.

These estimates are intended to demonstrate the relative monetary impact of the consolidation scenarios and are not a guarantee of actual future expenditures or savings. Actual results will depend on final enrollment, staffing assignments, collective bargaining requirements, operating costs, insurance decisions, and the future use of closed facilities.

Section 6: Adherence to all building code requirements

The issue being addressed is declining student enrollment, and not the condition of our facilities. Olympia School District (OSD) operates more schools than current and projected enrollment requires.

All school buildings in the Olympia School District meet legal and building code requirements and receive routine and unannounced annual inspections. Those inspections are pass/fail audits, and we have passed all routine and unannounced inspections and currently remain compliant with code enforcement.

Inspections are conducted by:

- Washington State Department of Labor and Industries
- Washington State Department of Health
- Thurston County Public Health and Social Services
- Thurston County Fire District
- City of Olympia Community Planning and Development
- City of Olympia Fire Department
- City of Olympia Public Works

Section 7: Whether or not the facility may effectively be used for other purposes

Upon closure of LP Brown Elementary, Madison Elementary, and McKenny Elementary, the district would generally have **three options for each property:**

1) Sell the property;
2) Retain ownership and lease the property to another public or community-serving organization; or
3) Retain the property for another district use.

Each option carries different financial and operational considerations. Importantly, the second and third options would allow the district to retain ownership of the property and preserve greater flexibility should enrollment and demographic conditions change significantly over the next 15 to 20 years and the district determines that a school facility is again needed in that area.

As part of the district's consideration of possible school consolidation and closure, district leadership has initiated preliminary conversations with local government and regional community and educational organizations regarding potential future uses of school facilities that may become available. These conversations have been exploratory, and while no commitments, agreements, or specific building assignments have been made, there is meaningful interest in potential partnerships that could allow a former school facility to continue serving children, families, and the broader community.

Potential uses discussed include expanded childcare and before- and after-school programming; youth recreation, the arts, enrichment, and club activities; community, senior, and family services; and educational programming that could serve students from Olympia and the surrounding region. One possibility discussed has been the use of a facility for specialized educational services, including regional special education programming that may be difficult for individual school districts to provide independently. These possibilities could involve shared or multi-agency use of a facility, allowing several community-serving programs to operate from the same location.

A lease or other use agreement with an outside organization could also provide ongoing financial benefits to the district while allowing it to retain ownership of the property.

Such agreements can be structured so that the organization using the facility assumes responsibility for utilities, routine maintenance, custodial services, and other agreed-upon operating expenses. This type of arrangement is used by neighboring school districts when facilities are leased or made available to community partners and can reduce the cost of maintaining an underutilized building. Depending on the terms of an agreement, a lease could also generate revenue for the district while preserving the property as a long-term public asset.

Summary

The feasibility of any future use would depend on the facility, its location and condition, the needs of a potential partner, financial and operational considerations. The district's goal would be to consider options that preserve the public value of the property, respond to community needs, and, where feasible, allow a facility that has long served children and families to continue doing so in a new capacity.

Section 8: Potential impact to other district programs or supports in lieu of closure

The district has already implemented reductions in staffing, programs, and services in response to declining enrollment and ongoing financial pressures. These reductions have occurred across central administration, school-based staffing, student supports, instructional services, and operations. **Many of the reductions that might otherwise be considered alternatives to school closure have already been implemented.**

Historical Reductions

In 2023-24, the district implemented approximately $7.0 million in budget reductions, including reductions to central office staffing, instructional coaching, maintenance, custodial services, human resources, business services, transportation, counseling, graduation support, family liaison services, elementary and secondary staffing and special education staffing and paraeducator allocations.

The district made an additional $1.3 million in reductions in the 2024-25 budget. These included furloughs and restructuring in central administration, elimination of a Student Support director position, shifting responsibilities to school administration while eliminating district positions, reductions to contingency budgets and technology subscriptions and other non-staffing savings and revenue measures.

In 2025-26, the district made another $364,000 in reductions, including reductions to instructional coaching and leadership positions in Technology, Teaching & Learning, Student Support, and Capital Planning, as well as reductions to Family Liaison services.

In developing the 2026–27 budget, the district implemented an additional $3.5 million in expenditure reductions. These reductions included $1.4 million and 10.4 FTE in central and district-wide support and $2.1 million and 20.6 FTE at the school level. School-level reductions included increasing class sizes in grades 4-12, discontinuing elementary support staff, reducing elementary assistant principal staffing, transitioning operation of the ECEAP program to another provider and reducing support for students at Touchstone. The reductions also included significant changes to district office support, including reductions in administrative support, accounting, technology, instructional coaching, human resources, custodial services, kitchen staffing and specialized student support.

Summary of Efforts

These reductions represent a cumulative effort to align expenditures with declining enrollment and available revenues over time. They have not been limited to administrative efficiencies or discretionary spending; the district has already reduced staffing and service capacity in areas that directly support schools, staff and students. Further reductions would increasingly affect core instructional programs and student supports rather than reducing administrative or discretionary expenditures.

The district's four-year budget forecast currently projects a need for approximately $3.5 million in additional expenditure reductions in 2027-28. This projected need exists despite the reductions already implemented. As enrollment continues to decline and expenditure growth continues to outpace available state and local revenues, the district will face increasingly difficult choices regarding programs, services and staffing levels.

If the district maintains its current number of school buildings despite declining enrollment, the costs associated with operating that capacity will continue to be borne by the General Fund. Because those resources are also needed to provide instruction and student supports, maintaining additional school capacity would require further reductions elsewhere in the district.

Alternatives to Closure or Consolidation

In lieu of school closure and consolidation, the district would have to move to reduce overall operations more toward the minimum legally mandated staffing levels. Previously discussed options for budget reductions, include but are not limited to:

- Further reductions in student-facing staffing and supports, including counseling, mentoring, intervention and paraeducator services;
- Further reductions in instructional staffing or increases in class size;
- Reductions in athletics (i.e., middle school sports), extracurricular activities and other student programs;
- Reductions in assistant principals at the middle school level;
- Additional reductions to central services that support schools and legal compliance, including communications, business, human resources and technology;
- Further reductions in building maintenance, custodial services and other facility operations;
- Longer replacement cycles for technology, vehicles and other equipment and increased deferral of maintenance needs; and
- Reductions in transportation services, including fewer routes and potentially longer student ride times.

Many of these areas have already been reduced, and further reductions would affect core educational programs and the district's ability to support students, staff, and schools.